



SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION Regular Meeting Wednesday, October 21, 2026

VISION STATEMENT

Students are equipped to realize their dreams and aspirations.

MISSION STATEMENT

Together we will foster student skills to achieve their goals and thrive in an ever-changing world.

AGENDA

MEETING: 2:00 PM

LOCATION: Whale Pass School and via Zoom
126 Beach Road
Whale Pass, Alaska 99950

VIRTUAL URL:

<https://us02web.zoom.us/j/87564126065?pwd=scrpwSzMQ1c1xte5g8ogEJHuGLVxia.1>

1. CALL TO ORDER
2. ROLL CALL
3. PLEDGE OF ALLEGIANCE
4. DISTRICT VISION, MISSION, AND GOALS
5. APPROVAL OF AGENDA
6. WELCOME TO VISITORS
7. PUBLIC COMMENT 5
8. CONSENT AGENDA: (Items listed under CONSENT AGENDA are considered to be routine by the School Board and will be approved in one motion unless a Board Member requests that an item be considered separately.)
 - A. Approval of the September 23, 2026, Regular Meeting Minutes 7
 - B. Acceptance of the October 2026 Financial Report 11
 - C. Approval of Employment
 1. FY 2027 Classified Employment: Audrey Wopart (Custodial Coordinator, Thorne Bay)
 2. FY 2027 Extracurricular Contracts: Melvin Cook (Middle School Basketball), Robert Houck (High School Wrestling), Sarah Segars (High School Volleyball)
9. ADMINISTRATIVE/BOARD REPORTS
 - A. Superintendent Report

1. School Reports	
a. AK-TRAILS Correspondence/Homeschool	25
b. Barry Craig Stewart Kasaan School	
c. Hollis School	
d. Howard Valentine Coffman Cove School	27
e. Naukati School	28
f. Port Alexander School	32
g. Thorne Bay School	34
h. Whale Pass School	41
2. Activities Report	43
3. Area Principal/CTE Project/Testing Report	44
4. Business Report	146
5. Child Nutrition Program Report	152
6. Greenhouse/Agriculture Program Report	153
7. Maintenance Report	154
8. Special Programs Report	
9. State & Federal Programs/Grants Report	155
10. Technology Report	157
10. UNFINISHED BUSINESS	
A. Action on Administrative/Board Reports	
11. NEW BUSINESS	
A. Student Representative to the Board of Education	158
1. Interview Candidates for the Student Representative to the Board of Education	
2. Appoint Student Representative to the Board of Education	
B. First Reading: AASB Recommended Revisions to BP 4117.4, BP 4117.5/4217.5/4317.5, BP 4117.6, BP 4118, BP 4119.11/4219.11/4319.11, BP 4119.12/4219.12/4319.12	
1. BP 4117.4 Certificated Personnel - Dismissal	

2.	BP 4117.5/4217.5/4317.5 All Personnel - Termination Agreements	163
3.	BP 4117.6 Certificated Personnel - Nonretention	164
4.	BP 4118 Certificated Personnel - Suspension/Disciplinary Action	166
5.	BP 4119.11/4219.11/4319.11 All Personnel - Sexual Harassment	168
6.	BP 4119.12/4219.12/4319.12 All Personnel - Harassment	171
C.	First Reading: AASB Fall 2026 Updates to BP 1420, AR 1420, E 1420, BP 3550, and BP 5040	
1.	BP 1420 Tribal Consultation	173
2.	AR 1420 Tribal Consultation	175
3.	E 1420 Sample Invitation to Tribe for Consultation	177
4.	BP 3550 Food Service	180
5.	BP 5040 Student Nutrition and Physical Activity	184
12. INFORMATION ITEMS		
A. Letters and Communications		
B. Reports and Information		
1.	AASB Event Calendar	193
2.	Calendar of Agenda Items	195
3.	Advisory School Council Meeting Minutes	
a.	Barry Craig Stewart Kasaan	
b.	Naukati	196
c.	Port Alexander	199
d.	Thorne Bay	204
e.	Whale Pass	209
C.	Administrative Regulation for Review: AR 4117.6 Certificated Personnel - Informal Hearing for Nonretention of Nontenured Staff	
13. ADVANCE PLANNING		
A. Special Meeting: October 23, 2026 (Location: Remote via Zoom)		
B. November 2026 Regular Meeting: 3rd Wednesday is November 18, 2026 (Location: Hollis School)		

C. Annual Conference & Youth Leadership Institute (November 5-8, 2026, in Anchorage)

14. PUBLIC COMMENT

212

15. BOARD COMMENT

16. EXECUTIVE SESSIONS

17. ADJOURNMENT

MEETING CONDUCT

The School Board desires to conduct its meetings effectively and efficiently. All Board meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Board members and other designated persons.

Parliamentary Procedure

Board meetings shall be conducted by the president in a manner consistent with adopted Board bylaws and generally accepted parliamentary procedures.

Quorum

A majority of the number of filled positions on the Board constitutes a quorum.

Unless otherwise provided by law, affirmative votes by a majority of the Board's membership are required to approve any action under consideration, regardless of the number of members present.

Abstentions

The Board recognizes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. A member may only abstain due to a publicly declared conflict of interest. When a member abstains because of a conflict of interest, the abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.

(cf. 9270 - Conflict of Interest)

Public Participation

Because the Board has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the Board.

1. The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each agenda item.
2. At a time so designated on the agenda, members of the public also may bring before the Board matters that are not listed on the agenda of a regular meeting. The Board may refer such a matter to the Superintendent or designee or take it under advisement. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.
3. A person wishing to be heard by the Board shall first be recognized by the president. They shall then identify themselves and proceed to comment as briefly as the subject permits.

MEETING CONDUCT (continued)

4. The President may establish rules to govern the procedure whereby persons address the Board.
5. With Board consent, the president may modify the time allowed for public presentation or may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.
6. No oral presentation shall include charges or complaints against any employee of the Board, including the Superintendent, regardless of whether or not the employee is identified by name or by another reference which tends to identify. Charges or complaints against employees must be submitted to the Board under the provisions of Board policy and administrative regulations related to such complaints.

(cf. 1312.1 - Complaints Concerning School Personnel)
(cf. 9312 - Executive Sessions)

7. No disturbance or willful interruption of any Board meeting shall be permitted. Persistence, by an individual or group, shall be grounds for the chair to terminate the privilege of addressing the meeting. The Board may remove disruptive individuals and order the room cleared if necessary.

(cf. 9320 - Meetings)
(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES
29.20.020 Meetings public

Review 1/04, 1/05
Revised 6/11



SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION REGULAR MEETING September 23, 2026

MINUTES

Location: Port Alexander School, Block 9 Tract A, Port Alexander, AK 99836
and remotely via Zoom

1. CALL TO ORDER

Board President Ben Blair called the meeting to order at 2:39 PM

2. ROLL CALL

Members Present: Molly Kimzey (clerk) and Tony Lovell attended in person. Ben Blair (President), and Sandy Curtis attended via audio/video conference. William Tyrell was absent

Quorum: yes

3. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

4. DISTRICT VISION, MISSION, AND GOALS

The Board reviewed and reaffirmed the District Vision, Mission, and Goals.

5. APPROVAL OF AGENDA

Motion: Mr. Lovell moved to approve the agenda.

Second: yes

Amendment: Mr. Lovell moved amend the current motion put line items 'Unfinished Business' and 'New Business' forward of 'Administrative/Board Reports'.

Second: yes

Board Vote: Yea: 4; Nay: 0; Absent: 1

Resolved: motion passed by majority vote (4-0-1)

Amended Motion: to approve the agenda put[ting] line items 'Unfinished Business' and 'New Business' forward of 'Administrative/Board Reports'

Board Vote: Yea: 4; Nay: 0; Absent: 1

Resolved: motion passed by majority vote (4-0-1)

6. WELCOME TO VISITORS

Board President Ben Blair welcomed all visitors attending in person and via Zoom. Students from Port Alexander School and the ATTSA Program introduced themselves.

7. PUBLIC COMMENT

Kara McCoy commented in her capacity as the Public Health Nurse in Craig, AK regarding visits to schools. Sonya Cook commented regarding her position and traveling to schools.

8. CONSENT AGENDA

Motion: Mr. Lovell moved to approve the Consent Agenda, including: 8.A., approval of the August 19, 2026, meeting minutes; 8.B. acceptance of the September 2026 financial report; and 8.C. approval of employment including 8.C.1. FY 2027 classified employment for Yvonne Drozdowicz-Somfleth, Inecyl Hlavnicka, Alicia Thielen, Owen Shope, Annabelle Smith (pending receipt of required documentation, Janice Nelson, Keeli Vaughn, Christine Ealy, and Nichole Smith; 8.C.2. FY 2027 extra duty contract for Sonya Cook; and [8.C.3.] FY 2027 extracurricular contracts for Sharlet Collins and Mackenzie Denham.

Second: yes

Board Vote: Yea: 4; Nay: 0; Absent: 1

Resolved: motion passed by majority vote (4-0-1)

10. UNFINISHED BUSINESS

Motion: Mr. Lovell moved to adopt 10.B. [second reading: BP 4156.4/4256.4/4356.4, Personal Cell Phone], 10.C. [second reading: AR/E 4156.4 - Personal Cell Phone Allowance], and 10.D. [second reading: AASB recommended revisions to BP 4115, BP 4116, BP 4117.2/4217.2/4317.2, BP 4117.3, BP 4117.31, and proposed deletion of BP 4217.2] moving from second reading to adoption.

Second: yes

Board Vote: Yea: 4; Nay: 0; Absent: 1

Resolved: motion passed by majority vote (4-0-1)

11. NEW BUSINESS

Motion: Mr. Lovell moved to approve the FY 2027 Professional Services Contract with Garrett Richards for Songahm Program Support and Services [in the amount of \$11,700]

Second: yes

Board Vote: Yea: 4; Nay: 0; Absent: 1

Resolved: motion passed by majority vote (4-0-1)

Motion: Mr. Lovell moved to approve the FY 2027 classified employment of Erin Blair as Student Transportation Driver for Barry Craig Stewart Kasaan School, pending written approval of the Commissioner of the Alaska Department of Education and Early Development

Second: yes

Board Vote: Yea: 3; Nay: 0; Absent: 1; Abstain: 1

Resolved: motion passed by majority vote (3-0-1-1)

Motion: Mr. Lovell moved to approve Resolution 2027-02, authorizing Southeast Island School District to apply to the Alaska Housing Finance Corporation (AHFC) for the SFY2027 Rural Professional Housing Grant Program for the Hollis Professional Housing Development.

Second: yes

Board Vote: Yea: 4; Nay: 0; Absent: 1

Resolved: motion passed by majority vote (4-0-1)

9. ADMINISTRATIVE/BOARD REPORTS

Rod Morrison presented the Superintendent's report. Topics included: District goals (collaboration & public trust), recent engagements, upcoming work, and District highlights (lead teacher retreat, inservice, start of school, Young Electricians training, testing, Representative Himschoot's coming visit, and the Alaska School Safety & Well-being Conference).

Superintendent Morrison then invited each department and school to share highlights of their reports.

Lead Teacher Michaela Larsen read the Port Alexander report and a video presentation from the ATTSAA program was shared. Principal Jessie Heisler shared highlights from Thorne Bay School. Lead Teacher Laurie Lapan introduced a guest and shared highlights from Whale Pass School and the Songahm Academic Program. Area Principal & Administrator/CTE Director Paulisa Scarlett shared highlights from travels to sites, the CTE Program, emergency preparedness, and testing. Contracted Business Manager Lucienne Smith shared highlights from the Business Department. Maintenance Director Josh Stukey shared highlights from the Maintenance Department. State & Federal Programs/Grants Coordinator Astrid Richard-Cook shared highlights from the State & Federal Programs/Grants Department.

Reports from the Superintendent, AK-TRAILS Correspondence/Homeschool Program, Barry Craig Stewart Kasaan School, Naukati School, Port Alexander School, Thorne Bay School, Whale Pass School, Area Principal & Administrator/CTE Director, Business Department, Child Nutrition Program, Greenhouse/Agricultural Program, Maintenance Department, State & Federal Programs/Grants Department, and Technology Department were included in the board meeting packet for review.

12. INFORMATION ITEMS

The Board reviewed informational items including the 2026-2027 AASB Event Calendar, the Board's Calendar of Agenda Items, and ASC Minutes from Naukati School, Thorne Bay School, and Whale Pass School.

13. ADVANCE PLANNING

The next regular Board meeting will be on October 21, 2026 at Whale Pass School and remotely via Zoom. The AASB Annual Conference & Youth Leadership Institute will be held on November 5-8, 2026 at the Egan Center in Anchorage, AK.

14. PUBLIC COMMENT

Lead Teacher Laurie Lapan commented regarding the October School Board Meeting in Whale Pass. Rod Morrison gave a shout out to everyone for their support with a personal matter.

15. BOARD COMMENT

Molly Kimzey thanked those who made the trip to PA and recommended holding the PA meeting in May. Tony Lovell commented regarding the teacher housing project.

16. EXECUTIVE SESSIONS

The Board did not go into executive session.

17. ADJOURNMENT

Motion: Mr. Lovell moved we adjourn

Second: yes

Board Vote: Yea: 4; Nay: 0; Absent: 1

Resolved: motion passed by majority vote (4-0-1)

Time: 3:47 PM

Board President

Date

Board Clerk

Date



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Rd Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 Email: sisd@sisd.org

MEMORANDUM

TO: SISD BOARD OF EDUCATION

THRU: Rodney Morrison, Superintendent

FROM: Lucienne Smith, Contracted Business Manager
Alaska Education & Business Services, Inc.

A handwritten signature in black ink, appearing to read "Lucienne Smith", is written over the text of the "FROM" field.

Date: October 15, 2026

SUBJECT: FINANCIAL REPORT NARRATIVE

The following pages are the monthly October Board Reports.

The format of these monthly revenue and expenditure information reports are presented to the Board of Education to apprise them of the District's financial position in comparison to the respective budgets for all funds as well as a more detailed presentation of the general fund. More detailed information is available at the District office in Thorne Bay, Alaska.

Statement of Revenue Budget vs. Actual: This printout recaps fund specific revenue information per the column headings for all funds of the District:

Received current Month	Includes activity for the month noted in the report
Received YTD	Includes year-to-date activity
Estimated Revenue	Reflects the current revenue budget
Revenue to be received	Reflects the amount expected to be received by year end

Statement of Expenditures Budget vs. Actual: This printout recaps fund specific expenditure information per the column headings for all funds of the district:

Committed Current Month	Includes activity for the month noted in the report
Committed YTD	Includes year-to-date activity
Original Appropriation	Board of Education and DOEED approved original budgets
Current Appropriation	Includes the original budget amount, budget transfers, budget revisions and rollover encumbrances from prior year
Available Appropriation	Budgeted amounts not yet expended or encumbered but available

Statement of Revenue Budget vs. Actual for Operating Fund: This report represents a more detailed view of the operating Fund revenue categories. The columns reflect the same information as noted above for the Statement of Revenue Budget vs. Actuals.

Statement of Expenditure Budget vs. Actual for Operating Fund: This report presents a functional recap of the Operating Fund. The columns reflect the same information as noted above for the Statement of Expenditure – Budget vs. Actual.

10/14/26
12:53:25

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 10 / 26

Page: 1 of 1
Report ID: B110F

Fund	Received		Estimated Revenue	Revenue	
	Current Month	Received YTD		To Be Received	% Received
100 GENERAL OPERATING FUND	426,752.00	1,822,587.98	6,050,825.00	4,228,237.02	30 %
205 PUPIL TRANSPORTATION FUND	0.00	74,646.00	211,976.00	137,330.00	35 %
255 FOOD SERVICE FUND	16.40	92.57	142,000.00	141,907.43	0 %
256 FRESH FRUIT & VEGETABLES	0.00	0.00	8,625.01	8,625.01	0 %
260 TITLE I-A BASIC	0.00	0.00	103,134.00	103,134.00	0 %
261 TITLE I-C MIGRANT	0.00	0.00	98,892.00	98,892.00	0 %
262 MIGRANT SUPPLEMENTAL	0.00	0.00	2,950.00	2,950.00	0 %
264 Title IVA INNOVATIVE	0.00	0.00	11,630.00	11,630.00	0 %
266 TITLE IIA PRINCIPAL/TEACHER RETENTION &	0.00	0.00	27,537.00	27,537.00	0 %
268 TITLE VI-B IDEA	0.00	0.00	61,769.00	61,769.00	0 %
270 TITLE VI-B SEC 619 PRESCHOOL DISABLED	0.00	0.00	4,454.00	4,454.00	0 %
271 CARL PERKINS	0.00	0.00	22,000.00	22,000.00	0 %
276 DISCRETIONARY SPECIAL EDUCATION	0.00	0.00	11,000.00	11,000.00	0 %
281 CLSD 2024 COHORT	0.00	0.00	350,000.00	350,000.00	0 %
355 US FOREST SERVICE - TB GARN UNITS	0.00	0.00	314,178.00	314,178.00	0 %
360 INDIAN EDUCATION	0.00	2,772.00	11,091.00	8,319.00	25 %
361 APEX - USDOE	50,000.00	218,240.00	498,716.00	280,476.00	44 %
363 ARISE - USDOE	50,000.00	205,293.00	498,716.00	293,423.00	41 %
365 REAP	0.00	6,366.00	6,366.00	0.00	100 %
370 SUCCEED	50,000.00	117,930.00	499,973.00	382,043.00	24 %
375 TEACHER HOUSING	0.00	14,940.39	110,000.00	95,059.61	14 %
529 BARRY CRAIG STEWART KASAAN & WHALE PASS SCHOOLS	0.00	0.00	1,077,756.00	1,077,756.00	0 %
711 STUDENT AGENCY FUND AGRICULTURE	838.00	974.00	1,500.00	526.00	65 %
Grand Total:	577,606.40	2,463,841.94	10,125,088.01	7,661,246.07	24 %

10/14/26
13:01:23

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report Org
For the Accounting Period: 10 / 26

Page: 1 of 2
Report ID: B100F

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Comm.
100 GENERAL OPERATING FUND	47,340.78	1,125,811.67	5,936,423.00	5,936,423.00	4,810,611.33	19%
205 PUPIL TRANSPORTATION FUND	768.50	8,331.90	191,830.00	191,830.00	183,498.10	4%
237 ALASKA PRE ELEMENTARY PROGRAM	1,360.58	1,561.30	19,234.00	19,234.00	17,672.70	8%
255 FOOD SERVICE FUND	1,245.43	75,862.93	337,948.00	337,948.00	262,085.07	22%
256 FRESH FRUIT & VEGETABLES	7,667.08	9,224.07	1,078.13	8,625.01	-599.06	107%
260 TITLE I-A BASIC	6,048.59	37,318.03	114,324.79	114,324.79	77,006.76	33%
261 TITLE I-C MIGRANT	0.00	18,058.85	170,596.50	170,596.50	152,537.65	11%
262 MIGRANT SUPPLEMENTAL	0.00	0.00	2,950.00	2,950.00	2,950.00	0%
264 Title IVA INNOVATIVE	2,448.00	11,402.48	25,506.70	25,506.70	14,104.22	45%
266 TITLE IIA PRINCIPAL/TEACHER	0.00	5,656.25	41,774.53	41,774.53	36,118.28	14%
268 TITLE VI-B IDEA	331.31	25,728.47	67,207.80	67,207.80	41,479.33	38%
270 TITLE VI-B SEC 619 PRESCHOOL	0.00	0.00	4,542.34	4,542.34	4,542.34	0%
271 CARL PERKINS	0.00	1,645.58	22,000.00	22,000.00	20,354.42	7%
272 SAFETY & WELL BEING	309.20	24,407.64	33,500.00	33,500.00	9,092.36	73%
275 HOMELESS - EHCY	0.00	0.00	3,099.99	3,099.99	3,099.99	0%
276 DISCRETIONARY SPECIAL EDUCATION	0.00	955.47	11,000.00	11,000.00	10,044.53	9%
281 CLSD 2024 COHORT	73.01	190,291.80	349,999.99	349,999.99	159,708.19	54%
359 ELEVATE - KLAUOCK CITY SD	0.00	986.00	0.00	0.00	-986.00	0%
360 INDIAN EDUCATION	16.40	363.87	11,091.00	11,091.00	10,727.13	3%
361 APEX - USDOE	2,224.70	69,336.83	499,904.00	499,904.00	430,567.17	14%
363 ARISE - USDOE	11,153.27	117,091.68	494,730.00	494,730.00	377,638.32	24%
365 REAP	0.00	6,366.00	6,366.00	6,366.00	0.00	100%
366 SOAR UP (Klawock City SD Grant)	0.00	10,751.60	10,751.60	10,751.60	0.00	100%
370 SUCCEED	18,482.35	178,922.05	499,973.00	499,973.00	321,050.95	36%
372 ACHIEVE- PASS THRU FROM HYDABURG	0.00	21,129.45	200,284.60	200,284.60	179,155.15	11%

10/14/26
13:01:24

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report Org
For the Accounting Period: 10 / 26

Page: 2 of 2
Report ID: B100F

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Comm.
375 TEACHER HOUSING	499.65	6,465.31	50,000.00	50,000.00	43,534.69	13%
529 BARRY CRAIG STEWART KASAAN & WHALE	0.00	4,005.15	1,099,751.00	1,099,751.00	1,095,745.85	0%
711 STUDENT AGENCY FUND AGRICULTURE	264.95	691.62	5,596.00	5,596.00	4,904.38	12%
Grand Total:	100,233.80	1,952,366.00	10,211,462.97	10,219,009.85	8,266,643.85	19%

10/14/26
12:54:36

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 10 / 26

Page: 1 of 1
Report ID: B110AK

100 GENERAL OPERATING FUND

Function / Object	Received		Estimated Revenue	Revenue		% Received
	Current Month	Received YTD		To Be Received		
000						
0000						
30 EARNINGS ON INVESTMENTS	0.00	2,469.13	0.00	-2,469.13	**	%
40 OTHER LOCAL REVENUES	0.00	1,695.85	40,000.00	38,304.15	4	%
50 STATE REVENUE	0.00	111,415.00	0.00	-111,415.00	**	%
51 STATE-FOUNDATION PROGRAM	426,752.00	1,707,008.00	4,943,934.00	3,236,926.00	34	%
53 TIMBER RECEIPTS	0.00	0.00	325,800.00	325,800.00	0	%
56 TRS On-Behalf	0.00	0.00	329,926.00	329,926.00	0	%
57 PERS On Behalf	0.00	0.00	85,110.00	85,110.00	0	%
90 STATE-OTHER REVENUES	0.00	0.00	326,055.00	326,055.00	0	%
Function Total:	426,752.00	1,822,587.98	6,050,825.00	4,228,237.02	30	%
Org Total:	426,752.00	1,822,587.98	6,050,825.00	4,228,237.02	30	%
Fund Total:	426,752.00	1,822,587.98	6,050,825.00	4,228,237.02	30	%
Grand Total:	426,752.00	1,822,587.98	6,050,825.00	4,228,237.02	30	%

10/14/26
13:02:14

SOUTHEAST ISLAND SCHOOL DISTRICT
Expenditure Budget vs. Actual Query
For the Accounting Period: 10 / 26

Page: 1 of 2
Report ID: B100AKAF

Funds 100- 100

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL OPERATING FUND						
621 HOWARD VALENTINE						
100 REGULAR INSTRUCTION	380.19	24,185.13	286,148.00	286,148.00	261,962.87	8
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	0.00	2,160.24	40,742.00	40,742.00	38,581.76	5
400 SCHOOL ADMINISTRATION	0.00	1,069.56	10,282.00	10,282.00	9,212.44	10
600 OPERATIONS & MAINTENANCE	2,554.52	6,984.68	78,160.00	78,160.00	71,175.32	8
700 STUDENT ACTIVITIES	500.00	881.54	8,918.00	8,918.00	8,036.46	9
Org Total:	3,434.71	35,281.15	425,750.00	425,750.00	390,468.85	
624 KASAAN						
100 REGULAR INSTRUCTION	992.79	21,202.78	258,998.00	258,998.00	237,795.22	8
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	0.00	6,715.80	113,581.00	113,581.00	106,865.20	5
400 SCHOOL ADMINISTRATION	0.00	1,229.28	10,282.00	10,282.00	9,052.72	11
600 OPERATIONS & MAINTENANCE	579.48	3,340.42	50,300.00	50,300.00	46,959.58	6
700 STUDENT ACTIVITIES	0.00	0.00	9,083.00	9,083.00	9,083.00	0
Org Total:	1,572.27	32,488.28	443,744.00	443,744.00	411,255.72	
625 NAUKATI						
100 REGULAR INSTRUCTION	0.00	29,260.04	145,818.00	143,318.00	114,057.96	20
160 VOCATIONAL ED INSTRUCTION	0.00	2,252.40	1,500.00	4,000.00	1,747.60	56
200 SPECIAL EDUCATION INSTRUC	40.88	2,614.79	79,548.00	79,548.00	76,933.21	3
400 SCHOOL ADMINISTRATION	0.00	1,144.89	10,282.00	10,282.00	9,137.11	11
600 OPERATIONS & MAINTENANCE	305.85	9,898.39	96,282.00	96,282.00	86,383.61	10
700 STUDENT ACTIVITIES	18.60	458.72	8,458.00	8,458.00	7,999.28	5
Org Total:	365.33	45,629.23	341,888.00	341,888.00	296,258.77	
628 THORNE BAY						
100 REGULAR INSTRUCTION	854.38	40,622.68	475,432.00	475,432.00	434,809.32	8
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	3,000.00	3,000.00	3,000.00	0
200 SPECIAL EDUCATION INSTRUC	227.33	10,701.98	180,269.00	180,269.00	169,567.02	5
400 SCHOOL ADMINISTRATION	227.99	9,619.73	21,418.00	21,418.00	11,798.27	44
450 SCHOOL ADMIN SUPPORT SRVC	0.00	9,221.65	56,656.00	56,656.00	47,434.35	16
600 OPERATIONS & MAINTENANCE	2,391.55	30,915.06	280,218.00	280,218.00	249,302.94	11
700 STUDENT ACTIVITIES	6,667.08	8,001.48	45,169.00	45,169.00	37,167.52	17
Org Total:	10,368.33	109,082.58	1,062,162.00	1,062,162.00	953,079.42	
632 WHALE PASS						
100 REGULAR INSTRUCTION	60.26	10,813.82	109,034.00	105,034.00	94,220.18	10
160 VOCATIONAL ED INSTRUCTION	0.00	1,014.84	1,500.00	1,500.00	485.16	67
200 SPECIAL EDUCATION INSTRUC	0.00	0.00	47,959.00	47,959.00	47,959.00	0
400 SCHOOL ADMINISTRATION	0.00	1,039.74	10,282.00	10,282.00	9,242.26	10
600 OPERATIONS & MAINTENANCE	154.97	1,562.24	56,451.00	56,451.00	54,888.76	2
700 STUDENT ACTIVITIES	97.12	12,288.33	8,500.00	12,500.00	211.67	98
Org Total:	312.35	26,718.97	233,726.00	233,726.00	207,007.03	
646 ALASKA TRAILS - DW CORRESPONDENCE						
140 CORRESPONDENCE INSTRUCTON	8,198.88	60,747.01	268,780.00	268,780.00	208,032.99	22
Org Total:	8,198.88	60,747.01	268,780.00	268,780.00	208,032.99	
649 DISTRICT WIDE						

10/14/26
13:02:14

SOUTHEAST ISLAND SCHOOL DISTRICT
Expenditure Budget vs. Actual Query
For the Accounting Period: 10 / 26

Page: 2 of 2
Report ID: B100AKAF

Funds 100- 100

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL OPERATING FUND						
100 REGULAR INSTRUCTION	0.00	16,527.41	48,200.00	48,200.00	31,672.59	34
200 SPECIAL EDUCATION INSTRUC	4,600.00	25,992.33	207,787.00	207,787.00	181,794.67	12
220 SPED SUPPORT SRVCS-STUDNT	0.00	18,370.49	61,576.00	61,576.00	43,205.51	29
350 SUPPORT SERVICES-INSTRUCT	0.00	1,251.41	18,092.00	18,092.00	16,840.59	6
352 LIBRARY SERVICES	0.00	0.00	645.00	645.00	645.00	0
353 Technology	0.00	43,194.12	196,741.00	196,741.00	153,546.88	21
354 INSERVICE	0.00	3,836.87	5,600.00	5,600.00	1,763.13	68
400 SCHOOL ADMINISTRATION	474.86	11,611.49	1,158.00	1,158.00	-10,453.49	***
450 SCHOOL ADMIN SUPPORT SRVC	0.00	9,235.06	56,531.00	56,531.00	47,295.94	16
511 BOARD OF EDUCATION	0.00	9,526.19	126,877.00	126,877.00	117,350.81	7
512 OFFICE OF SUPERINTENDENT	-959.00	47,744.48	348,216.00	348,216.00	300,471.52	13
550 DISTRICT ADMIN SUPRT SRVC	379.04	144,977.55	257,107.00	257,107.00	112,129.45	56
600 OPERATIONS & MAINTENANCE	3,977.41	386,397.63	866,451.00	866,451.00	480,053.37	44
700 STUDENT ACTIVITIES	2,306.14	461.36	96,759.00	96,759.00	96,297.64	0
790 FOOD SERVICES	0.00	41.30	0.00	0.00	-41.30	***
900 OTHER FINANCING USES	0.00	0.00	65,000.00	65,000.00	65,000.00	0
Org Total:	10,778.45	719,167.69	2,356,740.00	2,356,740.00	1,637,572.31	
667 HOLLIS (I)						
100 REGULAR INSTRUCTION	553.77	24,228.21	356,485.00	356,485.00	332,256.79	6
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	104.94	1,764.82	43,481.00	43,481.00	41,716.18	4
400 SCHOOL ADMINISTRATION	0.00	1,051.93	10,282.00	10,282.00	9,230.07	10
600 OPERATIONS & MAINTENANCE	11,140.77	36,921.31	89,909.00	89,909.00	52,987.69	41
700 STUDENT ACTIVITIES	0.00	548.45	11,983.00	11,983.00	11,434.55	4
Org Total:	11,799.48	64,514.72	513,640.00	513,640.00	449,125.28	
669 PORT ALEXANDER						
100 REGULAR INSTRUCTION	336.15	27,290.02	193,825.00	193,825.00	166,534.98	14
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
400 SCHOOL ADMINISTRATION	0.00	866.68	10,282.00	10,282.00	9,415.32	8
600 OPERATIONS & MAINTENANCE	174.83	3,998.22	77,386.00	77,386.00	73,387.78	5
700 STUDENT ACTIVITIES	0.00	27.12	7,000.00	7,000.00	6,972.88	0
Org Total:	510.98	32,182.04	289,993.00	289,993.00	257,810.96	
0.00Fund Total:	47,340.78	1,125,811.67	5,936,423.00	5,936,423.00	4,810,611.33	18 %
Grand Total:	47,340.78	1,125,811.67	5,936,423.00	5,936,423.00	4,810,611.33	18 %



Superintendent Report

Board meeting: October 21, 2026

Prepared: October 16, 2026

Submitted by: Rod Morrison, Superintendent

Current enrollment is above our budget projection, and work continues on energy upgrades, capital improvements, and grant-funded student opportunities. This report also highlights staff professional learning and our progress toward the district goals of collaboration and public trust.

District Goals

Collaboration: Strengthen and sustain collaborative relationships with the Board of Education and District Leadership Team to support student success throughout Southeast Island School District.

Public Trust: Build and maintain public trust through open, transparent communication and positive relationships throughout our communities.

Recent Engagements

September 21–25 CTE Intensive Week

September 25 Districtwide in-service featuring Mental Health First Aid training provided by SERRC

October 5 GoGuardian demonstration focused on student safety

October 10–11 History in Place professional learning through the UNITED grant at the University of Hawai‘i at Mānoa

October 15 PBIS training

Upcoming Work

October 23 Kagan and Professional Learning Community training in Thorne Bay

October 24 Kagan training for Prince of Wales leadership in Klawock

October 30 Prince of Wales islandwide in-service in Craig

Student Enrollment and Funding

The student count period is underway and continues through the end of October. Because enrollment determines school funding, an accurate count is essential to district planning.

Our budget was developed using a projected student count of 199.4. Current enrollment is approximately 219.4, or 20 students above that projection. These figures remain preliminary until the count period closes. The number of students receiving intensive special education services is generally consistent with our projections.

Energy Improvements

We are working with Ren Scott of the Alaska Municipal League and Maintenance Director Josh Stukey to finalize projects at Port Alexander and Whale Pass through the Renew America's Schools energy grant. The proposed work prioritizes improvements that reduce energy use and operating costs.

Port Alexander

Proposed school improvements include programmable thermostats, LED lighting, replacement of a broken window pane, blown-in attic insulation, high-efficiency furnaces, and insulation around furnace components and crawl-space ductwork.

Proposed teacher housing improvements include replacing the furnace with a Toyo stove, upgrading common area, bathroom, and storage lighting to LEDs, replacing broken windows, and completing exterior work.

Whale Pass

Proposed school improvements include programmable thermostats, a variable-speed biomass circulation pump, LED lighting, air sealing in floors, walls, and ceilings, foam gaskets at switches and outlets, and replacement of the north furnace. Siding replacement was considered, but the projected energy savings did not justify including it in the current scope.

Proposed teacher housing improvements include an energy-efficient clothes washer, replacement of two bathroom fans, air sealing, and LED lighting.

Implementation and District Match

The energy review also identified an opportunity to consolidate partially filled freezers. We will work with staff to reduce the number of units operating whenever practical. Building energy monitoring provided through the grant will help identify periods of high energy use.

The second phase begins in December and includes ordering equipment and materials. The district is responsible for a 25% match, which may include eligible in-kind maintenance services. Applying eligible staff time toward the match will help reduce our direct cash contribution. I appreciate Josh and our grant partners for moving this work toward implementation.

Capital Improvement Projects

We are finalizing the scope of capital improvement projects funded by the State of Alaska at Kasaan and Whale Pass.

Kasaan

Electrical improvements are the priority because the building's electrical system needs substantial attention. We are also exploring the addition of two windows to improve natural lighting.

Whale Pass

We have submitted an amendment requesting state approval to install a well. The school currently relies on water collected from the hillside, a system that continues to present reliability and maintenance challenges. A well would provide a more dependable water source. This work remains subject to state approval.

The capital improvement work will also include connecting generators at both Kasaan and Whale Pass schools.

Grant Awards and Student Opportunities

Positive Behavioral Interventions and Supports (PBIS)

The district received a \$35,000 PBIS grant, providing \$5,000 for each participating school. Schools must complete the required training to access their funds. Staff may attend the weekly sessions or watch recordings and must confirm completion with me.

Allowable uses include student incentives that support positive behavior, training supplies, and participation in the PBIS conference in Portland next April.

Hunter Education

Dr. Paulisa Scarlett revised and submitted our hunter education grant application, resulting in an award of just under \$50,000. This funding will allow us to continue offering students opportunities to earn hunter education certification.

Presidential Fitness Award

The district received an \$85,000 Presidential Fitness Award grant, with renewal opportunities over the next five years. Equipment funding is anticipated to be approximately \$5,000 per school. Each school will help identify purchases and activities that best support its students, including potential support for taekwondo. Thorne Bay has expressed interest in replacing weight room equipment.

Participating schools must administer the Presidential Fitness Test twice each year to maintain participation and funding.

UNITED Grant and History in Place

The UNITED grant, written by Amy Killian and awarded in partnership with other school districts, provides optional professional development opportunities for staff. A calendar identifies available activities, and staff can earn credit toward compensation by completing eligible training.

On October 10–11, I joined Amy Killian and instructional coach Beth Buchanan on Oahu for History in Place professional learning through the University of Hawai‘i at Mānoa. We explored Hawaiian history and culture before colonization, the colonization process, and its continuing effects.

Eric and Stormy Hamer and their families also participated. Stormy is interested in strengthening connections between Alaska and Hawaii through canoe building and navigation, building on relationships he has already established there.

The photographs on the following pages document the History in Place experience, including visits to historic locations and hands-on learning in a cultivated landscape.

Statewide Leadership and Advocacy

I was elected to the Superintendents’ Board of Directors, although I was unable to attend the conference while on personal leave. This role provides another opportunity to represent our district and advocate for the needs of rural schools across Alaska.

Closing Remarks

Our work this fall reflects the district’s goals of collaboration and public trust. Staff and partners are expanding student opportunities, participating in professional learning, and addressing facility needs that affect daily school operations.

Thank you to the Board of Education, staff, families, tribal organizations, and community partners for your continued support of our students and schools.

Respectfully submitted,

Rod Morrison
Superintendent

History in Place

UNITED grant professional learning | Oahu, Hawaii | October 10–11, 2026



Participants and historic architecture during the History in Place experience.



Historic architecture visited during professional learning on Oahu.

SISD | October 21, 2026 |

History in Place

UNITED grant professional learning | Oahu, Hawaii | October 10–11, 2026



Hands-on learning in a cultivated landscape.



Field learning and a view of the surrounding island landscape.

AK-TRAILS Mainland Board Report – October 2026

Melanie Pitka

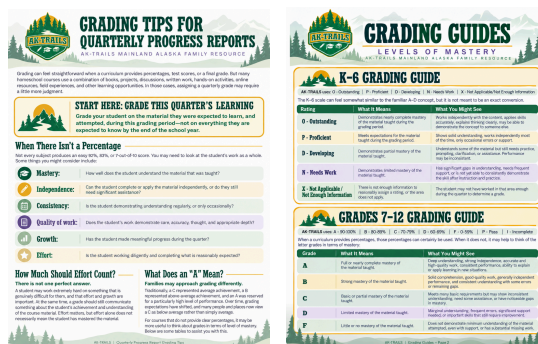
The past month has continued to be busy as Mainland families settle into their individual homeschool programs. Much of my time has been spent helping families select and adjust curriculum, finalize Individual Learning Plans (ILPs), and ensure student files, resources, and documentation are in place for the year.

Family Resources & Quarterly Reporting

Each Mainland student has an individual shared Google Drive that serves as both a family resource hub and a place for quarterly reporting. Families can access resources such as the AK-TRAILS handbook, parent-friendly materials compiled from Alaska state resources, calendars, Brightways' PRISM Web of Support information, and enrollment, ILP, allotment, and reimbursement information.

Families also use these shared drives to submit quarterly progress reports and work samples, creating an ongoing record of student progress. Quarter 1 reports and work samples are due October 16.

I recently shared additional guidance with families on grading homeschool coursework, especially when learning includes a combination of curriculum, projects, activities, and other individualized experiences.



Assessing & Individualizing Learning

While most Mainland families have opted out of formal assessments offered through the district, many use other tools to monitor progress and guide instruction. Several are using the district's access to IXL diagnostic assessments to identify strengths, learning gaps, and appropriate next steps.

Outreach & Communication



I continue to send a monthly newsletter to Mainland AK-TRAILS families with updates, deadlines, opportunities, reminders, and resources. Superintendent Rod has access to these newsletters, and I would be happy to share them with board members as well if there is interest.

I have also been taking on more AK-TRAILS social media content creation and posting to help increase awareness of the program and highlight opportunities for students and families.

*Please follow AK-TRAILS on Facebook and Instagram.

College & Career Planning

I am also working with UAA to coordinate a virtual college planning presentation for AK-TRAILS Mainland students and families. An interest survey has been sent out, and responses will help shape the presentation around student questions and postsecondary interests.

Student & Family Spotlight – The Lewis Family

The Lewis family returned to homeschooling this year after spending the previous school year in an Anchorage public school. I worked with their family as their contact teacher for several years previously and am happy to be working with them again.

Jasmine is now in 1st grade and Whisper is in 11th grade. Their ILPs highlight the flexibility of homeschooling across grade levels: Jasmine is pictured participating in martial arts for Physical Education, while Whisper is pictured cooking as part of her Home Economics coursework.



I look forward to continuing to support our Mainland families as they move into the second quarter and to sharing more of the many ways our students are learning throughout the year.



SOUTHEAST ISLAND SCHOOL DISTRICT
Howard Valentine Coffman Cove School

P.O. Box 18002, Coffman Cove, AK 99918
phone: 907-329-2244; fax: 907-329-2210



Coffman Cove Lead Teacher Report

17 students - K-11th grade.

2 students are playing HS volleyball on the Thorne Bay team.

4 MS students are playing on the Thorne Bay basketball team

5 elementary students and 2 MS students participated in Cross Country, with our Kindergarten student running in 2 races.

4 HS students participated in the CTE classes offered in Klawock and Juneau.

4 HS students went on the College tour of Ketchikan, Juneau, and Anchorage.

We will be hosting our annual Halloween Carnival, October 24 from 5 pm to 8 pm

We are selling Rada Cutlery as one of our fundraisers. We get 40% of the sales. Hit me up for more information.

Students harvested the fruit out of the orchard and enjoyed sampling some and taking some home.

2026 Naukati School & Sea Otter Sound Coastal Academy (SOSCA) Newsletter

COMPLETE: Week 1: 26-28 August

Ketchikan (Overnight x2) / Prince of Wales (POW) / Naukati Orientation

26 Aug: Fly in & Orientation (Ketchikan KTN)

27-28 Aug: Ketchikan Tours & AMSEA / PADI Poolwork

28 Aug: AMSEA / PADI / Ferry to Hollis / Intro to POW / Naukati

HIGHLIGHTS: Introductions and greetings. PADI elearning. 8 hours of poolwork in Ketchikan pool. Logistics stops. Little tour of Creek Street and salmon fishing from the bridge.

COMPLETE: Week 2: 31 August – 4 September

El Cap Cave / Memorial Beach (Camping)

<https://www.fs.usda.gov/r10/tongass/recreation/el-capitan-cave-interpretive-site>

<https://www.fs.usda.gov/r10/tongass/recreation/memorial-beach-picnic-site>

<https://www.recreation.gov/camping/campgrounds/233059?tab=info>

31 Aug – 2 Sept: Classwork

3-4 Sept: El Cap Cave and overnight camping at Memorial Beach

4 Sept: Kayak Training at Red Bay Lake

HIGHLIGHTS: Hike to El Cap (unfortunately the US Forest Service guides were sick). Beautiful weather and stay on Memorial Beach. Great hiking, kayak training and certifications on Red Bay Lake.

COMPLETE: Week 3: 8-11 September

Kasaan (overnight) / Karta River Wilderness

<https://www.fs.usda.gov/r10/tongass/recreation/trails/karta-river-trail>

<https://discoverpowisland.com/communities/kasaan/>

7 Sept: Labor Day

8 Sept: Classwork / MAP Testing for Naukati students / Yellow Cedar Restoration Project

9 Sept: Classwork / MAP Testing for Naukati students / Fly tying and Fishing Introduction

10-11 Sept: Kasaan Culture Camp (camping) & Karta River Wilderness

HIGHLIGHTS: MAP Testing went well. We are almost finish. Many thanks to Patrick Tierney (USFS Retired) for helping us start a Yellow Cedar Restoration Project @Naukati on Tuesday. Many thanks also to local fly fishing legend Derek Shell who started teaching us fly tying on Wednesday. He will be teaching us a few more lessons throughout the academy. And finally, huge thanks to Kasaan for hosting a culture camp for us and Port Alexander on Thursday. They let us camp out as well since our plans to go to Karta that afternoon were changed and provided additional ferry services to Karta River Wilderness on Friday. Karta was awesome.

COMPLETE: Week 4: 14-19 September

Sandy Beach (overnight)

<https://discoverpowisland.com/trails/balls-lake-trail>

14 Sept: Classwork / MAP / DIBELS Testing for Naukati students

15 Sept: Classwork / Fly tying

16 Sept: Local Artists basket weaving @ Thorne Bay / Camping @ Sandy Beach

17 Sept: Beekeeping @ Jay's

HIGHLIGHTS: MAP & DIBELS Testing completed. Many thanks to Mea Brady, Becca Wagemann & Alina Mihal for our basket weaving class. All the students made their own joy baskets! Many thanks again to local fly fishing legend Derek Shell who continued the fly tying. We also explored Sandy beach tidal pools and had a beekeeping lesson @ Jay's house.

COMPLETED: Week 5: 21-25 September

Viking Lumber
<https://vikinglumberalaska.com/>

21-23 Sept: Classwork
22 Sept: PADI / Swim training @ Craig / Picture Day @ Thorne Bay
23 Sept: FBI presentation / Viking Lumber Tour / Camping @ Winter Harbor
24 Sept: Classwork

HIGHLIGHTS: Many thanks to Ernesto Ponce @ Viking Lumber for the awesome tour! Winter Harbor was a great campsite and should become an excellent open water dive location.

COMPLETED: Week 6: 28 September – 2 October

Sarkar Fly Fishing

28-30 Sept: Classwork
29 Sept: PADI / Swim training in Craig
1 Oct: Fishing at Sarkar Rapids

HIGHLIGHTS: Many thanks again to Derek Shell who continued the fly tying and gave the students their first fishing lesson on the Sarkar Rapids.

COMPLETED: Week 7: 5-9 October

Naukati Blue Starr Oyster Farm

5-7 Oct: Classwork
6 Oct: PADI / Swim Training in Craig / Oyster science
7 Oct: Oyster Science
8 Oct: Oyster Farm Visit

HIGHLIGHTS: Many thanks to Eric and Cindy Wyatt for their tour and the raw oysters! Their oyster farm was amazing. We also really appreciate Cindy's oyster & plankton science lessons.

UPCOMING: Week 8: 12-16 October

12-14 Oct: Classwork
13 Oct: PADI / Swim Training in Craig

UPCOMING: Week 9: 19-23 October

Diving @ Winter Harbor / El Cap (revisited) & Camping

19-21 Oct: Classwork
20 Oct: PADI / Swim Training in Craig / Winter Harbor
22 Oct: El Cap Return Visit & Camping

Join our Photocircle: SOSCA 2026





Scale 1:120,720

[illegible]

The **WMV** is a multi-entrance document that identifies the roads, trails, and areas where motor vehicle use is allowed or where service administrative fees may be imposed. The **WMV** is renewed each year. It is the responsibility of motor vehicle users to acquire the current **WMV**. **WMVs** are available **FREE** at **Forest Service offices** and at:

https://www.fs.fed.gov/northeast/programs/trails_maps.asp

This is not a legal document. Public lands are subject to change and leasing, and may have access restrictions. All trail maps on this map are open to motor vehicle use. Check with local resource officials and the map issuer for more information. Obtain permission before entering private lands.

The **USGS Forest Service** uses the most current and complete data available. GIS data and product accuracy may vary. **USGS products** for purposes other than those for which they were intended may yield inaccurate or misleading results.

USGS is an equal opportunity provider, employer, and lender.

SOSCA
Prince of Wales



SOSCA

Tongass
National Forest



Port Alexander School

Southeast Island School District

Board Report– October 2026

It's been another good month of learning. We're reading *My Side of the Mountain* and planning and filming a book trailer for it currently, which the students are very excited about. A highlight in Social Studies this month was an arts-integrated history lesson on the Russian cultural legacy in Alaska, wherein the students learned some Russian folk dance and practiced a traditional choreographed dance. It was great fun.



We also had a great time learning about the tradition of performance storytelling in Tlingit culture from Robert Hoffman who visited our class for a few hours, performing the story of how Raven made the rivers and having the students make masks of their own representing an animal they feel affinity with. They turned out great!



Port Alexander School

Southeast Island School District

In Writing, we've been reviewing how to identify complete or incomplete (fragment or run-on) sentences. Bringing the season into ELA, we've been working on some (non-violent) ghost stories as we practice building suspense and using good descriptive writing. We have been enjoying some Halloween art projects too, putting colorwheel knowledge and blending techniques to good use with watercolor and oil pastels. We have also been continuing our choir time (we've got a great group of singers!) with some creepy rounds in minor keys.

In Earth Science, we have explored geological clues to the creation of the Earth, why the ocean is blue, and what it is like as you move down to the bottom of the deepest trenches of the ocean and up through Earth's systems to space—big and interesting questions.



We also joined the ATTSAA program for a 10-minute ocean plunge to our necks—me too!-- and then, (to simulate a cold water survival situation) while wet, successfully built a good fire on the beach using only flint and steel and what we could find among the (mostly) damp wood, and gathered limpets, mushrooms, kelp, and other edibles for a soup— it turned out delicious! I was amazed by the students' voluntary endurance!

ATTSAA Report (in video form)--

 [October Board Report.mp4](#)

We really enjoyed the visit of three members of the School Board and district this past month— an exciting thing for us!-- and thank them, again, for coming.



Thorne Bay School Board Report

October 2026

1

Principal update

October Principal's Report – Thorne Bay School 🧡💜🐾

October has been another busy and exciting month at Thorne Bay School! It has been wonderful to see our students, staff, families, and community coming together to make so many great things happen!

We have wrapped up our cross-country season, celebrated student accomplishments, welcomed families into our school for parent-teacher conferences, and continued finding new ways to support student learning and growth. Our students have been working hard in their classrooms, participating in activities, and representing our school and community with Wolverine pride! I am so thankful for our dedicated staff and the many ways they go above and beyond for our students every day.

We have even more excitement coming in the next couple of weeks! I am especially looking forward to our **first pep rally, Fall Carnival, and hosting Volleyball Regionals!** These are wonderful opportunities to bring our school and community together, celebrate our students, and show off our Wolverine spirit!

One of my favorite things about Thorne Bay is the strong sense of community and how everyone comes together to support our students. I am excited to continue building those connections and creating opportunities for our students, families, and community to be involved in our school.

Thank you to everyone who continues to support Thorne Bay School! I am so thankful to be part of this amazing community and look forward to all the exciting things ahead!

GO WOLVERINES! 🐾🧡💜

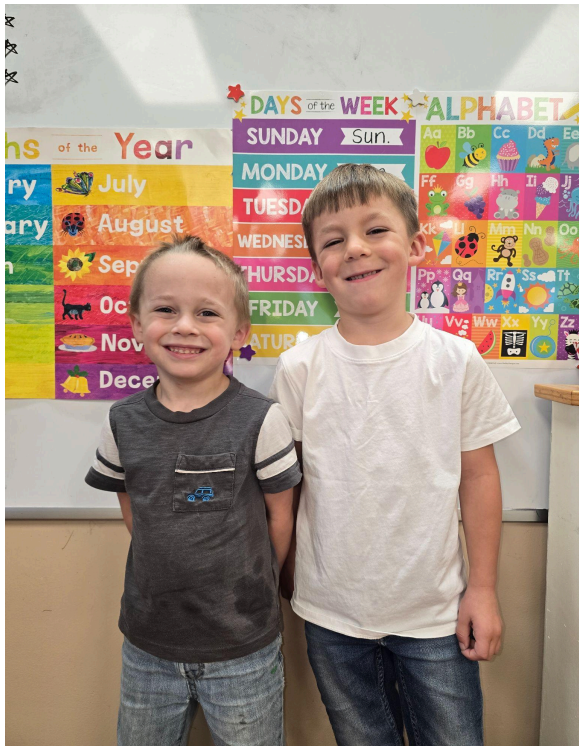
Classroom updates:

Ms. Lucy Nelson (Prek):

The prek class is doing well they are able to count to 20 with almost no mistakes and they are starting to recognize their names. They are very excited to decorate the door for Halloween and have been coloring and cutting out their own decorations.

Thorne Bay School Board Report October 2026

2



Mrs. Andis (grades K-2):

Kindergarten through Second grade have been working on reading, writing, and increasing our math skills. In Science, we have talked about the life cycle of Pumpkins, thunderstorms, rain, and snow. In History, we have been discussing the origins of America. The students have

Thorne Bay School Board Report

October 2026

3

painted bats. glued cotton balls to make ghosts and made paper pumpkins. We have also been focusing on using kind words with our friends.



Thorne Bay School Board Report

October 2026

4

Mrs. Slayton (grades 3-5):

Our third through fifth grade classroom has been full of excitement! We loved welcoming Mike Donahue from Value Up for an inspiring visit. Our weekly library trips have also been a highlight, giving students opportunities to discover new books and grow their enthusiasm for reading. We have begun reading for Battle of the Books and are excited for the challenge ahead!

Students are working diligently on their spelling skills as they prepare for the spelling contest. They are also researching states for their state reports and preparing our Great Mail Race mailers, building their research, geography, and writing skills along the way. We explored distance and visual perspective, learning how objects appear smaller when farther away and how our viewpoint changes what we see. In music, students are learning to play recorders, and our classroom lettuce continues to grow! In math, we are connecting place value to multiplication, division, fractions, and everyday uses such as money and measurement.



Mrs. Dougherty (secondary):

Thorne Bay School Board Report

October 2026

5

I would like to take a moment to brag about my students and share some of the great things happening in our classroom!

Middle School: Our middle school students continue to enjoy their weekly Big Buddy/Little Buddy time with Ms. Slayton's class. We have been reading together, reviewing vocabulary, and working on grammar skills. The class recently began reading *Blood on the River* by Elisa Carbone, a historical novel set in Jamestown in 1607. It has been wonderful to see students working together and supporting one another's learning!

High School: Our high school students are beginning their second essay of the year! We have placed a strong emphasis on developing reading and writing skills as we continue to strengthen our communication and mastery of the English language. In U.S. History, students are exploring primary sources and examining multiple perspectives to gain a deeper, more complete understanding of our nation's past. I am proud of the hard work our students are putting into building these important skills!

In both classes, we have spent time researching an Indigenous group of North America chosen by each student. Students then created a poster or slideshow to respectfully share the group's history, culture, and story with their classmates. I learned so much from them, and their in-class presentations were great! Those public speaking skills are coming along quite nicely.

Performing Arts: class is so much fun! The students are learning to better control their singing voices, read music, and practice songs with Ms. Ji twice a week. The other two days are focused on drama and students are finishing writing skits this week (Fairy Tales gone wrong) to perform for the class. It's a hoot!

Mr. Lusted (secondary):

Algebra 2: Linear Functions, Transformations, Systems of 3 variables.

Algebra 1: Analyzing, Graphing and Solving Inequalities and Compound Inequalities.

High School Science: 1-Dimensional Kinematics and Free Fall Gravity Models.

MS Math: Math Fact Fluency, Long Division and Multiplication, Converting Fractions to Decimals.

MS Physical Science: We are learning all about the Periodic Table, Electron Orbitals, and Bonds.

Health: We are setting goals for 8 domains of wellness, and building digital Vision Boards in Canva to remember them. We will be using the school's poster printer to display them when we finish.

Weight Lifting: Students are weekly making personal records in many lifts using the Bigger Faster Stronger Progressive Split model.

Mrs. Oatman, Greenhouse (Secondary):

We are working on fermentation and exploring different ways to grow!

Thorne Bay School Board Report

October 2026

6

Mrs. Andis, ASL (Secondary):

ASL class has been working through the free online videos from the Oklahoma School for the Deaf. In addition to these videos, the students are working on their semester project, which is to become interpreters at a concert and sign an entire song, like actual interpreters. Their last semester's grade will be based on participation in the Christmas dinner, where they will sign to "Silent Night".

Mr. Daniel Nelson, Construction (secondary):

We are actively finishing our first large project and moving onto the next!

Mrs. Audrey, PE:

Students in Physical Education have been focusing on cooperative games that promote teamwork, communication, problem-solving, and sportsmanship. These activities encourage students to work together, support one another, and develop skills that carry over into both sports and everyday life.

As we move forward, we will be incorporating volleyball and basketball into our PE activities to coincide with the current school sports seasons. This will give students opportunities to develop their fundamental skills, build confidence, and gain additional practice that supports their participation in school athletics.

Our focus continues to be on keeping students active, engaged, and developing a positive attitude toward physical fitness and teamwork.

Sports update:

Cross Country:

Our elementary and middle school team completed the season! They both did really well and are already looking forward to next year!

High School Volleyball:

Our high school girls team had 2 games! They have both been away but they are excited to have home games next month!

High School Wrestling:

Practice has started and the first duels are in Craig on 10/15/26!

Thorne Bay School Board Report
October 2026

7

Cheer (grades 2-12):

Has started and the girls are learning new skills at every practice!

MS Basketball:

Middle School basketball practice has started and the team is growing at every practice along with learning!



SOUTHEAST ISLAND SCHOOL DISTRICT

Whale Pass School

126 Beach Road, P.O. Box WWP, Whale Pass, Alaska 99950
(p) 907-846-5320 (f) 907-846-5319



Whale Pass School Board Report Songahm Academic Program October 2026

Wow, time has flown by for our fall program. Our students will be leaving Thursday for the ATA Class B tournament hosted by Senior Master Travis Dillow in Caldwell, Idaho. Please join us in wishing all 19 of them the best of luck as they compete in forms, weapons, sparring, and XMA. We have had so many incredible adventures and amazing guest instructors to foster our students' academic and TaeKwonDo success with many opportunities seized for leadership and personal growth. What a great crew!

During week four, our study of and our trip to LeConte Glacier via BreakAway Adventures was definitely a highlight of this year's program. We appreciate the funding we received from the SUCCEED grant that made touching icebergs, visiting seals, and picnicking at the base of a glacier possible. That week also included instruction from Grand Master Kohl and tricking coach Dom Lewis. Please take the time to view our video; the footage is stunning:
<https://youtu.be/Vh98q1M2emU?si=taMLSY69VMUKUgHC>

Let's back up to week three which included safety presentations from the FBI and a full day dive into forestry with retired local silviculturist Gary Lawton not to mention the incredible honor of hosting ATA's Presiding Grand Master, MK Lee. He shared personal stories of ATA history, his own business wisdom and his path to realizing the necessity of working hard. Here's a link for that week's video: <https://youtu.be/vVp9jdjv6a8?si=P16eN3NIWR49QYPj>

Week five included a trip to Blue Star Oyster Farm where students learned all about the business of farming oysters. Most even tried raw oysters! Miss Caity Schmidt joined us to assist with TaeKwonDo instruction. All students finished the week by giving a TaeKwonDo presentation as guests at the Filipino dinner in Craig. Here's the video:
<https://youtu.be/oyyjXO1PvqU?si=2CqDZdU5RJVFwVw>

We returned to our forestry theme during week six with a presentation from Sarah Dahlstrom representing Viking Lumber and our local timber industry. We spent time investigating the uses of native plants with the detailed [books](#) another of our grants provided for our program (thanks again Amy Killian & Island Hands). We also learned about Haida culture in preparation for our trip to Kasaan. And our students engaged in belt testing to prepare for their upcoming tournament! Here's a sneak peek at week six's video: 📺 Songahm Academic Week 6.mov

Why is week six a "sneak peek" video? Senior Master Zach Hayden of the ATA Nation Podcast is continuing to interview our students weekly (which is a great tie for our coursework) and has

the privilege of premiering the videos our students have been producing. Want to see the videos? Look here for episodes 218 - 222 (more to come as well):

<https://youtube.com/playlist?list=PLnclyQ6BuvVRo9ffVBbRsXk9Cuy2k5Sal&si=cAYMM1gVTETNn1wV>

One more amazing video, this one an animation project from our elementary students:

<https://youtu.be/qCj932qm2SA?si=qDs4cNHBT83ifvi9>



ACTIVITIES REPORT

High School Mix 6 Volleyball

The Thorne Bay Mix 6 Volleyball team is off to a great start under the leadership of new head coach Sarah Garrison. The team recently faced Craig in a close, hard-fought match but came up just short. They will travel to Klawock tomorrow, October 14th, for a 6:00 p.m. game.

The team is currently working on fundraising efforts while preparing for the upcoming Seeding Tournament in Klawock on October 19th and 20th.

We are also excited to be hosting the Region V Mix 6 Volleyball Tournament in Thorne Bay, November 12th–14th! This event will bring multiple teams from across the region to our community. We look forward to showcasing our athletes, welcoming visiting teams, and bringing our community together for a great weekend of volleyball!

Middle School Basketball

Middle School Basketball officially kicked off on October 5th under the leadership of Coach Mel Cook. This year's team brings together student-athletes from Thorne Bay, Coffman Cove, and Kasaan. The players are excited to get the season underway and have been working hard at practice to prepare for their upcoming games. Their first game is scheduled for October 30th in Hydaburg. We look forward to a great season and are excited to see these athletes grow, develop their skills, and represent their communities on the court!

High School Wrestling

High School Wrestling is officially underway! Coaches Rob and Jordan Houck are returning to lead the team for another exciting season. Practices began on October 5th, and the wrestlers have been working hard to prepare for their first competition. The team will travel to Craig on October 16th and 17th for their first meet of the season. We are looking forward to a great wrestling season and are excited to watch our athletes continue to develop their skills and represent our school on the mat!

Southeast Island School District

Board Report: CTE and Area Schools

Regular Board Meeting, October 21, 2026. Submitted by Dr. Paulisa J. Scarlett, CTE
Director and Area Principal

Highlights

- 18 SISD students took part in two regional CTE intensives in September and October.
- A draft SISD CTE Course Catalog is complete, with eight Trails, 22 courses and a syllabus for every course.
- Crisis response teams held initial meetings at Coffman Cove and Port Alexander.
- Beginning of year MAP Growth testing was completed on October 9, 2026.

Fall Regional CTE Intensives

In partnership with Sealaska Heritage Institute (SHI), 18 SISD students participated in two week-long CTE intensives this fall: one in Juneau (September 20 to 26) and one in Klawock (September 28 to October 2). The intensives are funded through SHI's federal Alaska Native Education grant and bring together students from districts across Southeast Alaska.

Course offerings across the two intensives included construction trades and outboard motors with the University of Alaska Southeast, mining careers with the University of Alaska Fairbanks, IBEW electrical training, healthcare occupations with Basic Life Support certification, STEM for Change, and cultural arts with Generations Southeast. Each completed 40-hour intensive earns 0.25 SISD CTE credit, and several courses also offer college credit or an industry credential.

What we learned

SHI and I had a debrief on October 14. Recommendations SISD shared, which SHI is building into the spring intensives, include:

- A scheduled study hall so students keep up with core coursework while away.
- Short pre-work packets, especially for math-heavy construction courses.
- Chaperone shift rotations and clear handoffs to prevent staff burnout.
- Advance planning for students with IEPs and other support needs.
- A group messaging tool for trip communication with students and families.

CTE Course Catalog (Draft)

A draft 2026-2027 SISD CTE Course Catalog is attached for the Board's review. It organizes all SISD CTE courses and intensives into eight career Trails, each linked to a career focus, a student organization and a state CTE sequence.

Catalog at a glance	Detail
Career Trails	8 (Timber, Spark, Care, Venture, Teaching, Tideline, Council and Watershed)
Courses and intensives	22, each with a course number and syllabus
Courses on the DEED Perkins CTE Course List	10 (9 approved; 1 to be resubmitted)
College credit partners	University of Alaska Southeast, Fairbanks and Anchorage
Student organizations	SkillsUSA, HOSA, BPA and Educators Rising, with information on joining and competing

The catalog introduces a simple course numbering system so the same number appears in PowerSchool, the state CTE system and the catalog. Fall intensive courses are now entered in PowerSchool, and existing CTE courses are being updated to the new numbers.

Island-wide alignment

SISD plans to offer the catalog to the other Prince of Wales Island districts and to SHI as a shared starting point. Aligned course numbers and syllabi would allow a student who moves between island districts to keep consistent CTE credit.

Crisis Response Teams

Site crisis response teams began meeting in October. Dr. Scarlett attended the initial meeting of the Coffman Cove team, and the Port Alexander team also held its initial meeting. As EOP Coordinator, Dr. Scarlett will support the teams in aligning site procedures with the district Emergency Operations Plan.

Assessment

Beginning of year MAP Growth testing concluded on October 9, 2026. Results will guide instructional planning and student support at each site.

Looking Forward

- **Port Alexander site visit:** November, the first in-person visit of the year, as part of a fall site visit rotation across all area schools.

- **Perkins CTE Teacher Professional Development grant:** application due November 30, 2026, pending Superintendent approval.
- **ACTE CareerTech VISION 2026:** Dr. Scarlett will present in New Orleans in early December, sharing SISD's work with a national audience.
- **Spring CTE offerings:** SHI will release the regional spring intensive catalog to districts by December 15, with registration opening in December.
- **Career Focused Education Summit:** rescheduled to April 2 to 4, 2027, alongside Traditional Games. Student nominations already submitted remain approved.
- **Island-wide catalog review:** sharing the draft catalog with neighboring districts for feedback and alignment.

Request: Student of the Month

I request the Board's support to begin a Student of the Month recognition program for SISD area schools, starting in November 2026.

- Each site nominates one student each month for effort, growth, attendance, kindness or leadership.
- Students are recognized at the monthly Board meeting, with a certificate and a mention in district communications.
- Lead teachers submit nominations to the Area Principal by the first of each month.
- Students may be recognized in person or online, so students at remote sites can take part.

Recognizing students for steady effort, not only top grades, builds school culture and gives families a positive reason to connect with the district.

Southeast Island School District



CTE Course Catalog 2026-2027 School Year

Southeast Island School District, Prince of Wales Island, Alaska. **Working draft**
prepared October 2026 by the CTE Director.

This catalog lists every SISD career and technical education (CTE) course and intensive, organized by the SISD Trail System. It includes the courses already in the state CTE course system and the new courses SISD is building in 2026 to 2027, including the fall 2026 Sealaska Heritage Institute (SHI) intensives. Each course uses the SISD CTE numbering system, so the same number appears in PowerSchool, the state CTE course system and this catalog.

Table of Contents

HOW TO READ THIS CATALOG	3
TRAIL MAP	5
COURSE SUMMARY	6
COURSES BY TRAIL	8
Foundational Courses (All Trails)	8
Timber Trail	10
Spark Trail	12
Care Trail	14
Venture Trail	16
Teaching Trail	17
Tideline Trail	20
Council Trail	24
Watershed Trail	25
Work-Based Learning and Related Programs	26
CAREER AND TECHNICAL STUDENT ORGANIZATIONS	27
APPENDIX: COURSE SYLLABI	30
CTE101: Careers and Portfolio	31
CTE150: Workplace Safety (OSHA 10)	34
CON101: Introduction to Construction Trades Technology	37
CON151: Introduction to the Construction Trades	40
CON152: Construction Tools and Materials	43
ELE150: IBEW Young Electricians Training	46
ELE201: Electrical Pre-Apprenticeship I	49
HLT150: Intro to Health Science Intensive	53
HLT151: Introduction to Healthcare Occupations	56
CTE102: Personal Finance	58
EDU101: Introduction to Education: Leadership Development	62
EDU102: Introduction to Education: Educational Development and Psychology	65
EDU201: Education Practices: Classroom Planning and Management	68
EDU301: Education Practices: Developing Professionalism	71
TEC101: Introduction to Engineering and Design	74
MAR152: Cold-Water Safety and Survival	77
MAR150: Introduction to Nautical Skills	79
MAR151: Introduction to Outboard Motors	82
MAR101: Yamaha Outboard Maintenance	84
TEC150: iDidalImpact: STEM for Change	88
CUL150: Cultural Arts and Indigenous Trades	90
NRS150: Introduction to Mining Careers	92

HOW TO READ THIS CATALOG

Trails

SISD calls its CTE pathways Trails. Each Trail is a program of study with its own career focus, student organization (CTSO) and state CTE sequence. Students can explore several Trails and concentrate in one.

Course numbers

Part of the number	Meaning
Prefix	Course content. CTE = Foundational; CON = Construction; ELE = Electrical; MAR = Maritime; HLT = Health Science; NRS = Natural Resources; CUL = Cultural Arts and Indigenous Trades; TEC = Technology and STEM; EDU = Education. Prefixes describe content, so course numbers stay the same if a Trail is renamed or a course moves to another Trail.
First digit	Level. 1 = introductory or foundational; 2 = concentrator; 3 = advanced or capstone; 4 = work-based learning.
Last two digits	Format. 01 to 49 = semester or hybrid course (usually 0.5 credit); 50 to 99 = 0.25 credit course, such as an intensive or a dual credit module.

Credit and dual credit

- A semester course earns 0.5 SISD credit. An intensive earns 0.25 SISD credit.
- Dual credit does not change the course number. The dual credit flag is set on each student's enrollment, only for students who registered with the college.
- College credit comes from the University of Alaska campuses: UAS (Juneau), UAF (Fairbanks) and UAA (Anchorage).

Status labels

- **Perkins approved:** the course is approved in the DEED Perkins CTE Course List, with the expiration date shown.
- **Not approved:** the course is in the DEED system but is not approved, so it does not count for Perkins.
- **New:** the course must be submitted to the state CTE course system and created in PowerSchool.
- **Proposed:** a decision is still needed before submission.

Perkins approval is tied to programs of study, not single courses. Under Perkins V, a student becomes a CTE concentrator by completing at least two courses in a single program of study. A Trail with fewer than two technical courses can introduce careers but cannot yet produce concentrators.

DRAFT

TRAIL MAP

Trail	Focus and CTSO	State sequence	Courses (in suggested order)	College credit or credential	Concentrator ready
Foundational	All Trails	None	CTE101, CTE150	OSHA 10 card	Not applicable
Timber Trail	Trades and Construction; SkillsUSA	Architecture and Construction	CON101, then CON151 and CON152	UAS CT S102, CT S103	Yes
Spark Trail	Electrical and IBEW; SkillsUSA	Architecture and Construction	CON101 (shared), ELE150, then ELE201; Welding Technology 1 and 2	Interim Credentials	Yes
Care Trail	Health Sciences; HOSA	Allied Healthcare	HLT150, then HLT151	UAA HLTH, AHA BLS	Yes, if both kept
Venture Trail	Business and Entrepreneurship; BPA	Entrepreneurship	CTE102	None	No (one foundational course)
Teaching Trail	Education; Educators Rising	Education	EDU101, EDU102, EDU201, EDU301	UAS ED S122 (EDU101 and EDU102); UAF ED 110	Yes
Tideline Trail	Maritime and STEM; SkillsUSA	Natural Resources	TEC101, MAR152, MAR150, MAR151, MAR101, TEC150	UAS MTR S120; Microsoft Azure	Yes
Council Trail	Tribal Governance and Dual Credit	Confirm	Civics and Close Up; CUL150	None	No (in development)
Watershed Trail	Natural resources and mining	Natural Resources	NRS150	UAF (1 credit)	No (one course)

COURSE SUMMARY

Number	Course	Credit	Format	Trail	Status
CTE101	Careers and Portfolio	0.5	Semester	Foundational Courses	Perkins approved
CTE150	Workplace Safety (OSHA 10)	0.25 (proposed)	Intensive	Foundational Courses	Proposed or conditional
CON101	Introduction to Construction Trades Technology	0.5	Semester (16 weeks)	Timber Trail	Perkins approved
CON151	Introduction to the Construction Trades	0.25	Intensive or dual credit module	Timber Trail	New
CON152	Construction Tools and Materials	0.25	Intensive or dual credit module	Timber Trail	New
ELE150	IBEW Young Electricians Training	0.25	Intensive (40 hours)	Spark Trail	New
ELE201	Electrical Pre-Apprenticeship I	0.5	Semester, hybrid	Spark Trail	New
HLT150	Intro to Health Science Intensive	0.5	Intensive	Care Trail	Perkins approved
HLT151	Introduction to Healthcare Occupations	0.25	Intensive	Care Trail	New
CTE102	Personal Finance	0.5	Semester	Venture Trail	Perkins approved
EDU101	Introduction to Education: Leadership Development	0.5	Semester	Teaching Trail	Perkins approved
EDU102	Introduction to Education: Educational Development and Psychology	0.5	Semester	Teaching Trail	Perkins approved
EDU201	Education Practices: Classroom Planning and Management	0.5	Semester	Teaching Trail	Perkins approved
EDU301	Education Practices: Developing Professionalism	0.5	Semester	Teaching Trail	Perkins approved
TEC101	Introduction to Engineering and Design	0.5	Semester	Timeline Trail	Perkins approved
MAR152	Cold-Water Safety and Survival	0.25	Intensive (April 5 to 8, 2027)	Timeline Trail	New
MAR150	Introduction to Nautical Skills	0.25 (state form shows 0.5)	Intensive (6 weeks)	Timeline Trail	Not approved
MAR151	Introduction to Outboard Motors	0.25	Intensive or dual credit module	Timeline Trail	New

Number	Course	Credit	Format	Trail	Status
MAR101	Yamaha Outboard Maintenance	0.5	Semester (16 weeks, two 90-minute sessions a week)	Tideline Trail	New
TEC150	iDidalImpact: STEM for Change	0.25	Intensive	Tideline Trail	New
CUL150	Cultural Arts and Indigenous Trades	0.25	Intensive	Council Trail	New
NRS150	Introduction to Mining Careers	0.25	Intensive	Watershed Trail	New

COURSES BY TRAIL

Foundational Courses (All Trails)

Focus: Career planning and workplace safety for every CTE student. **CTSO:** Any.
State sequence: None; serves every Trail. **Status:** Offered.

Foundational courses are open to students on any Trail.

CTE101: Careers and Portfolio

Field	Detail
Credit	0.5 SISD credit
Grades	9 to 12
Format	Semester
Level	Foundational
Instructor or partner	Assigned by site
College credit or credential	None
Status	Perkins approved through July 1, 2028 (now C&P 1)
Description	Careers and Portfolio is an orientation to the variety of career opportunities organized as career pathways. Through experiences in the technical classrooms, field trips, guest speakers and self-exploration, participants obtain a better understanding of career opportunities.
Instructional topics	Self-Assessment; Career Planning; General Career Exposure; Specific Career Searches; Career Field Trips; Activities within CTE Pathways; Youth Employability Skills

CTE150: Workplace Safety (OSHA 10)

Field	Detail
Credit	0.25 (proposed) SISD credit
Grades	9 to 12
Format	Intensive
Level	Foundational
Instructor or partner	Authorized OSHA Outreach trainer
College credit or credential	OSHA 10-Hour card

Field	Detail
Status	Proposed; decide credit, then submit
Description	Students complete the OSHA 10-Hour Outreach Training Program and earn the OSHA 10-Hour card. Topics include hazard recognition, personal protective equipment, fall protection, electrical safety and workers' rights. The card is recognized by employers across construction and general industry.
Instructional topics	Introduction to OSHA; Hazard Recognition; Personal Protective Equipment; Fall Protection; Electrical Safety; Workers' Rights

Timber Trail

Focus: Trades and Construction. **CTSO:** SkillsUSA. **State sequence:** Architecture and Construction. **Status:** Offered.

From woodworking to the building trades, with a dual credit route through UAS.

CON101: Introduction to Construction Trades Technology

Field	Detail
Credit	0.5 SISD credit
Grades	9 to 12
Format	Semester (16 weeks)
Level	Introductory
Instructor or partner	To be determined
College credit or credential	Pending
Status	Perkins approved through July 1, 2028 (now CONST1 at 0.25); nontraditional for females
Description	Introduction to Construction Trades Technology is a semester course that introduces students to woodworking and the construction trades. Students learn the safe use and maintenance of hand tools, power tools and shop equipment, read basic plans, and select materials. Working individually and in teams, students lay out, cut, assemble and finish projects such as a step stool, a toolbox and a framed wall section. The course introduces careers in carpentry, electrical work and the building trades.
Instructional topics	Shop Safety; Tool Use and Maintenance; Construction Tools and Machines; Construction Materials; Construction Planning and Layout; Building Techniques; Construction Careers

CON151: Introduction to the Construction Trades

Field	Detail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive
Level	Introductory

Field	Detail
Instructor or partner	UAS instructor (2026 SHI intensive, Juneau)
College credit or credential	UAS CT S102, 1 credit
Status	New
Description	Introduction to the Construction Trades is a dual credit course offered with the University of Alaska Southeast. It gives students a survey of the skills needed to succeed in the construction industry, including jobsite safety, construction math, blueprint basics and career pathways in the building trades.
Instructional topics	Construction Industry Overview; Jobsite Safety; Construction Math; Blueprint Basics; Communication and Teamwork; Construction Careers

CON152: Construction Tools and Materials

Field	Detail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive
Level	Introductory
Instructor or partner	UAS instructor (fall 2026 SHI intensive, Juneau)
College credit or credential	UAS CT S103, 1 credit
Status	New
Description	Construction Tools and Materials is a dual credit course offered with the University of Alaska Southeast. Students learn the proper use and care of common hand and power tools used in the construction industry, identify and select lumber, fasteners and building materials, and apply that knowledge in hands-on projects.
Instructional topics	Tool Safety; Hand Tools; Power Tools; Tool Care and Maintenance; Lumber and Building Materials; Fasteners and Adhesives; Hands-on Projects

Spark Trail

Focus: Trades and Construction (Electrical and IBEW). **CTSO:** SkillsUSA. **State sequence:** Architecture and Construction. **Status:** In development.

An IBEW-supported route from intensives to a pre-apprenticeship course and the Electrical Interim Credentials. Spark shares Introduction to Construction Trades Technology (CON101) with Timber Trail.

ELE150: IBEW Young Electricians Training

Field	Detail
Credit	0.25 SISD credit
Grades	11 to 12
Format	Intensive (40 hours)
Level	Introductory
Instructor or partner	Manny Acuna, IBEW and Alaska Joint Electrical Apprenticeship and Training Trust (fall 2026 SHI intensive, Klawock, September 28 to October 2, 2026)
College credit or credential	Pre-apprenticeship training; no college credit
Status	New
Description	Training covers basic electrical theory, electrical code, circuitry, devices, and electrical and tool safety. Hands-on training includes wiring switches, lights, GFCI receptacles, duplex, single and split receptacles, panels, 3-way and 4-way switches, overcurrent protection, and bending EMT conduit. Students apply the skills they learn by assembling and wiring a lamp with a light switch and receptacle that they keep and take home.
Instructional topics	Electrical and Tool Safety; Basic Electrical Theory; Electrical Code; Circuitry; Electrical Devices; Switches and Receptacles (GFCI, 3-Way and 4-Way); Panels and Overcurrent Protection; EMT Conduit Bending; Lamp Wiring Project

ELE201: Electrical Pre-Apprenticeship I

Field	Detail
Credit	0.5 SISD credit
Grades	9 to 12
Format	Semester, hybrid, with an every-other-Friday hands-on rotation (spring 2027)

Field	Detail
Level	Concentrator
Instructor or partner	To be determined
College credit or credential	Electrical Interim Credentials (electrical training ALLIANCE), Topics 1 to 4
Status	New
Description	Students complete Interim Credentials Topics 1 to 4: apprenticeship and professionalism, electrical job information and safety, the 2023 National Electrical Code, and direct current theory. Students complete three hands-on projects each quarter, built during an every-other-Friday hands-on rotation at Generations Southeast in Klawock.
Instructional topics	Apprenticeship and Professionalism; Electrical Job Information and Safety; National Electrical Code; Direct Current Theory; Hands-on Projects

Also on this Trail

- Welding Technology 1 and 2 (course entries in development).
- Grade 8 career orientation and a Grade 12 IBEW work-study placement in Klawock.

Care Trail

Focus: Health Sciences. **CTSO:** HOSA (state affiliation pending). **State sequence:** Allied Healthcare. **Status:** Offered.

Healthcare careers, first aid and Basic Life Support, with a UAA dual credit option and a regional clinical rotation model planned.

HLT150: Intro to Health Science Intensive

Field	Detail
Credit	0.5 SISD credit
Grades	9 to 12
Format	Intensive
Level	Introductory
Instructor or partner	Assigned
College credit or credential	Bloodborne Pathogens; First Aid, CPR and AED
Status	Perkins approved through July 1, 2029 (now HLTH1)
Description	Strong career growth, high-wage potential and meaningful work make a solid case for a career in healthcare. In this introductory course, students explore career opportunities, practice fundamental employability skills and learn competencies common across health professions. The course prepares students to take the first step toward a career in healthcare and to make informed personal health decisions.
Instructional topics	Healthcare Careers; Healthcare Employability; Safety; Communication; Human Anatomy and Physiology; Technical Skills; CPR/AED and First Aid; Legal Responsibilities; Medical Ethics

HLT151: Introduction to Healthcare Occupations

Field	Detail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive
Level	Introductory
Instructor or partner	Mary McEwen, SERRC (fall 2026 SHI intensive, Klawock)

Field	Detail
College credit or credential	UAA HLTH S111; American Heart Association BLS card
Status	New
Description	Students build foundational skills in patient assessment, vital signs, professional communication and teamwork. Students also earn American Heart Association Basic Life Support (BLS) certification.
Instructional topics	Healthcare Careers; Patient Assessment; Vital Signs; Professional Communication; Teamwork; Basic Life Support

Venture Trail

Focus: Business and Entrepreneurship. **CTSO:** BPA. **State sequence:** Entrepreneurship. **Status:** Offered.

Personal finance and foundational business coursework, building toward student-led entrepreneurship.

CTE102: Personal Finance

Field	Detail
Credit	0.5 SISD credit
Grades	9 to 12
Format	Semester
Level	Foundational
Instructor or partner	Assigned by site
College credit or credential	None
Status	Perkins approved through July 1, 2028 (now PF 1)
Description	Personal Finance is designed to help students prepare for real-world financial decisions. Students use basic math skills to compute payroll, federal taxes, budgets, credit and banking. The course also builds decision-making skills for choosing housing, automobiles, insurance and investments.
Instructional topics	Employment Portfolio; Budgeting; Consumer Rights and Responsibilities; Banking Services; Financial Planning; Entrepreneurship; Safety; Ethics

Teaching Trail

Focus: Education. **CTSO:** Educators Rising. **State sequence:** Education. **Status:** Offered.

A four-course sequence toward classroom aide and paraprofessional work, with dual credit ties to the University of Alaska.

EDU101: Introduction to Education: Leadership Development

Field	Detail
Credit	0.5 SISD credit
Grades	Not listed on the state form
Format	Semester
Level	Introductory (course 1 of 4)
Instructor or partner	Assigned by site
College credit or credential	With EDU102, aligned with UAS ED S122 Introduction to Education
Status	Perkins approved through July 1, 2028 (now EDU1)
Description	Leadership Development is the essential first course in preparing students to become educators. Students develop skills to become reflective, self-aware learners while building capacity as school and community leaders. Focused on the skills and dispositions required to lead, students explore equity in education and how personal bias influences how they teach and learn. Students explore their personal values, identifying passions, strengths and challenges to build a career and learning plan.
Instructional topics	Enduring Understandings; Social Awareness; Leadership; Ambassador of Learning; Personal Learning Styles; Career Planning; Professionalism

EDU102: Introduction to Education: Educational Development and Psychology

Field	Detail
Credit	0.5 SISD credit
Grades	Not listed on the state form
Format	Semester
Level	Introductory (course 2 of 4)

Field	Detail
Instructor or partner	Assigned by site
College credit or credential	With EDU101, aligned with UAS ED S122 Introduction to Education
Status	Perkins approved through July 1, 2028 (now EDU2)
Description	Educational Development and Psychology is the second course in the Educators Rising series. Students explore the development of students across the learning continuum and the importance of understanding students as learners. Students learn about the diversity of learners in an education system and how educators prepare to meet the needs of all students.
Instructional topics	Child Development; Educational Psychology; Interpersonal Relationships; Diverse Learners; Pedagogy and Lesson Planning; Effective Teaching; Human Development and Developmentally Appropriate Practices; Historical Perspectives; Laws and Policies Governing Education

EDU201: Education Practices: Classroom Planning and Management

Field	Detail
Credit	0.5 SISD credit
Grades	Not listed on the state form
Format	Semester
Level	Concentrator (course 3 of 4)
Instructor or partner	Assigned by site
College credit or credential	Educators Rising standards
Status	Perkins approved through July 1, 2028 (now EDU3)
Description	Classroom Planning and Management is the third course in the Educators Rising series. This course focuses on the learning environments that facilitate student growth. Students explore how educators create an engaging learning environment that provides culturally relevant learning opportunities, and the instructional strategies that support students' self-efficacy. Students develop lesson plans and facilitate instruction in classrooms within their school or community.
Instructional topics	Classroom Management; Culture for Learning; Curriculum and Standards; Assessment; Instruction

EDU301: Education Practices: Developing Professionalism

Field	Detail
Credit	0.5 SISD credit
Grades	Not listed on the state form
Format	Semester
Level	Capstone (course 4 of 4)
Instructor or partner	Assigned by site
College credit or credential	Educators Rising standards
Status	Perkins approved through July 1, 2028 (now EDU4)
Description	Developing Professionalism is the fourth and final course in the Educators Rising education pathway series. The course focuses on student clinical experiences and the continued development of the education professional. Using reflective practices, students develop and deliver lesson plans that pull together all the elements learned in previous courses.
Instructional topics	Classroom Management; Culture for Learning; Curriculum and Standards; Assessment; Instruction

Tideline Trail

Focus: Maritime and STEM. **CTSO:** SkillsUSA. **State sequence:** Natural Resources (see note). **Status:** Offered.

Small boat safety, outboard maintenance, nautical skills and technology for Southeast Alaska's fishing, charter and marine trades.

TEC101: Introduction to Engineering and Design

Field	Detail
Credit	0.5 SISD credit
Grades	Not listed on the state form
Format	Semester
Level	Introductory
Instructor or partner	Assigned by site
College credit or credential	None
Status	Perkins approved through July 1, 2029 (now En&D 1); nontraditional for females
Description	Introduction to Engineering and Design is a high school foundation course in the Marine Careers pathway. Students are introduced to the engineering profession and to the engineering design process, a common approach to solving engineering problems. Using activity, project and problem-based learning, students progress from structured activities to open-ended design challenges.
Instructional topics	Career Exploration and Planning; Career, Education and Life Readiness; CAD and Drafting; Design Process; Computational and Analytical Skills

MAR152: Cold-Water Safety and Survival

Field	Detail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive (April 5 to 8, 2027, pending)
Level	Introductory
Instructor or partner	AMSEA-trained educator (to be determined)

Field	Detail
College credit or credential	SISD Certificate of Completion. AMSEA Drill Conductor card only if taught by an AMSEA Drill Conductor instructor
Status	New
Description	Students learn to prevent, survive and respond to cold-water and outdoor emergencies in Southeast Alaska. Topics include hypothermia and cold-water immersion, personal flotation devices, immersion suits, signaling and Mayday calls, small boat trip planning, and building a shelter and fire. Students practice each skill hands-on and finish with a team field scenario.
Instructional topics	Cold-Water Immersion and Hypothermia; Personal Flotation Devices; Immersion Suits; Signaling and Mayday Calls; Trip Planning; Shelter and Fire; Field Scenario

MAR150: Introduction to Nautical Skills

Field	Detail
Credit	0.25 (state form shows 0.5) SISD credit
Grades	11 to 12
Format	Intensive (6 weeks)
Level	Introductory
Instructor or partner	Licensed captains, AVTEC Maritime Training Center
College credit or credential	None
Status	In state system but NOT APPROVED for Perkins (now NAU 1); nontraditional for females
Description	Introduction to Nautical Skills is a 6-week class for high school juniors and seniors. It is taught by licensed captains from AVTEC's Maritime Training Center and introduces students to the maritime industry, providing a basis for working in a boating occupation.
Instructional topics	Vessel Terminology; Safety; Communications at Sea; Plotting Position by Latitude and Longitude; Laying Out a Course Line; Time, Distance and Speed Problems; Knots and Hitches; Getting a Job on a Boat

MAR151: Introduction to Outboard Motors

Field	Detail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive or dual credit module
Level	Introductory
Instructor or partner	UAS instructor (fall 2026 SHI intensive, Juneau)
College credit or credential	UAS MTR S120 Outboard Motor Maintenance, 1 credit (lab)
Status	New
Description	An introduction to outboard systems that need maintenance and upkeep for efficient operation. Students study ignition, carburetion, power head and lower unit systems, with an emphasis on preventive maintenance.
Instructional topics	Shop Safety; Ignition Systems; Carburetion and Fuel; Power Head; Lower Unit; Preventive Maintenance

MAR101: Yamaha Outboard Maintenance

Field	Detail
Credit	0.5 SISD credit
Grades	9 to 12
Format	Semester (16 weeks, two 90-minute sessions a week)
Level	Introductory
Instructor or partner	To be determined
College credit or credential	None yet. Candidate for UAS MTR S120 articulation
Status	New

Field	Detail
Description	Students learn to safely service and maintain portable outboard motors, the engines that power most skiffs in Southeast Alaska. Students complete Yamaha's online Introduction to Outboard Motor Systems course and apply it in the shop: routine and seasonal maintenance, fuel system service, battery testing, cooling system repair and basic troubleshooting. The course ends with a community service project servicing local skiff motors.
Instructional topics	Shop Safety; Outboard Systems; Routine and Seasonal Maintenance; Fuel Systems; Electrical and Batteries; Cooling Systems; Troubleshooting; Community Service Project

TEC150: iDidalmpact: STEM for Change

Field	Detail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive
Level	Introductory
Instructor or partner	Alaska Society for Technology in Education and STEM for Change (fall 2026 SHI intensive)
College credit or credential	Microsoft Azure Fundamentals
Status	New
Description	Students explore technology, innovation and real-world challenges through hands-on learning. They create a digital solution and build new technology skills. No coding experience is required.
Instructional topics	Design Thinking; Cloud Computing Basics; Digital Solutions; Teamwork; Technology Careers

Council Trail

Focus: Tribal Governance and Dual Credit. **CTSO:** None listed. **State sequence:** Confirm in state list. **Status:** In development (lead: Superintendent Rod Morrison).

Pairs SISD's required Civics course with the Close Up Washington, D.C. program. Cultural Arts and Indigenous Trades is placed here as the closest fit, pending review with Generations Southeast and Tribal partners.

CUL150: Cultural Arts and Indigenous Trades

Field	Detail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive
Level	Introductory
Instructor or partner	Marita Tolson, Generations Southeast (fall 2026 SHI intensive, Klawock)
College credit or credential	None
Status	New
Description	Students develop hands-on skills in seal skin sewing while learning traditional techniques and creating their own piece. Student work includes beaded formline designs and seal skin pieces.
Instructional topics	Traditional Materials; Seal Skin Sewing; Beadwork; Formline Design; Cultural Protocols; Indigenous Arts Careers

Also on this Trail

- Civics and Close Up (state CTE course filing in progress).

Watershed Trail

Focus: Natural resources and mining. **CTSO:** To be decided. **State sequence:** Natural Resources. **Status:** In development.

Careers in Alaska's resource industries, starting with mining. The Trail can grow into fisheries and hatcheries, forestry, and subsistence and land stewardship with Tribal partners.

NRS150: Introduction to Mining Careers

Field	Detail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive
Level	Introductory
Instructor or partner	UAF instructor (fall 2026 SHI intensive, Juneau)
College credit or credential	1 UAF credit
Status	New
Description	Students explore careers in Alaska's mining industry, including a mine site visit and workplace safety.
Instructional topics	Alaska Mining Industry; Mining Careers; Workplace Safety; Site Visit

Also on this Trail

- Hunter Education could become a credit course (NRS151) if SISD chooses to attach credit to the FY27 DEED Hunter Safety Education program.

Work-Based Learning and Related Programs

- **Paid Work-Based Learning Rotation.** Layered across all Trails, not a Trail of its own. Students rotate through quarterly placements in Food Service, Health Science, Marine Careers and Education and earn a credential in each (Alaska Food Worker Card, First Aid and CPR, OSHA 10 and Paraprofessional Certification). Thorne Bay is the pilot site. CTE401 is reserved for the credit-bearing course.
- **Hunter Education.** Funded by the FY27 DEED Hunter Safety Education grant at Kasaan, Thorne Bay, Naukati and Port Alexander. Students earn the Alaska hunter education certification. It is not a credit course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS

Career and Technical Student Organizations (CTSOs) are national student organizations connected to CTE courses. Each SISD Trail is paired with a CTSO so that what students learn in class carries into leadership, community service and competition.

How CTSOs Support CTE

- **Classroom connection.** CTSO activities are built into CTE courses. Competitive events, projects and service activities use the same skills students practice in class.
- **Leadership.** Students serve as chapter officers, run meetings, plan events and speak in public.
- **Employability skills.** Students practice teamwork, communication, professionalism and problem solving, the skills employers ask for most.
- **Industry connections.** Students meet employers, college programs and professionals in their field at conferences and events.
- **Recognition.** Students earn awards, scholarships and national recognition that strengthen college and job applications.

The federal Perkins V law recognizes CTSOs as part of high quality CTE, and Perkins funds may support CTSO activities that are part of CTE instruction.

Who Can Join

- Students in grades 9 to 12 who are enrolled in, or have completed, a CTE course in the related Trail may join that Trail's CTSO. Some organizations also have middle school divisions.
- Each chapter has an SISD staff advisor and is affiliated with the state and national organization.
- Members pay annual state and national dues. Students should ask the CTE Director about help with dues and travel costs so cost is never a barrier.
- Members follow the organization's code of conduct and the SISD activities and travel expectations in the Student/Parent Handbook.

Competitions

Each CTSO offers competitive events that test the skills taught in CTE courses. Events include hands-on skill contests, written tests, presentations, interviews, and team projects.

- **Levels.** Students compete at the regional or state level first. Top finishers at the state conference may advance to the national conference for their organization.

- **Preparation.** Students prepare in class and with their advisor. Many events match a course project, so preparation and coursework go together.
- **Remote participation.** Some organizations offer online or recorded events, which helps students in rural schools compete without long travel.
- **Travel.** Conference travel follows SISD field trip and activities rules, including permission forms, chaperones and conduct expectations.

DRAFT

CTSOs and SISD Trails

The table below lists the national CTSOs, their focus, and how each connects to SISD Trails. Organizations marked as a possible future fit are not currently offered in SISD.

Organization descriptions adapted from: Association for Career and Technical Education (ACTE), CTSO Showcase and "Career and Technical Student Organizations Make CTE Work"; New York State Education Department, Career and Technical Student Organizations; Office of the State Superintendent of Education (DC), Career and Technical Education Student Organizations; FCCLA, About.

Organization	Focus	SISD Trail	SISD status
SkillsUSA	Trade, industrial, technical and skilled service occupations	Timber, Spark and Tideline Trails	SISD CTSO for these Trails
HOSA, Future Health Professionals	Health professions, the healthcare delivery system and biomedical science	Care Trail	SISD CTSO; state affiliation pending
Business Professionals of America (BPA)	Business management, office administration, information technology and finance	Venture Trail	SISD CTSO for this Trail, once a chapter is chartered
Educators Rising	Teaching careers and the education profession	Teaching Trail	SISD CTSO for this Trail
DECA	Marketing, finance, hospitality and management for emerging leaders and entrepreneurs	Venture Trail	Possible future fit
Future Business Leaders of America (FBLA)	Business, leadership and entrepreneurship	Venture Trail	Possible future fit; SISD uses BPA for business
Family, Career and Community Leaders of America (FCCLA)	Family and consumer sciences, personal growth, family life and community needs	Paid Work-Based Learning (food service)	Possible future fit
National FFA Organization	Agricultural education, leadership and personal growth through classroom instruction, supervised experience and student leadership	Watershed Trail	Possible future fit for natural resources
Technology Student Association (TSA)	Technology and STEM education	Tideline Trail (engineering and technology courses)	Possible future fit

APPENDIX: COURSE SYLLABI

The syllabi below are listed in the same Trail order as this catalog. Each syllabus begins on a new page.

Foundational Courses

- CTE101: Careers and Portfolio
- CTE150: Workplace Safety (OSHA 10)

Timber Trail

- CON101: Introduction to Construction Trades Technology
- CON151: Introduction to the Construction Trades
- CON152: Construction Tools and Materials

Spark Trail

- ELE150: IBEW Young Electricians Training
- ELE201: Electrical Pre-Apprenticeship I

Care Trail

- HLT150: Intro to Health Science Intensive
- HLT151: Introduction to Healthcare Occupations

Venture Trail

- CTE102: Personal Finance

Teaching Trail

- EDU101: Introduction to Education: Leadership Development
- EDU102: Introduction to Education: Educational Development and Psychology
- EDU201: Education Practices: Classroom Planning and Management
- EDU301: Education Practices: Developing Professionalism

Tideline Trail

- TEC101: Introduction to Engineering and Design
- MAR152: Cold-Water Safety and Survival
- MAR150: Introduction to Nautical Skills
- MAR151: Introduction to Outboard Motors
- MAR101: Yamaha Outboard Maintenance
- TEC150: iDidalmpact: STEM for Change

Council Trail

- CUL150: Cultural Arts and Indigenous Trades

Watershed Trail

- NRS150: Introduction to Mining Careers

Southeast Island School District

CTE101: Careers and Portfolio

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	CTE101 (state system code: C&P 1)
Trail	Foundational (all Trails)
State sequence	Foundational course
Credit	0.5 CTE credit
Grades	9 to 12
Format	Semester (18 weeks)
Instructor	TBD
Meeting days and times	TBS
Location	TBS
CTSO	None
Perkins status	Perkins approved through July 1, 2028

Course Description

Careers and Portfolio is an orientation to the variety of career opportunities organized as career pathways. Through experiences in the technical classrooms, field trips, guest speakers and self-exploration, participants obtain a better understanding of career opportunities.

Students explore every SISD Trail, research careers that fit their interests and strengths, and build a career portfolio and plan they carry through high school.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Identify personal interests, strengths and values using career assessments.
2. Describe the SISD Trails and the careers each one leads to.
3. Research careers for training requirements, wages and demand in Alaska.
4. Demonstrate youth employability skills, including a resume, an application and an interview.
5. Build a career portfolio and a written career and education plan.

Pacing

Weeks	Unit	Focus
Weeks 1 to 3	Self-Assessment	Interest inventories, strengths, values and learning preferences
Weeks 4 to 6	General Career Exposure	Career clusters and the SISD Trails; local and regional employers
Weeks 7 to 9	Career Field Trips and Guest Speakers	Workplace visits, guest speakers and reflection
Weeks 10 to 12	Specific Career Searches	Training, wages and job outlook in Alaska
Weeks 13 to 15	Youth Employability Skills	Resume, applications, interviews and workplace expectations
Weeks 16 to 18	Career Planning	Career and education plan; portfolio presentation

Projects

Students complete three career projects each quarter. Each project produces a finished piece for the student's career portfolio. Students review each piece with the instructor and revise it before it is added to the portfolio.

Quarter 1 of the course

1. Personal profile: complete interest and strengths inventories and write a one-page summary of results.
2. Trail exploration: research one SISD Trail and present its courses, credentials and careers.
3. Career exposure journal: document each field trip and guest speaker, with a written reflection.

Quarter 2 of the course

1. Career research report: compare two careers on training, wages and Alaska demand.
2. Resume and mock interview: write a resume and complete a mock interview with a community member.
3. Career portfolio and plan (final): assemble the portfolio and present a career and education plan.

Assessments, Standards and Credentials

Technical skills assessment listed on the state course form: Job Ready Career Skills.
Employability standards: State of Alaska Employability Standards.

Grading

Category	Weight
Career portfolio projects (three per quarter)	40%
Unit checks and quizzes	25%
Classwork and participation	20%
Professionalism and employability skills	15%

Quarter grades follow the SISD grading scale. Students may revise projects that do not yet meet the standard.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course.

Southeast Island School District
CTE150: Workplace Safety (OSHA 10)

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	CTE150
Trail	Foundational (all Trails)
Credit	0.25 SISD credit (proposed; credit to be decided)
Grades	9 to 12
Format	Intensive, 10 hours of instruction
Instructor or partner	Authorized OSHA Outreach trainer
Dates and times	TBS
Location	TBS
College credit or credential	OSHA 10-Hour card

Course Description

Students complete the OSHA 10-Hour Outreach Training Program and earn the OSHA 10-Hour card. Topics include hazard recognition, personal protective equipment, fall protection, electrical safety and workers' rights. The card is recognized by employers across construction and general industry.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Identify common workplace hazards and the controls that reduce them.
2. Select and correctly use personal protective equipment for a given task.
3. Explain the basics of fall protection and electrical safety.
4. Describe workers' rights, employer responsibilities and how to report a safety concern.
5. Pass the OSHA Outreach final assessment and earn the OSHA 10-Hour card.

Schedule

Session	Unit	Focus
Day 1	Introduction to OSHA and Workers' Rights	OSHA standards, employer responsibilities, workers' rights and how to report a concern
Day 1	Hazard Recognition and PPE	Identifying hazards and selecting personal protective equipment
Day 2	Fall Protection and Electrical Safety	Fall hazards, ladders and scaffolds; electrical hazards and lockout
Day 2	Final Assessment	OSHA Outreach final assessment and card processing

Projects

Students complete three safety projects during the course. Each project applies OSHA content to a real work area on Prince of Wales Island.

1. Hazard hunt: walk a school shop or local worksite with the instructor, identify hazards and recommend controls.
2. PPE selection chart: choose a trade and list the protective equipment required for its common tasks.
3. Workers' rights scenario: respond in writing to a workplace safety scenario and explain the steps to report it.

Earning Credit

Students must attend all 10 hours and pass the OSHA Outreach final assessment to earn the card. The OSHA 10-Hour card is issued only by the authorized trainer. SISD credit for this course is proposed and will be decided before the course is offered.

Grading

Category	Weight
Projects and skill check-offs	50%
Participation and daily work	30%
Professionalism and safety	20%

Grades follow the SISD grading scale. Employability standards: State of Alaska Employability Standards.

Safety Expectations

- Students complete tool safety training before using any power tool or equipment.

- Students wear required personal protective equipment, including eye and hearing protection, at all times in the work area.
- A student who does not follow safety rules is removed from the activity and completes an alternate assignment.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course.

Southeast Island School District
CON101: Introduction to Construction Trades
Technology

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	CON101 (state system code: CONST1)
Trail	Timber Trail (shared with Spark Trail)
State sequence	Architecture and Construction
Credit	0.5 CTE credit
Grades	9 to 12
Format	Semester (18 weeks); PowerSchool name: Woodshop
Instructor	Daniel Nelson
Meeting days and times	TBS
Location	TBS
CTSO	SkillsUSA
Perkins status	Perkins approved through July 1, 2028; nontraditional for females

Course Description

Introduction to Construction Trades Technology is a semester course that introduces students to woodworking and the construction trades. Students learn the safe use and maintenance of hand tools, power tools and shop equipment, read basic plans, and select materials. Working individually and in teams, students lay out, cut, assemble and finish projects such as a step stool, a toolbox and a framed wall section. The course introduces careers in carpentry, electrical work and the building trades.

Dual credit with the University of Alaska Southeast (CT S102 and CT S103) will be added once the articulation agreement is signed.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Demonstrate safe use and care of hand tools, power tools and shop equipment.
2. Measure, lay out and cut materials accurately from a plan.

3. Identify common lumber, fasteners and building materials and select them for a project.
4. Read basic construction drawings and write a materials list.
5. Build individual and team projects to a quality standard.
6. Describe careers and apprenticeship pathways in the building trades.

Pacing

Weeks	Unit	Focus
Weeks 1 to 3	Shop Safety	Shop rules, PPE, tool safety tests and certification
Weeks 4 to 6	Tool Use and Maintenance	Hand tools, power tools, sharpening and care
Weeks 7 to 9	Construction Materials	Lumber, sheet goods, fasteners and adhesives
Weeks 10 to 12	Construction Planning and Layout	Reading plans, measuring, layout and materials takeoffs
Weeks 13 to 16	Building Techniques	Joinery, assembly and finishing
Weeks 17 to 18	Construction Careers and Final Project	Wall framing and building trades careers

Projects

Students complete three hands-on shop projects each quarter. Each project includes a plan or cut list, a safety check before tool use, a quality check against the plan, and instructor sign-off.

Quarter 1 of the course

1. Tool safety certification: pass a written and hands-on safety test on each major tool.
2. Measuring and layout board: lay out and cut a practice board to plan within tolerance.
3. Step stool: build and finish a step stool from a plan.

Quarter 2 of the course

1. Wooden toolbox: build a toolbox using basic joinery.
2. Plan reading and materials takeoff: read a simple plan and write a materials and cost list.
3. Wall frame (group final): frame a wall section with a door or window opening to standard.

Assessments, Standards and Credentials

The state course form lists no current technical skills assessment. Students complete tool safety certification before using any power tool.

Employability standards: State of Alaska Employability Standards.

Grading

Category	Weight
Hands-on shop projects (three per quarter)	40%
Unit checks and quizzes	25%
Classwork and participation	20%
Professionalism and employability skills	15%

Quarter grades follow the SISD grading scale. Students may revise projects that do not yet meet the standard.

Safety Expectations

- Students pass tool safety certification before using any power tool.
- Students wear required PPE, including eye and hearing protection, at all times in the shop.
- A student who does not follow safety rules is removed from the activity and completes an alternate assignment.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Timber Trail.

Southeast Island School District
CON151: Introduction to the Construction Trades
Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	CON151
Trail	Timber Trail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive, 40 hours
Instructor or partner	University of Alaska Southeast instructor
Dates and times	TBS
Location	TBS
College credit or credential	UAS CT S102, 1 credit, for students registered with UAS

Course Description

Introduction to the Construction Trades is a dual credit course offered with the University of Alaska Southeast. It gives students a survey of the skills needed to succeed in the construction industry, including jobsite safety, construction math, blueprint basics and career pathways in the building trades.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Describe the sectors of the construction industry and the careers in each.
2. Apply jobsite safety practices.
3. Solve construction math problems, including measurement, fractions, area and volume.
4. Read basic blueprints and identify common symbols and dimensions.
5. Communicate and work as a member of a construction team.

Schedule

Session	Unit	Focus
Day 1	Industry Overview and Jobsite Safety	Construction sectors, jobsite hazards and safety practices

Session	Unit	Focus
Day 2	Construction Math	Measurement, fractions, area, volume and estimating
Day 3	Blueprint Basics	Plan views, symbols, dimensions and scale
Day 4	Communication and Teamwork	Crew roles, communication and a team layout activity
Day 5	Construction Careers	Apprenticeship pathways in Alaska and final assessment

Projects

Students complete three construction projects during the intensive. Each project applies the math, plan reading or career skills taught that day.

1. Materials estimate: use construction math to estimate the materials for a small deck or shed.
2. Blueprint reading exercise: answer dimension and symbol questions from a simple residential plan.
3. Building trades career profile: research one trade and the apprenticeship path to enter it in Alaska.

Earning Credit

Students must attend the full 40 hours and complete each project to earn 0.25 SISD credit. Students registered with the University of Alaska Southeast also earn 1 college credit for CT S102.

Grading

Category	Weight
Projects and skill check-offs	50%
Participation and daily work	30%
Professionalism and safety	20%

Grades follow the SISD grading scale. Employability standards: State of Alaska Employability Standards.

Safety Expectations

- Students complete tool safety training before using any power tool or equipment.
- Students wear required personal protective equipment, including eye and hearing protection, at all times in the work area.

- A student who does not follow safety rules is removed from the activity and completes an alternate assignment.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Timber Trail.

DRAFT

Southeast Island School District
CON152: Construction Tools and Materials
Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	CON152
Trail	Timber Trail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive, 40 hours
Instructor or partner	University of Alaska Southeast instructor
Dates and times	TBS
Location	TBS
College credit or credential	UAS CT S103, 1 credit, for students registered with UAS

Course Description

Construction Tools and Materials is a dual credit course offered with the University of Alaska Southeast. Students learn the proper use and care of common hand and power tools used in the construction industry, identify and select lumber, fasteners and building materials, and apply that knowledge in hands-on projects.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Demonstrate the safe use of common hand and power tools.
2. Clean, adjust and maintain tools.
3. Identify lumber grades, sheet goods and other building materials.
4. Select fasteners and adhesives for a given application.
5. Complete a hands-on project using the correct tools and materials.

Schedule

Session	Unit	Focus
Day 1	Tool Safety	Shop rules, PPE and tool safety training

Session	Unit	Focus
Day 2	Hand Tools	Measuring, layout, cutting and fastening by hand
Day 3	Power Tools	Saws, drills and sanders; safe setup and use
Day 4	Lumber, Fasteners and Adhesives	Identifying and selecting building materials
Day 5	Hands-on Project	Project completion, tool care and final assessment

Projects

Students complete three hands-on projects during the intensive. Each project includes a safety check before tool use and instructor sign-off.

1. Tool safety check-off: demonstrate the safe setup and use of each power tool used in the course.
2. Materials identification board: label samples of lumber, sheet goods, fasteners and adhesives with their uses.
3. Build project: build a small project, such as a box or shelf, from a plan using the correct tools and materials.

Earning Credit

Students must attend the full 40 hours and pass each tool check-off to earn 0.25 SISD credit. Students registered with the University of Alaska Southeast also earn 1 college credit for CT S103.

Grading

Category	Weight
Projects and skill check-offs	50%
Participation and daily work	30%
Professionalism and safety	20%

Grades follow the SISD grading scale. Employability standards: State of Alaska Employability Standards.

Safety Expectations

- Students complete tool safety training before using any power tool or equipment.
- Students wear required personal protective equipment, including eye and hearing protection, at all times in the work area.

- A student who does not follow safety rules is removed from the activity and completes an alternate assignment.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Timber Trail.

DRAFT

Southeast Island School District
ELE150: IBEW Young Electricians Training

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	ELE150
Trail	Spark Trail
Credit	0.25 SISD credit
Grades	11 to 12
Format	Intensive, 40 hours
Instructor or partner	Manny Acuna, IBEW and Alaska Joint Electrical Apprenticeship and Training Trust
Dates and times	TBS
Location	TBS
College credit or credential	Pre-apprenticeship training; no college credit

Course Description

Training covers basic electrical theory, electrical code, circuitry, devices, and electrical and tool safety. Hands-on training includes wiring switches, lights, GFCI receptacles, duplex, single and split receptacles, panels, 3-way and 4-way switches, overcurrent protection, and bending EMT conduit. Students apply the skills they learn by assembling and wiring a lamp with a light switch and receptacle that they keep and take home.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Apply electrical and tool safety practices.
2. Explain basic electrical theory, including voltage, current and resistance.
3. Locate and apply basic electrical code requirements.
4. Wire switches, receptacles and lights, including GFCI, 3-way and 4-way circuits.
5. Bend EMT conduit to a specified measurement.

Schedule

Session	Unit	Focus
Day 1	Safety and Electrical Theory	Electrical and tool safety; voltage, current and resistance
Day 2	Code, Circuitry and Devices	Electrical code basics, circuits and common devices
Day 3	Switches and Receptacles	Single pole, 3-way and 4-way switches; GFCI and duplex receptacles
Day 4	Panels and Conduit	Panels, overcurrent protection and EMT conduit bending
Day 5	Lamp Project	Lamp wiring project, apprenticeship pathways and final check-off

Projects

Students complete three hands-on electrical projects during the intensive. The instructor inspects each project before it is energized.

1. Wiring board check-off: wire a switch and receptacle circuit that passes instructor inspection.
2. Conduit bend: bend EMT conduit to a measurement given by the instructor.
3. Lamp project: assemble and wire a lamp with a switch and receptacle to keep and take home.

Earning Credit

Students must attend the full 40 hours and pass each project check-off to earn 0.25 SISD credit. This course is pre-apprenticeship training and does not carry college credit.

Grading

Category	Weight
Projects and skill check-offs	50%
Participation and daily work	30%
Professionalism and safety	20%

Grades follow the SISD grading scale. Employability standards: State of Alaska Employability Standards.

Safety Expectations

- Students work only on circuits that are de-energized and verified by the instructor.

- Students wear eye protection and use insulated tools as directed.
- A student who does not follow safety rules is removed from the activity and completes an alternate assignment.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Spark Trail.

DRAFT

Southeast Island School District
ELE201: Electrical Pre-Apprenticeship I
Career and Technical Education. Course Syllabus, Spring 2027.

Course information

Course number	ELE201
Lead instructor	Daniel Nelson, CTE Teacher, Thorne Bay School (teacher of record)
Hands-on rotation	Joel, community instructor, at Generations Southeast in Klawock, every other Friday during the spring semester
Format	Hybrid: live daily Zoom block, self-paced online lessons, and hands-on labs
Term	Spring semester, January 18 to June 4, 2027 (Quarter 3 and Quarter 4)
Live class time	Monday through Thursday, 10:30 to 11:30 a.m., by Zoom from Thorne Bay
Grades and credit	Grades 9 to 12; 0.5 CTE elective credit
Pathway	Spark Trail (state sequence: Architecture and Construction)
Online curriculum	Electrical Interim Credentials (electrical training ALLIANCE), 50 lessons in five topics
Credential	Interim Credentials Certificate of Completion, earned when all five topics are passed at 75% or higher

Course Description

Electrical Pre-Apprenticeship I introduces students to the electrical trade and to registered apprenticeship. Students complete the Electrical Interim Credentials online course, which represents the five core courses taken by first-year electrical apprentices. Students also apply what they learn in hands-on labs. The course helps students decide whether an electrical apprenticeship fits them, and it gives them a direct path toward acceptance into an electrical training ALLIANCE affiliated apprenticeship program.

Students may enroll from any SISD site. They join the live block by Zoom from their own school with a supervising adult in the room.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Describe registered apprenticeship, the construction trades, and the personal skills and work habits that lead to success in an apprenticeship.

2. Apply safe workplace practices, including PPE, electrical shock hazards, ladders, lifts, confined spaces and tool safety.
3. Identify common tools, materials, conductors, fasteners and wiring devices used in the electrical trade.
4. Locate requirements in the 2023 National Electrical Code using the Codeology method.
5. Solve basic direct current circuit problems using Ohm's Law and Watt's Law.
6. Read and interpret basic construction drawings, including plan views, elevations, schedules and specifications.
7. Complete hands-on projects that show safe, accurate work.

Weekly Schedule

Time	What happens
Monday to Thursday, 10:30 to 11:30	Live Zoom block led by Mr. Nelson: new concepts, worked math and Ohm's Law problems, questions, and lesson check-ins
Independent work time at each site	Students complete Interim Credentials lessons and quizzes in order. A supervising adult at each site monitors progress.
Every other Friday	Hands-on rotation at Generations Southeast in Klawock, led by Joel, community instructor. Students build the quarter's hands-on projects in a full shop setting.
Other lab days	Lab time at Thorne Bay or during Mr. Nelson's site visits, for students who cannot attend a Friday rotation and for project completion

Mr. Nelson is the teacher of record and assigns all grades. Joel leads the Friday rotations and reports each student's project progress and sign-offs to Mr. Nelson. Because Fridays are outside the regular four-day student week, a student who cannot attend a rotation completes the same projects during other lab days and is not penalized.

Related Spark Trail courses

- ELE150, IBEW Young Electricians Training: a 40-hour fall intensive taught by Manny Acuna of IBEW and AJEATT (0.25 credit). Recommended before this course.

Pacing Calendar

Interim Credentials lessons must be completed in order. Students may work ahead. The pacing below sets the minimum progress expected each quarter.

Weeks	Interim Credentials topic	Lessons and focus
Jan. 18 to Feb. 5	Topic 1: Constructing Your Future	Lessons 1 to 7: apprenticeship, professionalism, safety mindset
Feb. 8 to Mar. 19	Topic 2: Electrical Job Information 1	Lessons 8 to 19: workplace safety, tools, conductors, fasteners, devices and switches
Mar. 22 to 26	Spring break	No class
Mar. 29 to Apr. 30	Topic 3: Applied Codeology, 2023 NEC	Lessons 20 to 31: navigating and applying the NEC
May 3 to June 4	Topic 4: Electrical Theory 1, Direct Current	Lessons 32 to 41: Ohm's Law, series, parallel and combination circuits

Topic 5, Construction Drawings (lessons 42 to 49), continues in Electrical Pre-Apprenticeship II. Students who finish Topic 4 early may begin Topic 5 this semester. Quarter 3 ends April 1, and the course ends June 4.

Hands-On Projects

Students complete three projects each quarter. Each project includes a safety check, a materials list and an instructor sign-off.

Quarter 3

1. Safety and tools station: identify and inspect PPE and hand tools, and complete a tool safety checklist.
2. Conductor and fastener board: identify conductor types and install anchors and fasteners to specification.
3. Device and switch board: terminate a single-pole switch and a duplex receptacle on a de-energized practice board, checked by the instructor.

Quarter 4

1. Code lookup challenge: locate and cite NEC requirements for a set of real installation questions.
2. Low-voltage circuit build: build series and parallel circuits, measure voltage and current, and compare results to Ohm's Law calculations.
3. Wiring plan capstone: read a simple floor plan, mark device locations and write a materials takeoff for one room.

Grading

Category	Weight
Interim Credentials lesson quizzes and topic assessments	40%
Hands-on projects (three per quarter)	35%
Live block participation and progress check-ins	15%
Safety and professionalism	10%

Interim Credentials requires a score of 75% or higher on each lesson quiz and topic assessment to move forward. Students may retake quizzes, and the recorded score is the average of all attempts, so students should prepare before each first attempt. Quarter grades follow the SISD grading scale.

Safety Expectations

- All hands-on electrical work is done on de-energized practice boards or low-voltage circuits under direct instructor supervision.
- Students wear required PPE in every lab and follow lockout and tagout procedures as taught.
- Community instructors work alongside SISD staff, and a district employee supervises students at every Friday rotation.
- A student who does not follow safety rules is removed from the lab activity and completes an alternate assignment.

Materials and Technology

All lesson materials are inside the Interim Credentials course. Students need a Chromebook, laptop or tablet with a screen of 7 inches or larger, a current browser (Chrome, Firefox, Edge or Safari), headphones, and a reliable internet connection at school. Each site provides a room and a supervising adult for the live block.

Communication

Mr. Nelson posts weekly progress updates for each student, including Friday rotation sign-offs. Families may contact Mr. Nelson at Thorne Bay School, or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the apprenticeship pathway.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course, including timing on online quizzes and support during labs. Site staff share accommodation needs with Mr. Nelson before the course begins.

Southeast Island School District
HLT150: Intro to Health Science Intensive
Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	HLT150 (state system code: HLTH1)
Trail	Care Trail
State sequence	Allied Healthcare
Credit	0.5 CTE credit
Grades	9 to 12
Format	Intensive (dates TBS)
Instructor	TBD (First Aid, CPR and AED must be taught by a certified instructor)
Meeting days and times	TBS
Location	TBS
CTSO	HOSA (state affiliation pending)
Perkins status	Perkins approved through July 1, 2029

Course Description

Strong career growth, high wage potential and meaningful work make a solid case for a career in healthcare. In this introductory course, students explore career opportunities, practice fundamental employability skills and learn competencies common across health professions. The course prepares students to take the first step toward a career in healthcare and to make informed personal health decisions.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Describe healthcare careers and the training each requires, including careers available in rural Alaska.
2. Apply infection control and bloodborne pathogens safety.
3. Identify major body systems and take basic vital signs.
4. Perform First Aid, CPR and AED skills to certification standard.
5. Explain patient privacy, legal responsibilities and medical ethics.

Schedule

Session	Unit	Focus
Day 1	Healthcare Careers and Employability	Healthcare careers, communication and professionalism
Day 2	Safety and Infection Control	Bloodborne pathogens, standard precautions and safety
Day 3	Anatomy, Physiology and Technical Skills	Body systems and vital signs
Day 4	First Aid, CPR and AED; Legal and Ethics	Certification skills, patient rights and medical ethics

Projects

Students complete three projects during the intensive. The certified instructor checks off each hands-on skill, and the instructor reviews the career profile before the final day.

1. Healthcare career profile: research one healthcare career, including a path available in Southeast Alaska.
2. Body systems and vital signs station: identify body systems and take and record vital signs.
3. Certification skill check-off: complete the First Aid, CPR and AED skills test.

Assessments, Standards and Credentials

Technical skills assessments listed on the state course form: Bloodborne Pathogens; First Aid, CPR and AED. Students earn the certifications when they pass the certified instructor's skills test.

Employability standards: State of Alaska Employability Standards.

Grading

Category	Weight
Projects and skill check-offs	50%
Participation and daily work	30%
Professionalism and safety	20%

Students must attend the full course and pass each skill check-off to earn credit. Grades follow the SISD grading scale.

Safety Expectations

- Students follow standard precautions and infection control at all times.

- CPR practice uses manikins and training devices only.
- Certification is issued only by the certified instructor.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Care Trail.

DRAFT

Southeast Island School District
HLT151: Introduction to Healthcare Occupations

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	HLT151
Trail	Care Trail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive, 40 hours
Instructor or partner	Mary McEwen, Southeast Regional Resource Center (SERRC)
Dates and times	TBS
Location	TBS
College credit or credential	UAA HLTH S111; American Heart Association Basic Life Support card

Course Description

Students build foundational skills in patient assessment, vital signs, professional communication and teamwork. Students also earn American Heart Association Basic Life Support (BLS) certification.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Describe healthcare careers and the training each requires.
2. Perform a basic patient assessment.
3. Measure and record vital signs accurately.
4. Communicate professionally with patients and team members.
5. Perform Basic Life Support skills to certification standards.

Schedule

Session	Unit	Focus
Day 1	Healthcare Careers and Communication	Healthcare careers, professionalism and patient communication

Session	Unit	Focus
Day 2	Patient Assessment	Observation, history and basic assessment
Day 3	Vital Signs	Temperature, pulse, respiration and blood pressure
Day 4	Teamwork and Scenarios	Team roles and patient care scenarios
Day 5	Basic Life Support	BLS training and certification skills test

Projects

Students complete three healthcare projects during the intensive. The certified instructor checks off each hands-on skill.

1. Vital signs log: measure and record vital signs on classmates with instructor check-off.
2. Patient communication role play: complete a patient interview scenario using professional communication.
3. BLS skills check-off: pass the American Heart Association BLS skills test.

Earning Credit

Students must attend the full 40 hours and complete each project to earn 0.25 SISD credit. The BLS card is issued only by the certified instructor. College credit is offered through the University of Alaska Anchorage for registered students.

Grading

Category	Weight
Projects and skill check-offs	50%
Participation and daily work	30%
Professionalism and safety	20%

Grades follow the SISD grading scale. Employability standards: State of Alaska Employability Standards.

Safety Expectations

- Students follow standard precautions and infection control at all times.
- Basic Life Support practice uses manikins and training devices only.
- Certification is issued only by the certified instructor.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Care Trail.

DRAFT

Southeast Island School District

CTE102: Personal Finance

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	CTE102 (state system code: PF 1)
Trail	Venture Trail
State sequence	Foundational course
Credit	0.5 CTE credit
Grades	9 to 12
Format	Semester (18 weeks)
Instructor	TBD
Meeting days and times	TBS
Location	TBS
Online curriculum	EVERFI Financial Literacy for High School: free for schools, 12 digital lessons of about 20 minutes each, available in English and Spanish (everfi.com)
CTSO	BPA (Venture Trail)
Perkins status	Perkins approved through July 1, 2028

Course Description

Personal Finance is designed to help students prepare for real-world financial decisions. Students use basic math skills to compute payroll, federal taxes, budgets, credit and banking. The course also builds decision-making skills for choosing housing, automobiles, insurance and investments.

Students apply each topic to life in rural Southeast Alaska, including seasonal income, the cost of living on Prince of Wales Island and planning for the Permanent Fund Dividend.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Calculate gross pay, deductions and net pay, and complete a basic federal tax return.
2. Build and manage a personal budget.

3. Compare banking services, credit options and the true cost of borrowing.
4. Explain consumer rights and responsibilities and make informed purchasing decisions.
5. Describe insurance, saving and investing, and write a personal financial plan.
6. Explain the basics of starting a small business.

Pacing

Weeks	Unit	Focus
Weeks 1 to 2	Employment Portfolio and Income	Careers, earnings and the employment portfolio. EVERFI: Exploring Jobs and Careers; Beginning Employment
Weeks 3 to 4	Paychecks and Taxes	Payroll, withholding forms and a basic federal tax return. EVERFI: Filing Your Taxes
Weeks 5 to 7	Budgeting	Needs and wants, rural cost of living, seasonal income. EVERFI: Smart Money Habits; Budgeting
Weeks 8 to 9	Banking Services	Accounts, fees, online banking and fraud safety. EVERFI: Checking Accounts; Savings Accounts
Weeks 10 to 11	Credit	Credit reports, scores, loans and interest. EVERFI: Credit and Debt Basics
Weeks 12 to 13	Consumer Rights and Responsibilities	Housing, vehicles, contracts and consumer protection. EVERFI: Consumer Skills
Weeks 14 to 15	Insurance and Risk	Auto, health, renters and property insurance. EVERFI: Insurance Basics
Weeks 16 to 17	Financial Planning and Entrepreneurship	Saving, investing, paying for education, and small business basics. EVERFI: Education ROI; Education and Financial Aid
Week 18	Ethics and Final Plan	Financial ethics; personal financial plan

Online Curriculum: EVERFI Financial Literacy for High School

Students complete the free EVERFI Financial Literacy for High School course alongside class instruction. The course has 12 digital lessons of about 20 minutes each, about 4 hours in total, and is available in English and Spanish. Lessons are assigned in the

order shown in the pacing calendar, so each lesson supports the unit students are studying. Students who need more time may complete lessons at home.

The instructor sets up a free EVERFI educator account, creates a class, and uses EVERFI reporting to track lesson completion and assessment scores.

EVERFI lesson	Title	Used in
1	Consumer Skills	Weeks 12 to 13
2	Smart Money Habits	Weeks 5 to 7
3	Budgeting	Weeks 5 to 7
4	Filing Your Taxes	Weeks 3 to 4
5	Checking Accounts	Weeks 8 to 9
6	Savings Accounts	Weeks 8 to 9
7	Credit and Debt Basics	Weeks 10 to 11
8	Education ROI	Weeks 16 to 17
9	Education and Financial Aid	Weeks 16 to 17
10	Exploring Jobs and Careers	Weeks 1 to 2
11	Beginning Employment	Weeks 1 to 2
12	Insurance Basics	Weeks 14 to 15

Projects

Students complete three financial projects each quarter. Each project uses real numbers from life on Prince of Wales Island, such as local prices, wages and Permanent Fund Dividend amounts. Students show all calculations so the instructor can check accuracy, and they explain the financial decision they made.

Quarter 1 of the course

1. Paycheck and tax simulation: calculate net pay from a job offer and complete a sample federal tax return.
2. Living on Prince of Wales budget: build a monthly budget using real local prices for housing, fuel, food and transportation.
3. Banking comparison: compare accounts at two financial institutions and recommend one.

Quarter 2 of the course

1. Vehicle or skiff purchase: compare the full cost of buying with cash versus a loan, including insurance.

2. Permanent Fund Dividend plan: create a savings and investment plan for one dividend.
3. Personal financial plan and business pitch (final): present a five-year financial plan or a small business idea.

Assessments, Standards and Credentials

The state course form lists no current technical skills assessment. EVERFI lessons include built-in, automatically graded assessments, which count toward unit checks. EVERFI aligns the course to the Jump\$tart National Standards in K-12 Personal Finance Education.

Employability standards: State of Alaska Employability Standards.

Grading

Category	Weight
Financial projects and simulations (three per quarter)	40%
Unit checks and quizzes	25%
Classwork and participation	20%
Professionalism and employability skills	15%

Quarter grades follow the SISD grading scale. Students may revise projects that do not yet meet the standard.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Venture Trail.

Southeast Island School District
EDU101: Introduction to Education: Leadership Development

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	EDU101 (state system code: EDU1)
Trail	Teaching Trail (course 1 of 4)
State sequence	Education
Credit	0.5 CTE credit
Grades	9 to 12
Format	Semester (18 weeks)
Instructor	TBD
Meeting days and times	TBS
Location	TBS
CTSO	Educators Rising
Perkins status	Perkins approved through July 1, 2028

Course Description

Leadership Development is the essential first course in preparing students to become educators. Students develop skills to become reflective, self-aware learners while building capacity as school and community leaders. Focused on the skills and dispositions required to lead, students explore equity in education and how personal bias influences how they teach and learn. Students explore their personal values, identifying passions, strengths and challenges to build a career and learning plan.

Together with EDU102, this course is aligned with UAS ED S122, Introduction to Education.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Reflect on personal values, strengths and learning styles.
2. Demonstrate leadership skills in school and community settings.
3. Explain equity in education and how personal bias affects teaching and learning.
4. Serve as an ambassador of learning in the school.

5. Build a career and learning plan in education.

Pacing

Weeks	Unit	Focus
Weeks 1 to 3	Enduring Understandings	What makes an effective educator
Weeks 4 to 6	Social Awareness	Equity, culture and personal bias in education
Weeks 7 to 9	Leadership	Leadership styles and school and community leadership
Weeks 10 to 12	Ambassador of Learning	Modeling learning and mentoring younger students
Weeks 13 to 15	Personal Learning Styles	How people learn and how to reflect
Weeks 16 to 18	Career Planning and Professionalism	Education careers in Alaska; career and learning plan

Projects

Students complete three leadership and teaching projects each quarter. Each project includes a written plan, instructor approval before students work with others, and a written reflection on what they learned about leading and teaching.

Quarter 1 of the course

1. Personal values and leadership profile: complete a values inventory and write a leadership profile.
2. Educator interview: interview an educator who made a difference and present what you learned.
3. Equity and bias reflection: complete the anti-bias instruction activities and a written reflection.

Quarter 2 of the course

1. Leadership service project: plan and lead a project that serves the school or community.
2. Mini-lesson: plan and teach a short lesson to classmates or younger students.
3. Career and learning plan (final): present a plan for a career in education.

Assessments, Standards and Credentials

Technical skills assessment listed on the state course form: Anti-bias Instruction.

Occupational standards: Educators Rising.

Employability standards: State of Alaska Employability Standards.

Grading

Category	Weight
Projects and field experiences (three per quarter)	40%
Unit checks and reflections	25%
Classwork and participation	20%
Professionalism and Educators Rising involvement	15%

Quarter grades follow the SISD grading scale. Students may revise projects that do not yet meet the standard.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Teaching Trail.

Southeast Island School District
**EDU102: Introduction to Education: Educational
Development and Psychology**

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	EDU102 (state system code: EDU2)
Trail	Teaching Trail (course 2 of 4)
State sequence	Education
Credit	0.5 CTE credit
Grades	9 to 12
Format	Semester (18 weeks)
Instructor	TBD
Meeting days and times	TBS
Location	TBS
CTSO	Educators Rising
Perkins status	Perkins approved through July 1, 2028

Course Description

Educational Development and Psychology is the second course in the Educators Rising series. Students explore the development of students across the learning continuum and the importance of understanding students as learners. Students learn about the diversity of learners in an education system and how educators prepare to meet the needs of all students.

Together with EDU101, this course is aligned with UAS ED S122, Introduction to Education.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Describe stages of child and adolescent development.
2. Explain major learning theories and how they apply in the classroom.
3. Identify the needs of diverse learners and how educators meet them.
4. Plan a developmentally appropriate lesson.

5. Describe the history of education, including Alaska Native education, and the laws that govern schools.

Pacing

Weeks	Unit	Focus
Weeks 1 to 3	Child and Human Development	Developmental stages and developmentally appropriate practice
Weeks 4 to 6	Educational Psychology	Learning theories and motivation
Weeks 7 to 9	Interpersonal Relationships and Diverse Learners	Relationships, culture and learner differences
Weeks 10 to 12	Pedagogy and Lesson Planning	Objectives, activities and checking for understanding
Weeks 13 to 15	Effective Teaching	Classroom culture and effective practices
Weeks 16 to 18	Historical Perspectives, Laws and Policies	Education history in the United States and Alaska; laws and policies

Projects

Students complete three learning and development projects each quarter. Each project connects a developmental stage or learning theory to real learners. Observations follow school confidentiality rules, and no student names are used.

Quarter 1 of the course

1. Development observation: observe students of one age group and connect what you see to developmental stages.
2. Learning theory poster: explain one learning theory and how a teacher would use it.
3. Diverse learner case study: plan supports for a learner described in a case study.

Quarter 2 of the course

1. Classroom culture plan: design routines and expectations for a positive classroom culture.
2. Education history timeline: build a timeline of education in the United States and Alaska, including Alaska Native education.
3. First lesson plan and peer teaching (final): write and teach a developmentally appropriate lesson.

Assessments, Standards and Credentials

Technical skills assessment listed on the state course form: Classroom Culture.

Occupational standards: Educators Rising.

Employability standards: State of Alaska Employability Standards.

Grading

Category	Weight
Projects and field experiences (three per quarter)	40%
Unit checks and reflections	25%
Classwork and participation	20%
Professionalism and Educators Rising involvement	15%

Quarter grades follow the SISD grading scale. Students may revise projects that do not yet meet the standard.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Teaching Trail.

Southeast Island School District
**EDU201: Education Practices: Classroom Planning
and Management**

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	EDU201 (state system code: EDU3)
Trail	Teaching Trail (course 3 of 4)
State sequence	Education
Credit	0.5 CTE credit
Grades	9 to 12
Format	Semester (18 weeks)
Instructor	TBD
Meeting days and times	TBS
Location	TBS
CTSO	Educators Rising
Perkins status	Perkins approved through July 1, 2028

Course Description

Classroom Planning and Management is the third course in the Educators Rising series. This course focuses on the learning environments that facilitate student growth. Students explore how educators create an engaging learning environment that provides culturally relevant learning opportunities, and the instructional strategies that support students' self-efficacy. Students develop lesson plans and facilitate instruction in classrooms within their school or community.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Design a learning environment that supports student growth.
2. Plan culturally relevant lessons using the Alaska Cultural Standards for Educators.
3. Use instructional strategies that build student self-efficacy.
4. Apply classroom management routines.
5. Plan and facilitate instruction in a real classroom.

6. Collaborate with a cooperating teacher.

Pacing

Weeks	Unit	Focus
Weeks 1 to 3	Learning Environments	Physical, social and emotional environments for learning
Weeks 4 to 6	Culturally Relevant Instruction	Place-based learning and the Alaska Cultural Standards for Educators
Weeks 7 to 9	Student Self-Efficacy	Feedback, goal setting and growth
Weeks 10 to 12	Lesson Planning	Objectives, strategies and assessment
Weeks 13 to 15	Classroom Management	Routines, procedures and positive behavior support
Weeks 16 to 18	Facilitating Instruction	Teaching in a classroom with a cooperating teacher

Projects

Students complete three classroom practice projects each quarter, working with a cooperating teacher. The cooperating teacher reviews each lesson or plan before students use it with children, and students reflect on the feedback they receive.

Quarter 1 of the course

1. Classroom environment design: design a classroom layout and routines and explain the choices.
2. Culturally relevant lesson plan: write a lesson connected to local culture and place.
3. Collaboration project: plan a lesson with a cooperating teacher and document the collaboration.

Quarter 2 of the course

1. Classroom management plan: write a management plan for a specific grade level.
2. Observed teaching: teach the lesson in a classroom and receive feedback from the cooperating teacher.
3. Reflection portfolio (final): compile plans, feedback and reflections.

Assessments, Standards and Credentials

Technical skills assessment listed on the state course form: Collaboration. Occupational standards: Educators Rising.

Employability standards: State of Alaska Employability Standards.

Grading

Category	Weight
Projects and field experiences (three per quarter)	40%
Unit checks and reflections	25%
Classwork and participation	20%
Professionalism and Educators Rising involvement	15%

Quarter grades follow the SISD grading scale. Students may revise projects that do not yet meet the standard.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Teaching Trail.

Southeast Island School District
EDU301: Education Practices: Developing Professionalism

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	EDU301 (state system code: EDU4)
Trail	Teaching Trail (course 4 of 4, capstone)
State sequence	Education
Credit	0.5 CTE credit
Grades	9 to 12
Format	Semester (18 weeks)
Instructor	TBD
Meeting days and times	TBS
Location	TBS
CTSO	Educators Rising
Perkins status	Perkins approved through July 1, 2028

Course Description

Developing Professionalism is the fourth and final course in the Educators Rising education pathway series. The course focuses on student clinical experiences and the continued development of the education professional. Using reflective practices, students develop and deliver lesson plans that pull together all the elements learned in previous courses.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Complete a supervised clinical experience in a classroom.
2. Plan standards-aligned instruction using Alaska content standards.
3. Design and use assessments, and use the results to adjust instruction.
4. Manage a classroom and build a culture for learning.
5. Reflect on practice and set professional goals.
6. Prepare for paraprofessional work or further study in education.

Pacing

Weeks	Unit	Focus
Weeks 1 to 3	Clinical Placement and Culture for Learning	Placement, mentor goals and classroom culture
Weeks 4 to 6	Curriculum and Standards	Alaska content standards and unit planning
Weeks 7 to 9	Assessment	Formative and summative assessment design
Weeks 10 to 12	Instruction	Delivering a sequence of lessons
Weeks 13 to 15	Classroom Management	Managing instruction during the placement
Weeks 16 to 18	Professionalism	Reflection, portfolio and next steps

Projects

Students complete three professional practice projects each quarter during their clinical placement. Each project is reviewed by the mentor teacher, and student work samples used in projects are kept confidential.

Quarter 1 of the course

1. Clinical placement log and goals: set goals with a mentor teacher and keep a placement log.
2. Standards-aligned unit plan: plan a short unit aligned to Alaska standards.
3. Assessment design: create a pre-assessment and a post-assessment for the unit.

Quarter 2 of the course

1. Observed lesson sequence: teach the unit and receive mentor feedback.
2. Assessment data reflection: analyze student results and explain next steps.
3. Professional portfolio (final): present the portfolio and a plan for paraprofessional work or college.

Assessments, Standards and Credentials

The state course form lists no current technical skills assessment. Occupational standards: Educators Rising. Students may compete in Educators Rising events.

Employability standards: State of Alaska Employability Standards.

Grading

Category	Weight
Projects and field experiences (three per quarter)	40%
Unit checks and reflections	25%
Classwork and participation	20%
Professionalism and Educators Rising involvement	15%

Quarter grades follow the SISD grading scale. Students may revise projects that do not yet meet the standard.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Teaching Trail.

Southeast Island School District
TEC101: Introduction to Engineering and Design
Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	TEC101 (state system code: En&D 1)
Trail	Tideline Trail
State sequence	Marine Careers, if listed; otherwise Natural Resources
Credit	0.5 CTE credit
Grades	9 to 12
Format	Semester (18 weeks)
Instructor	TBD
Meeting days and times	TBS
Location	TBS
CTSO	SkillsUSA
Perkins status	Perkins approved through July 1, 2029; nontraditional for females

Course Description

Introduction to Engineering and Design is a high school foundation course in the Marine Careers pathway. Students are introduced to the engineering profession and to the engineering design process, a common approach to solving engineering problems. Using activity, project and problem-based learning, students progress from structured activities to open-ended design challenges.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Describe engineering and marine careers and the education each requires.
2. Apply the engineering design process to solve a problem.
3. Create technical sketches and drawings.
4. Build 3D models using computer-aided design (CAD) software.
5. Use measurement, math and data to test and improve a design.
6. Communicate a design solution in writing and in a presentation.

Pacing

Weeks	Unit	Focus
Weeks 1 to 3	Career Exploration and Planning	Engineering and marine careers; the engineering notebook
Weeks 4 to 6	Design Process	Defining problems, brainstorming, prototyping and testing
Weeks 7 to 9	Sketching and Drafting	Technical sketching and orthographic drawings
Weeks 10 to 12	CAD	3D modeling software and design files
Weeks 13 to 15	Computational and Analytical Skills	Measurement, data collection and analysis
Weeks 16 to 18	Career, Education and Life Readiness	Final design challenge and presentation

Projects

Students complete three design projects each quarter. Each project follows the engineering design process: define the problem, sketch and plan, build or model, test, and improve. Students record each step in their engineering notebook.

Quarter 1 of the course

1. Engineering notebook and career profile: start a design notebook and profile one engineering or marine career.
2. Design process challenge: design, build and test a simple solution to a defined problem.
3. Technical drawing set: sketch a part and produce orthographic views.

Quarter 2 of the course

1. CAD model: model a marine part, such as a cleat or bracket, in CAD software.
2. Hull design challenge: design, build and test a model hull for buoyancy and stability.
3. Final design project (final): solve an open-ended community or marine problem and present the solution.

Assessments, Standards and Credentials

Occupational standards: International Technology and Engineering Educators Association (ITEEA), Standards for Technology and Engineering Literacy. The state course form lists no current technical skills assessment.

Employability standards: State of Alaska Employability Standards.

Grading

Category	Weight
Design projects and engineering notebook (three per quarter)	40%
Unit checks and quizzes	25%
Classwork and participation	20%
Professionalism and employability skills	15%

Quarter grades follow the SISD grading scale. Students may revise projects that do not yet meet the standard.

Safety Expectations

- Students follow lab safety rules for tools and materials used in design challenges.
- Students wear eye protection when cutting, testing or building prototypes.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Tideline Trail.

Southeast Island School District
MAR152: Cold-Water Safety and Survival

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	MAR152
Trail	Tideline Trail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive, four days (April 5 to 8, 2027, pending)
Instructor or partner	AMSEA-trained educator (to be determined)
Dates and times	TBS
Location	TBS
College credit or credential	SISD Certificate of Completion. AMSEA Drill Conductor card only if taught by an AMSEA Drill Conductor instructor

Course Description

Students learn to prevent, survive and respond to cold-water and outdoor emergencies in Southeast Alaska. Topics include hypothermia and cold-water immersion, personal flotation devices, immersion suits, signaling and Mayday calls, small boat trip planning, and building a shelter and fire. Students practice each skill hands-on and finish with a team field scenario.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Explain the stages of cold-water immersion and hypothermia and how to respond.
2. Select, fit and wear a personal flotation device and an immersion suit.
3. Make a Mayday call and use signaling devices correctly.
4. Write a float plan for a small boat trip.
5. Build an emergency shelter and fire as part of a team.

Schedule

Session	Unit	Focus
Day 1	Cold-Water Immersion and PFDs	Cold shock, hypothermia and personal flotation devices
Day 2	Immersion Suits and Signaling	Immersion suit donning, signaling devices and Mayday calls
Day 3	Trip Planning, Shelter and Fire	Float plans, survival priorities, shelter and fire
Day 4	Field Scenario	Team survival scenario and debrief

Projects

Students complete three survival projects during the intensive. Each project is a skill students could need on the water in Southeast Alaska.

1. Float plan: write a complete float plan for a small boat trip in local waters.
2. Survival gear check-off: fit a personal flotation device and don an immersion suit within the time standard.
3. Team field scenario: work with a team to signal for help and build a shelter and fire.

Earning Credit

Students must attend all four days and pass each skill check-off to earn 0.25 SISD credit and the SISD Certificate of Completion.

Grading

Category	Weight
Projects and skill check-offs	50%
Participation and daily work	30%
Professionalism and safety	20%

Grades follow the SISD grading scale. Employability standards: State of Alaska Employability Standards.

Safety Expectations

- Students wear a properly fitted personal flotation device during all on-water and in-water activities.
- In-water activities take place only with direct instructor supervision and a safety observer.

- Students follow all instructor directions around vessels, docks and open water.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Tideline Trail.

DRAFT

Southeast Island School District
MAR150: Introduction to Nautical Skills

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	MAR150 (state system code: NAU 1)
Trail	Tideline Trail
State sequence	Natural Resources (Marine Careers, if listed)
Credit	0.25 CTE credit (the state form shows 0.5; credit to be confirmed)
Grades	11 to 12
Format	Six weeks
Instructor	Licensed captains, AVTEC Maritime Training Center
Meeting days and times	TBS
Location	TBS
CTSO	SkillsUSA
Perkins status	In the state system but not approved for Perkins; resubmission needed; nontraditional for females

Course Description

Introduction to Nautical Skills is a six-week class for high school juniors and seniors. It is taught by licensed captains from AVTEC's Maritime Training Center and introduces students to the maritime industry, providing a basis for working in a boating occupation.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Use correct vessel terminology.
2. Apply boating safety and emergency procedures.
3. Communicate by marine radio, including distress calls.
4. Plot a position by latitude and longitude and lay out a course line.
5. Solve time, distance and speed problems.
6. Tie and use common knots and hitches.
7. Describe maritime jobs and how to get hired on a boat.

Schedule

Session	Unit	Focus
Week 1	Vessel Terminology and Safety	Parts of a vessel, safety equipment and emergency procedures
Week 2	Communications at Sea	VHF radio procedures and distress calls
Week 3	Charts and Position	Plotting position by latitude and longitude
Week 4	Course Lines	Laying out a course line
Week 5	Time, Distance and Speed; Knots and Hitches	Navigation math and marlinspike skills
Week 6	Getting a Job on a Boat	Maritime careers, applications and credentials

Projects

Students complete three projects during the course. The licensed captain instructor checks off knots, chart plotting and radio procedures before students move on.

1. Knot board: tie and label the required knots and hitches.
2. Chart plotting exercise: plot positions and a course line on a chart of local waters.
3. Radio drill and job application: complete a mock distress call and a maritime job application.

Assessments, Standards and Credentials

Occupational standards: U.S. Coast Guard Auxiliary, Boating Skills and Seamanship. The state course form lists no current technical skills assessment.

Employability standards: State of Alaska Employability Standards.

Grading

Category	Weight
Projects and skill check-offs	50%
Participation and daily work	30%
Professionalism and safety	20%

Students must attend the full course and pass each skill check-off to earn credit. Grades follow the SISD grading scale.

Safety Expectations

- On-water activities, if any, require a properly fitted personal flotation device and instructor supervision.
- Students follow all instructor directions around vessels and docks.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Tideline Trail.

Southeast Island School District
MAR151: Introduction to Outboard Motors
Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	MAR151
Trail	Tideline Trail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive or dual credit module, 40 hours
Instructor or partner	University of Alaska Southeast instructor
Dates and times	TBS
Location	TBS
College credit or credential	UAS MTR S120 Outboard Motor Maintenance, 1 credit (lab), for students registered with UAS

Course Description

An introduction to outboard systems that need maintenance and upkeep for efficient operation. Students study ignition, carburetion, power head and lower unit systems, with an emphasis on preventive maintenance.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Apply shop and fuel safety practices.
2. Explain how ignition, fuel, power head and lower unit systems work.
3. Test and service an ignition system.
4. Service a fuel system, including the carburetor.
5. Complete a preventive maintenance service on an outboard motor.

Schedule

Session	Unit	Focus
Day 1	Shop Safety and Outboard Overview	Shop and fuel safety; parts of an outboard motor
Day 2	Ignition Systems	Spark plugs, ignition testing and service

Session	Unit	Focus
Day 3	Carburetion and Fuel	Fuel delivery and carburetor service
Day 4	Power Head and Lower Unit	Compression, cooling and lower unit service
Day 5	Preventive Maintenance	Full service, seasonal maintenance and final assessment

Projects

Students complete three outboard service projects during the intensive. The instructor signs off on each service before the motor is run.

1. Ignition test: test the ignition system and replace and gap the spark plugs.
2. Fuel system service: clean and service the carburetor and fuel system.
3. Preventive maintenance service: complete a lower unit gear oil change and a full maintenance checklist.

Earning Credit

Students must attend the full 40 hours and pass each service check-off to earn 0.25 SISD credit. Students registered with the University of Alaska Southeast also earn 1 college credit for MTR S120.

Grading

Category	Weight
Projects and skill check-offs	50%
Participation and daily work	30%
Professionalism and safety	20%

Grades follow the SISD grading scale. Employability standards: State of Alaska Employability Standards.

Safety Expectations

- Students work with fuel only in a ventilated area away from open flame.
- Students wear eye protection and gloves when servicing fuel, ignition and lower unit systems.
- Used oil and fuel are collected and disposed of according to shop procedures.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Tideline Trail.

DRAFT

Southeast Island School District
MAR101: Yamaha Outboard Maintenance

Career and Technical Education. Course Syllabus, Spring Semester 2027.

Course information

Instructor	Jay Mihal, Lead Teacher, Naukati School (completed CTE A 590 Yamaha Train the Trainer)
Format	Semester course: shop instruction and hands-on work on portable outboard motors, with online Yamaha coursework
Term	Spring semester, January 18 to June 4, 2027 (16 instructional weeks)
Location	Naukati School
Meeting time	Two 90-minute blocks per week; days and times set in the Naukati schedule
Grades and credit	Grades 9 to 12; 0.5 CTE elective credit
Pathway	Maritime (Marine Careers)
Class size	Up to 8 students, with no more than 4 students per motor
Prerequisite	None. Cold-Water Safety and Survival is recommended.
Recognition	SISD Certificate of Completion and progress toward Yamaha technician training

Course Description

Students learn to safely service and maintain portable outboard motors, the engines that power most skiffs in Southeast Alaska. Students complete Yamaha's online Introduction to Outboard Motor Systems (ITOS) course and then apply it in the shop: routine and seasonal maintenance, fuel system service, battery testing, cooling system repair and basic troubleshooting. The course ends with a community service project in which students service local skiff motors before boating season.

The course builds practical skills for work with charters, lodges, fishing operations and marine shops, and it is a step toward Yamaha outboard technician training. SISD is exploring college credit for this course through the University of Alaska Southeast.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Use the tools for gas engine repair and maintenance safely, and handle fuel and oil safely.
2. Explain how a four-stroke outboard engine works.

3. Perform routine and seasonal maintenance: lower unit oil, engine oil and filter, spark plugs, anodes, propeller inspection and winterizing.
4. Service the fuel system, including filters, fuel lines and stale fuel.
5. Service and test a marine battery.
6. Replace an engine part, such as the water pump impeller.
7. Diagnose common no-start and poor-running problems using a step-by-step process.
8. Describe timing belt and valve adjustment from an instructor demonstration.

Pacing Calendar

Dates	Week	Focus
Jan. 18 to 21	1	Shop safety, PPE, fuel and oil handling; begin ITOS online
Jan. 25 to Feb. 4	2 and 3	ITOS online modules; tool identification; how a four-stroke outboard works
Feb. 8 to 18	4 and 5	Motor inspection; routine maintenance: engine oil and filter, spark plugs
Feb. 22 to Mar. 4	6 and 7	Lower unit oil, anodes, propeller inspection and replacement
Mar. 8 to 18	8 and 9	Fuel system service: filters, lines, stale fuel
Mar. 22 to 26		Spring break
Mar. 29 to Apr. 1	10	Battery service and testing; Quarter 3 ends April 1
Apr. 5 to 8		District intensive week (no class)
Apr. 12 to 15	11	Cooling system: water pump impeller replacement
Apr. 19 to 22	12	Troubleshooting: no-start and poor-running problems
Apr. 26 to 29	13	Winterizing and spring start-up; timing belt and valve adjustment demonstration
May 3 to 13	14 and 15	Community motor service project: service local skiff motors
May 17 to 20	16	Final skills check and written test
May 24 to June 4		Make-up work, community service day and shop clean-up

Projects

Students complete three projects each quarter. Each project includes a safety check, a service record and an instructor sign-off.

Quarter 3

1. Shop safety plan: a fuel and oil handling plan for the Naukati shop, with a tool inspection checklist.
2. Full routine service: complete a routine service on a portable motor and record it in a service log.
3. Fuel system service: inspect and service the fuel system of a motor and document what was found.

Quarter 4

1. Impeller replacement: replace a water pump impeller and confirm cooling water flow in the test tank.
2. Troubleshooting challenge: find and fix a fault the instructor sets on a motor.
3. Community motor service: service a community member's skiff motor and give the owner a written service record.

Grading

Category	Weight
Projects (three per quarter)	35%
Weekly hands-on task checklists	25%
ITOS online course completion	10%
Final skills check and written test	20%
Shop safety and clean-up	10%

Quarter grades follow the SISD grading scale. A student must pass the shop safety checklist before working on running motors.

Safety Requirements

- Students wear safety glasses and gloves during all hands-on work, and closed-toe shoes in the shop.
- Motors run only in a test tank, in a ventilated area, under direct instructor supervision.
- Fuel and oil are stored in approved containers away from ignition sources, and spills are cleaned and disposed of correctly.
- Timing belt and valve adjustment is demonstrated by the instructor only.
- For the community project, motors are serviced at school, and owners sign a release before drop-off.

Materials and Equipment

SISD provides at least two running portable outboard motors on stands, a test tank, hand tools, a battery tester, a marine battery, fuel, oil, filters, spark plugs, anodes, impellers and other parts. Students need a school device for the ITOS online course and work clothes that can get dirty.

Accommodations

Students with an IEP or 504 plan receive their accommodations throughout the course, including in skills checks, the written test and the online coursework.

Communication

Families may contact Jay Mihal at Naukati School, or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the maritime pathway.

Southeast Island School District
TEC150: iDidalImpact: STEM for Change

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	TEC150
Trail	Timeline Trail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive, 40 hours
Instructor or partner	Alaska Society for Technology in Education and STEM for Change
Dates and times	TBS
Location	TBS
College credit or credential	Microsoft Azure Fundamentals

Course Description

Students explore technology, innovation and real-world challenges through hands-on learning. They create a digital solution and build new technology skills. No coding experience is required.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Use design thinking to define a real community problem.
2. Explain basic cloud computing concepts.
3. Build a digital solution to a defined problem.
4. Work as a team to plan, build and present a project.
5. Describe technology careers available in Alaska.

Schedule

Session	Unit	Focus
Day 1	Design Thinking	Identifying a community problem and the people it affects

Session	Unit	Focus
Day 2	Cloud Computing Basics	Introduction to cloud computing and Microsoft Azure
Day 3	Building a Digital Solution	Planning and building a prototype
Day 4	Testing and Teamwork	Testing, feedback and improvement
Day 5	Presentation and Careers	Team presentations and technology careers

Projects

Students complete three technology projects during the intensive. The projects build on each other and end with a team presentation.

1. Problem statement: define a real problem in a Southeast Alaska community and who it affects.
2. Digital solution prototype: build and test a digital solution with a team.
3. Impact pitch: present the solution and the change it would make in the community.

Earning Credit

Students must attend the full 40 hours and complete each project to earn 0.25 SISD credit.

Grading

Category	Weight
Projects and skill check-offs	50%
Participation and daily work	30%
Professionalism and safety	20%

Grades follow the SISD grading scale. Employability standards: State of Alaska Employability Standards.

Safety Expectations

- Students follow the SISD technology use policy and protect their personal information online.
- Students use only accounts and platforms approved by the instructor.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Tideline Trail.

DRAFT

Southeast Island School District
CUL150: Cultural Arts and Indigenous Trades

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	CUL150
Trail	Council Trail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive, 40 hours
Instructor or partner	Marita Tolson, Generations Southeast
Dates and times	TBS
Location	TBS
College credit or credential	None

Course Description

Students develop hands-on skills in seal skin sewing while learning traditional techniques and creating their own piece. Student work includes beaded formline designs and seal skin pieces.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Follow cultural protocols for traditional materials and designs.
2. Prepare and sew seal skin using traditional techniques.
3. Complete beadwork using correct technique.
4. Apply basic formline design principles to an original piece.
5. Describe careers in Indigenous arts and cultural work.

Schedule

Session	Unit	Focus
Day 1	Cultural Protocols and Materials	Protocols, traditional materials and an introduction to formline
Day 2	Seal Skin Sewing	Preparing and sewing seal skin

Session	Unit	Focus
Day 3	Beadwork	Beading techniques and practice
Day 4	Formline Design	Designing and beading a formline element
Day 5	Completing the Piece	Finishing work, artist statements and Indigenous arts careers

Projects

Students complete three cultural arts projects during the intensive under the guidance of the instructor. Each project follows the cultural protocols taught in the course.

1. Formline design sketch: create an original formline design with instructor guidance.
2. Beadwork sample: complete a beadwork sample using the techniques taught.
3. Finished piece and artist statement: complete a seal skin piece and write a short statement about its design and meaning.

Earning Credit

Students must attend the full 40 hours and complete each project to earn 0.25 SISD credit.

Grading

Category	Weight
Projects and skill check-offs	50%
Participation and daily work	30%
Professionalism and safety	20%

Grades follow the SISD grading scale. Employability standards: State of Alaska Employability Standards.

Safety Expectations

- Students follow the cultural protocols set by the instructor for handling traditional materials.
- Students use needles, awls and cutting tools only as demonstrated by the instructor.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Council Trail.

DRAFT

Southeast Island School District
NRS150: Introduction to Mining Careers

Career and Technical Education, Course Syllabus, 2026 to 2027

Course Information

Item	Detail
Course number	NRS150
Trail	Watershed Trail
Credit	0.25 SISD credit
Grades	9 to 12
Format	Intensive, 40 hours
Instructor or partner	University of Alaska Fairbanks instructor
Dates and times	TBS
Location	TBS
College credit or credential	1 UAF credit, for students registered with UAF

Course Description

Students explore careers in Alaska's mining industry, including a mine site visit and workplace safety.

Student Learning Outcomes

By the end of the course, students will be able to:

1. Describe Alaska's mining industry and its role in the state economy.
2. Identify mining careers and the training each requires.
3. Apply mine and workplace safety practices.
4. Observe operations during a mine site visit and connect them to careers.
5. Write a career plan for a mining or resource industry career.

Schedule

Session	Unit	Focus
Day 1	Alaska Mining Industry	History, operations and economic role of mining in Alaska
Day 2	Mining Careers	Careers, training and wages in the industry

Session	Unit	Focus
Day 3	Workplace Safety	Mine and workplace safety practices
Day 4	Mine Site Visit	Site visit and observation
Day 5	Career Planning	Career plans and final assessment

Projects

Students complete three career projects during the intensive. Each project connects the site visit and course content to real careers in Alaska.

1. Alaska mine profile: research one Alaska mine and its operations, workforce and community impact.
2. Site visit reflection: describe the jobs observed during the site visit and the skills each requires.
3. Mining career plan: write a plan for entering one mining or resource industry career.

Earning Credit

Students must attend the full 40 hours, including the site visit, and complete each project to earn 0.25 SISD credit. Students registered with the University of Alaska Fairbanks also earn 1 college credit.

Grading

Category	Weight
Projects and skill check-offs	50%
Participation and daily work	30%
Professionalism and safety	20%

Grades follow the SISD grading scale. Employability standards: State of Alaska Employability Standards.

Safety Expectations

- Students wear the personal protective equipment required at the site, such as a hard hat, safety glasses and boots.
- Students stay with the group and follow all site rules and guide instructions.

Accommodations

Students with an IEP or 504 plan receive their accommodations in all parts of the course. Site staff share accommodation needs with the instructor before the course begins.

Communication

Families may contact the instructor or Dr. Paulisa J. Scarlett, CTE Director, with questions about the course or the Watershed Trail.

DRAFT



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Rd Thorne Bay, Alaska 99919

(907) 828-8254 Fax: (907) 828-8257 Email: sisd@sisd.org

MEMORANDUM

TO: SISD BOARD OF EDUCATION

THRU: Rodney Morrison, Superintendent

FROM: Lucienne Smith, Contracted Business Manager
Alaska Education & Business Services, Inc.

Date: October 15, 2026

SUBJECT: BUSINESS MANAGER'S REPORT NARRATIVE

Goal #3: Increase Communication District and Community Wide

FY2026 Audit

The audit went well. The auditors are currently drafting the audited financial statements.

FY2027 Energy Relief "Grant"

We received the energy relief grant payment as noted on the financial report attached.

Transfers of Funds

Per BP 3110 Transfer of Funds, all transfers shall be reported to the Board. The following transfers were made for year-ended June 30, 2026, for Food Service for additional expenditures beyond reimbursements received in FY26, and from Teacher Housing to offset the excess expenditure above the grant award for the AHFC Thorne Bay Housing.

	<u>Transfer</u>
Transfer to Food Service	\$169,226
Transfer to AHFC CIP	\$150,807

A 10-year history follows showing transfers and fund balances for Pupil Transportation, Food Services, and Housing.

The District's cash flow is supported by the combined fund balances of the General Fund, Pupil Transportation Fund, Food Services Fund, and Employee Housing Fund. These balances provide the available cash necessary to meet the District's ongoing

financial obligations, including monthly payroll and timely payments to vendors. As the combined balances of these funds decrease, the District's available cash flow is reduced. When the total falls below \$800,000, it becomes increasingly difficult to maintain sufficient cash to meet payroll obligations and pay vendors on time. Therefore, the District needs to maintain a minimum combined fund balance of \$800,000 across these four funds to support stable cash flow and ensure the timely payment of its financial obligations.

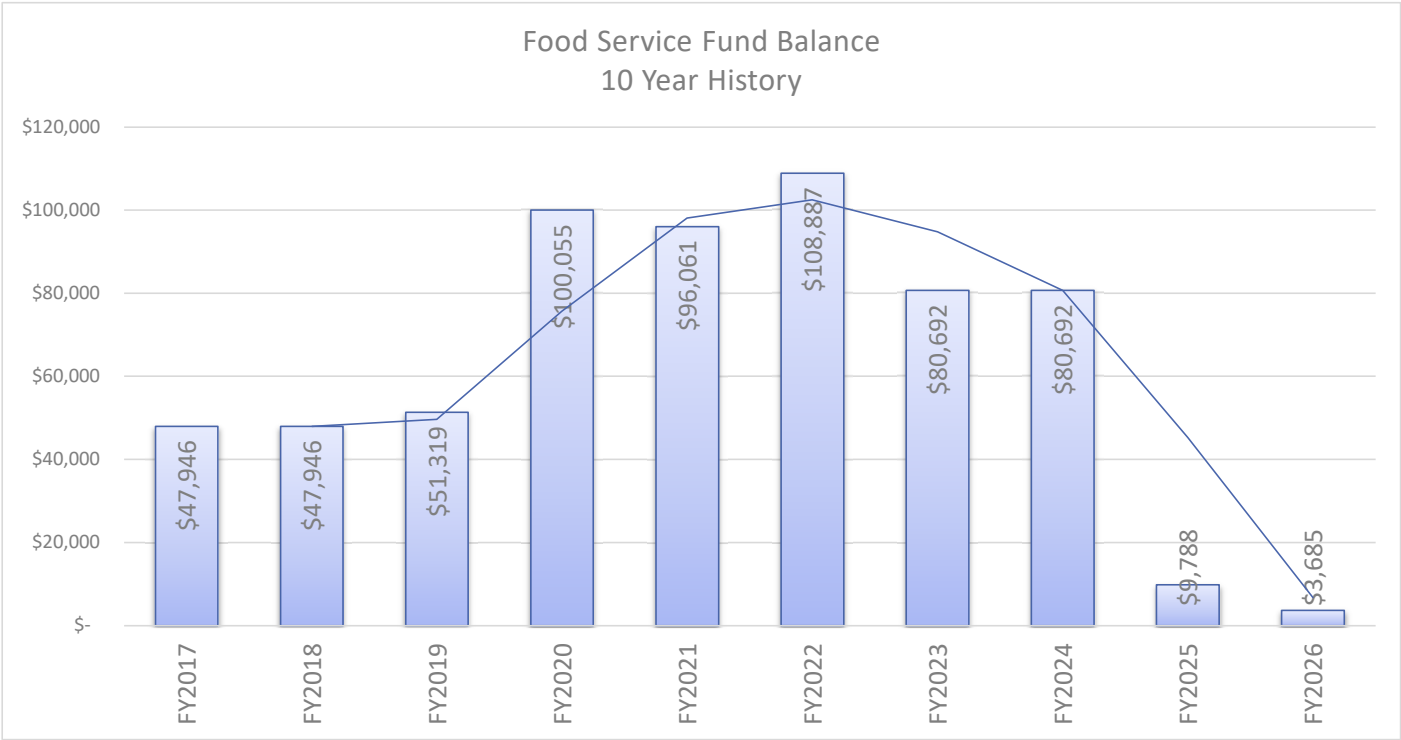
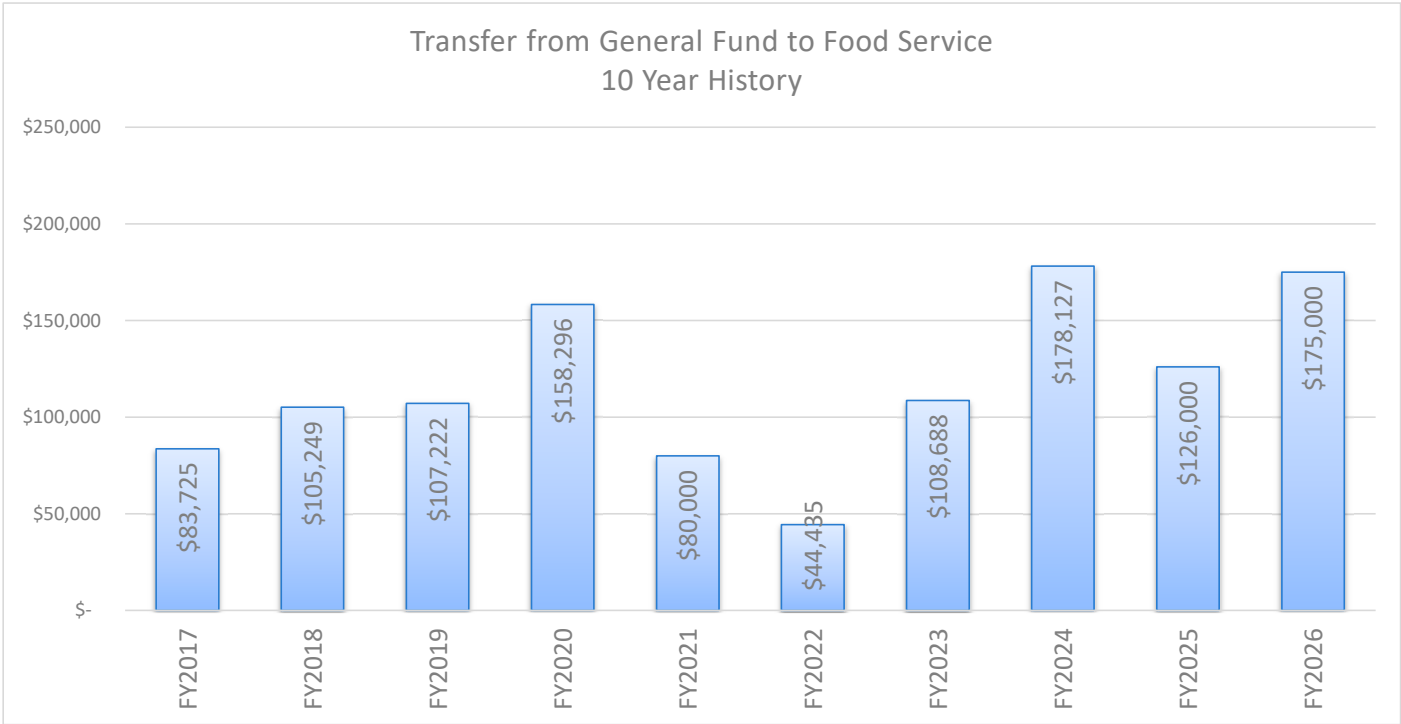
Please do not hesitate to ask questions.

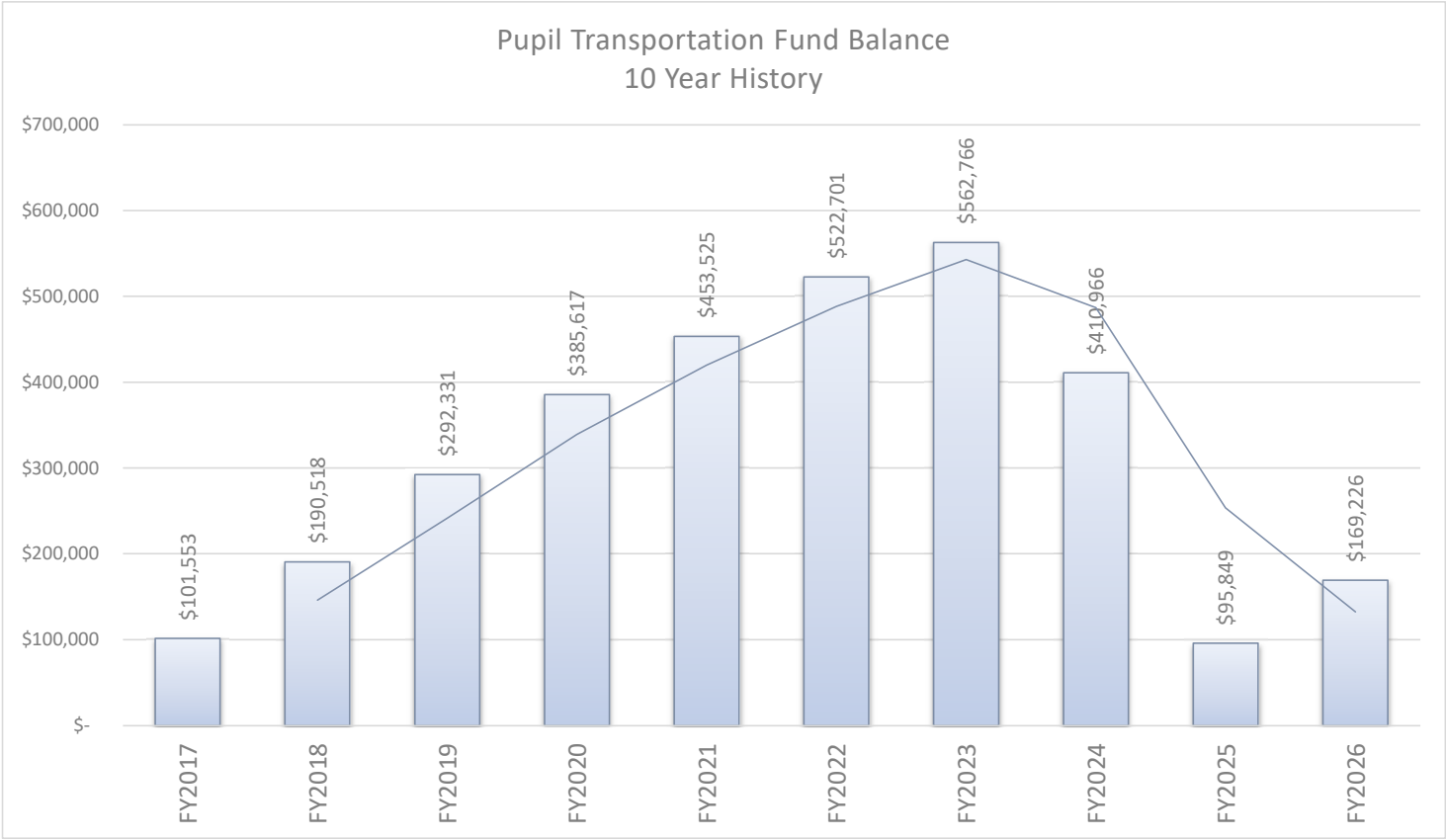
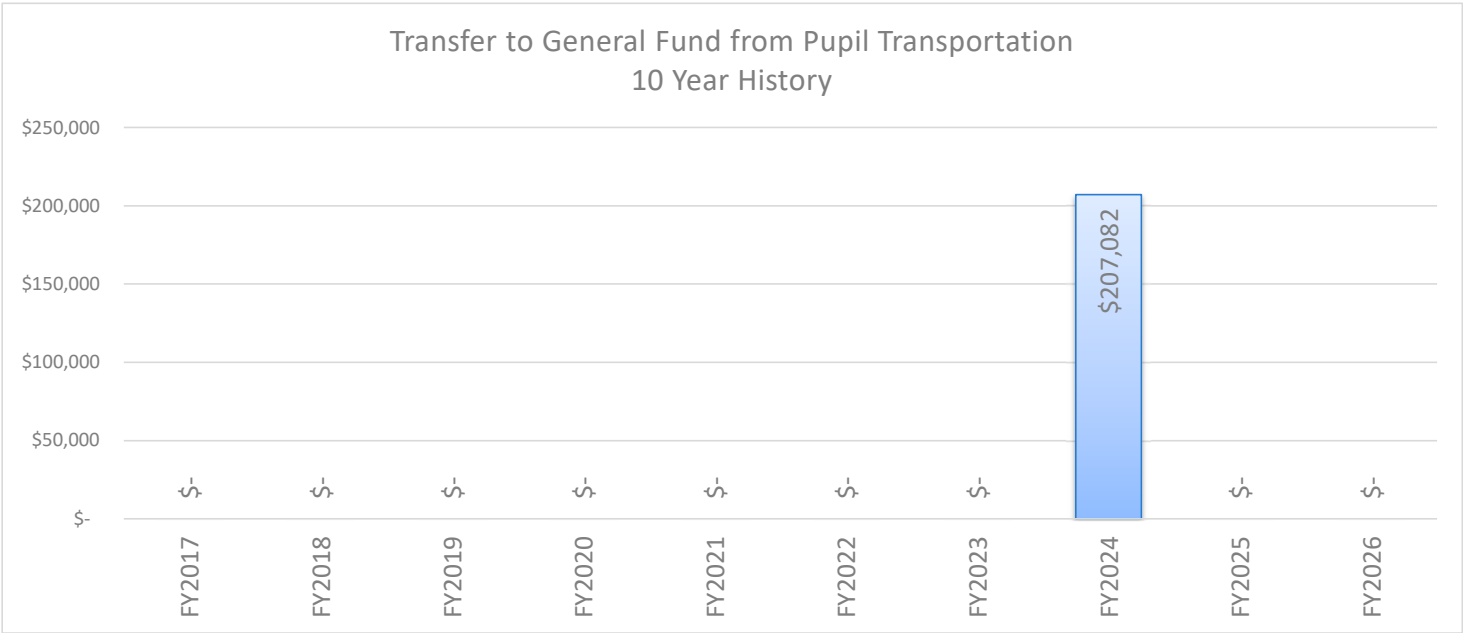
SISD Vision:

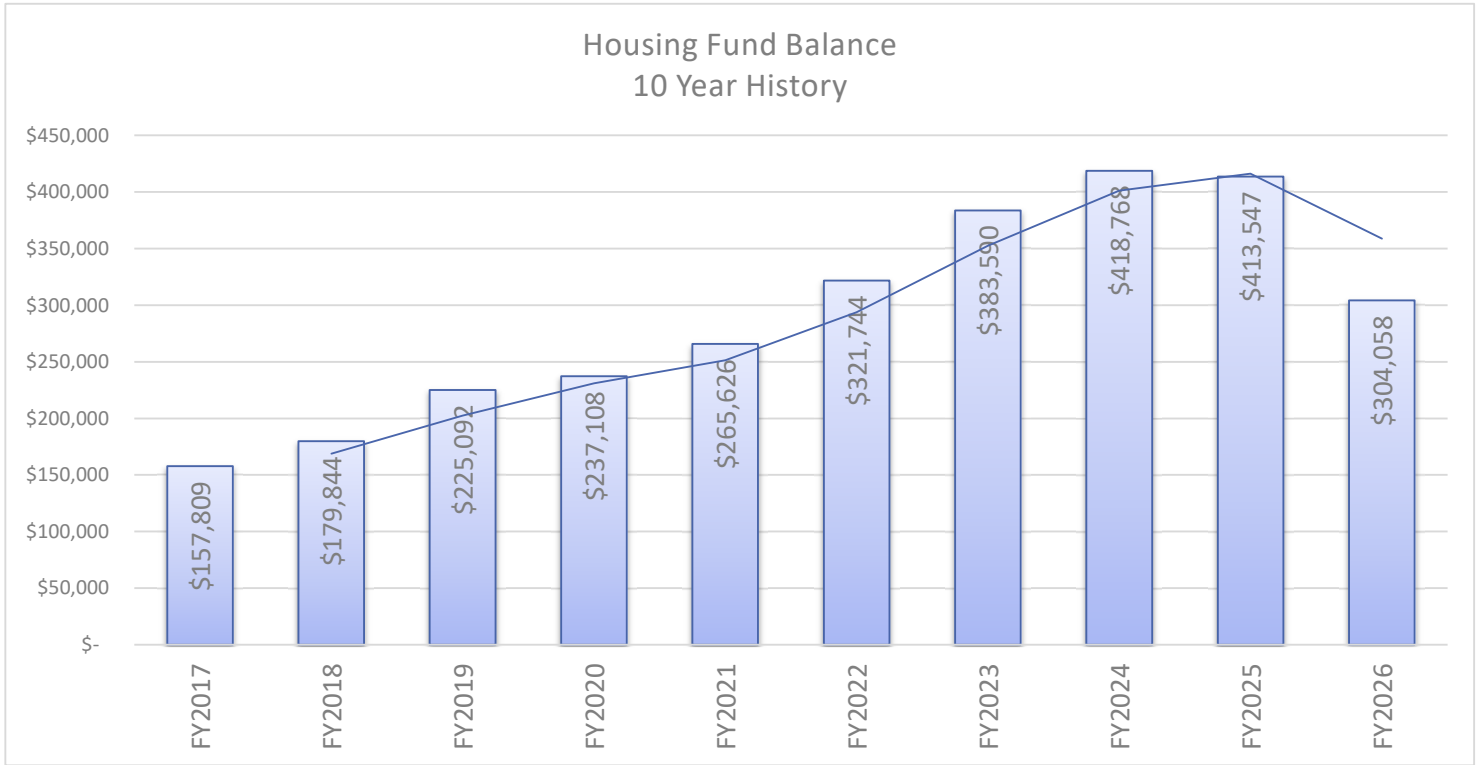
"Students are equipped to realize their dreams and aspirations"

SISD Mission:

"Set a foundation by cultivating experiences for students to develop goals and thrive in an ever-changing world."







**Department of Education & Early Development
FY2027 School District Energy Relief (HB263)**

School District	Vendor #	Payment
ALASKA GATEWAY	TAG84704	302,371
ALEUTIAN REGION	TAR84698	21,000
ALEUTIANS EAST	AEB88138	205,571
ANCHORAGE	ASD84346	5,539,634
ANNETTE ISLANDS	AIS85350	138,675
BERING STRAIT	TBS84693	1,800,830
BRISTOL BAY	TBB84303	81,300
CHATHAM	TCR84721	104,588
CHUGACH	TCR84707	86,083
COPPER RIVER	TRC84705	186,089
CORDOVA	TCC84304	99,000
CRAIG	TCC84305	112,885
DELTA/GREELY	TDR84703	261,682
DENALI	ACR84219	140,767
DILLINGHAM	TDC84564	184,134
FAIRBANKS	FNS85276	2,026,483
GALENA	TGC84987	596,537
HAINES	THB84306	79,112
HOONAH	THC84307	62,349
HYDABURG	THC84308	58,206
IDITAROD	IAS86020	256,639
JUNEAU	CBJ84793	532,862
KAKE	KAK84216	75,538
KASHUNAMIUT	KSD84324	135,000
KENAI	KPS89068	1,885,478
KETCHIKAN	KGB84871	339,254
KLAWOCK	TKC84312	45,909
KODIAK	TKI84571	610,047
KUSPUK	TKR84696	285,000
LAKE AND PENINSULA	TLP84698	293,723
LOWER KUSKOKWIM	TLK84696	2,039,366
LOWER YUKON	TLY84695	1,446,840
MATSU	MBS93166	2,010,476
NENANA	TNC84313	66,600
NOME	TNC84641	470,700
NORTH SLOPE	NSB94206	1,019,550
NORTHWEST ARCTIC	TNW84694	1,858,680
PELICAN	TPC84314	6,178
PETERSBURG	TPC84315	177,202
PRIBILOF	TRB84352	45,605
SAINT MARY'S	SMC97171	122,173
SITKA	TSB84318	324,860
SKAGWAY	TSC84317	54,814
SOUTHEAST	TSI84708	111,415
SOUTHWEST	TSR84697	583,632
UNALASKA	TUC84319	131,953
VALDEZ	TVC84320	274,500
WRANGELL	TWC84321	94,400
YAKUTAT	TYC84322	31,140
YUKON FLATS	TYF84701	453,135
YUKON/KOYUKUK	TYK84700	590,040
YUPIIT	YSD85301	404,514
MT EDGECUMBE		133,046
TOTAL		\$ 29,097,565



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 E-mail: sisd@sisd.org

SISD FOOD SERVICE BOARD REPORT

10.12.2026

We have received GENYOUth's End Student Equipment grant smoothie meal carts and mobile meals carts kits for each school. Thorne Bay, Hollis, and Coffman Cove schools got Mobile meal carts. Whale Pass, Port Alexander, Naukati and Kasaan schools – Smoothie carts. Please assemble them, start using, and share your experience, feedback, and pictures.

Every school year, each school food authority shall perform no less than one on-site review of the meal counting and claiming system for each school site operating the National School Lunch Program (NSLP) and at least 50 % of schools operating the School Breakfast Program. All schools operating the SBP must be reviewed at least every other year. Each on-site review must ensure the school's claim is based on the counting and claiming system, as implemented, and yields the actual number of reimbursable meals, respectively, served for each day of operation.

We have started breakfast and lunch on-site reviews already. We will send emails with a day and time we are coming to the sites with the visit. For Port Alexander school, we will do the review online.

October 2026

UPDATES

THORNE BAY

Green house is slowing down with the seasons. We are still growing lettuce effectively and working on pest management to ensure, healthy and yummy lettuce for the lunch programs.

Greenhouse elective~ with 15 kids in class. Will manage and monitor the fish/plants while I am on leave for two weeks. With the last 6 weeks of learning nitrogen cycle, aquaponics and harvesting they feel well equipped for the job!

AGRICULTURE

We profited over \$800.00 from summer egg sales! Chickens are producing 1 carton of eggs daily, which is supplying the school food program every two weeks with eggs.

Greenhouse- problems etc. -

Still on going..

The Orchard that resides in the Coffman Cove has two problems. First, being that they need to be transplanted ASAP-

Secondly, they are covered in fungus. The fungus has spread throughout all the crops in the greenhouse which has caused a lot of delay in production.

At this point we are unsure if they are save-able or not.

COFFMAN COVE

GREENHOUSE

Eric has some issues with the fish contacting a disease. He is working on isolation and preventing from the disease from spreading. He is doing a great job growing lettuce, playing doctor and managing the chickens! If you out in Coffman, pop by to say hi and see what he is up to out there! It looks great.



Southeast Island School District

P.O. Box 19569 | 1010 Sandy Beach Road | Thorne Bay, Alaska 99919
(907) 828-8254 | www.sisd.org

*Small Schools
Strong Communities
Bright Futures*

TO: Southeast Island School District School Board
FROM: Joshua Stukey, Maintenance Director
DATE: October 2026
SUBJECT: Maintenance Department Report to the School Board

TEACHER HOUSING & WINTER PREPARATION

Our maintenance crew has been focusing heavily on teacher housing improvements throughout the district. We've been steadily working through repairs and preparing our facilities for winter. I've also continued working with Astrid on wrapping up several grant projects. We're now shifting more attention toward securing firewood supplies for our housing units and schools that rely on wood heat.

FIRE & LIFE SAFETY

We've made good progress with our fire impairment plans. Hollis School is now out of impairment, and we're wrapping up the remaining details. Our next focus will be Naukati School and determining what is needed to get that facility out of impairment. We'll also continue reminding teachers and staff of their responsibilities under existing fire impairment plans.

HOLLIS WATER SYSTEM

Our first round of VOC testing at Hollis came back clear. We have five more months of testing before we can move forward with the state's approval process. Mark Storm has been assisting us with the water system requirements, and we're looking into automation options to help with daily monitoring and testing.

KITCHEN REFRIGERATORS

All school kitchen refrigerators are currently operational. We brought in a technician to assist with work at Thorne Bay, and I've purchased basic refrigeration service equipment to help us handle minor servicing needs in-house when necessary.

FLEET & TRANSPORTATION

Fleet maintenance continues to be an ongoing challenge. The crew has been working to keep vehicles operational while addressing repairs and coordinating vehicle availability throughout the district.

MOVING FORWARD

Our priorities remain focused on winter preparation, teacher housing improvements, fire system compliance, and keeping our facilities and vehicles operational. I appreciate the continued hard work of our maintenance crew and the progress we're making across the district.

BOARD COMMUNICATION

As always, I'm available to answer any questions or concerns the board may have.

Joshua R. Stukey
Maintenance Director
Southeast Island School District
Cell: 907-254-2030 | jstukey@sisd.org



SOUTHEAST ISLAND SCHOOL DISTRICT

P.O. Box 19569, 1010 Sandy Beach Road, Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 E-mail: sisd@sisd.org

State and Federal Programs Board Report

October 2026

Southeast Island School District

AHFC Teacher Housing Grant – Hollis

The district has been preparing an application to the Alaska Housing Finance Corporation (AHFC) for approximately \$700,000 to construct one three-bedroom teacher residence in Hollis. This project addresses the ongoing need for suitable teacher housing, which remains a significant challenge for staff recruitment and retention in remote communities.

The district plans to leverage existing land, infrastructure, equipment, and in-kind labor to provide a substantial local match. The proposed residences will incorporate energy-efficient construction and alternative energy systems to help reduce long-term operating costs.

Additionally, the district is developing a partnership with Community Connections to provide access to one of our existing housing units in exchange for training, services, and community engagement activities within the organization's scope of work. This partnership will expand access to valuable resources and professional support while strengthening services available to students, families, and the broader community.

School Food Service Equipment Assistance Grant

The district has been working on the FY27 School Food Service Equipment Assistance Grant to purchase a commercial dishwasher for Hollis School and a commercial refrigerator for Thorne Bay School.

These purchases will improve kitchen efficiency, sanitation, food storage, and meal preparation. Equipment specifications, vendor quotations, shipping estimates, and supporting narratives have been prepared to support the grant applications.

Hollis Heating System Grant

The district has received preliminary approval for a U.S. Forest Service grant to support improvements to the Hollis School heating system. Updated application materials and supporting documentation have been submitted, including revisions that allow flexibility in selecting an appropriate boiler manufacturer and system configuration.

Additional documentation and signatures are required before the award can be finalized. The project will improve the reliability and efficiency of the school's heating infrastructure.

Positive Behavioral Interventions and Supports (PBIS) Grant

The district has been awarded a PBIS grant to provide professional development and training for teachers throughout the district.

This training will focus on strengthening positive behavioral supports, establishing consistent schoolwide expectations, and equipping staff with evidence-based strategies to address student behavioral needs. The grant will support the district's efforts to create positive, supportive learning environments.

Comprehensive Literacy State Development (CLSD) Grant

The district continues to review and reconcile CLSD grant expenditures and available funding. Approximately \$34,000 in carryover funds remains to be allocated, with additional funding potentially available due to lower-than-anticipated expenditures for Amplify tutoring.

We are reviewing opportunities to allocate these funds toward literacy instruction, intervention services, and instructional support while maintaining the required funding distribution among preschool, elementary, and secondary grade levels.

Homeland Security Emergency Grant

The district continues to move forward with the \$262,000 Homeland Security Emergency Grant, which supports improvements to emergency preparedness, including generators, communications equipment, and emergency shelter supplies.

All requested documentation has been submitted, and Homeland Security has advanced the grant to the next level of funding approval. We anticipate receiving an update in the near future regarding final approval and the release of funds.

Migrant Education – Title I-C

The district continues to identify and certify eligible students for the Migrant Education Program. Based on current recruitment and eligibility information, we anticipate certifying approximately 80 migrant students for the 2026–2027 school year.

Once student certifications have been completed, we will move forward with our annual migrant education book distribution and raingear distribution. These initiatives provide eligible students with reading materials to encourage literacy development and appropriate outdoor clothing to support participation in school and community activities throughout Southeast Alaska.

Recruitment, Certificates of Eligibility (COE) processing, and program documentation remain ongoing priorities as we work to ensure all eligible students are identified and have access to available migrant education services.



Southeast Island School District

Technology Department

1010 Sandy Beach Road
P.O. Box 19569, Thorne Bay, AK 99919
P: (907) 828-8254 F: (907) 828-8257

Technology Department Board Report

Reporting Period: September 15 - October 16, 2026

Prepared by Technology Director: Everett Cook

GoGuardian / Student Safety

Considerable effort has gone into evaluating and negotiating GoGuardian's student safety and classroom management services. Research into alternative purchasing options and continued negotiations reduced the proposed annual licensing rate from \$21.60 to \$14.40 per student, representing a potential **\$1,440 in annual savings**. Work has also focused on preparing the technical requirements for integrating GoGuardian with existing district systems.

E-Rate / Equipment Procurement

The district's Category 2 E-Rate project has advanced into procurement, with the STS equipment purchase order issued and sent. Approximately **85% of the equipment cost is covered through E-Rate funding**, significantly reducing the district's financial responsibility. Additional work has focused on reviewing vendor proposals and negotiating shipping arrangements for remote school locations, with an emphasis on controlling expenses while preserving planned network improvements.

District Livestreaming / Hudl Replacement

Following the discontinuation of Hudl due to its recurring cost, development began on a district-managed alternative using YouTube and existing UniFi camera infrastructure. Initial testing has successfully demonstrated broadcast creation, scheduling, and automated start/stop configurations. Additional development is underway to support athletics, school activities, and other events while minimizing recurring expenses.

Network / Infrastructure

Work continued on modernizing district network and server infrastructure, including plans for expanding locally managed services, consolidating UniFi network management, and improving secure connectivity between systems. Existing UniFi video recording equipment has also been brought into operation, providing a foundation for centralized administration and future integration with other district services.

Cybersecurity / Google Workspace

Additional protections were implemented in Google Workspace to address phishing and spam campaigns targeting district employees. Recent changes specifically addressed messages distributed to large groups of staff through concealed recipient lists that had bypassed existing protections. Work also continued on strengthening account security through hardware authentication keys and improved administrative access controls.

Current Focus

Priorities include completing GoGuardian procurement, advancing remaining E-Rate purchases, and developing the district's livestreaming platform. Continued efforts will focus on network modernization, improving connections between existing systems, and reducing administrative overhead across district locations.



Apply to Become the 2026-2027 Student School Board Representative

Open to all SISD high school students (grades 9-12)

This is your chance to represent your peers, work with the School Board, and strengthen student voice in important decisions. Gain leadership experience and make a difference in SISD!

Why Apply?

- Work directly with the SISD School Board.
- Learn how school governance works.
- Share your voice and represent the student perspective in important decisions.
- Gain leadership experience that can strengthen your future college or career goals.

How to Apply:

Email your application to Chris Page Haufe (cpage@sisd.org) with the subject: *Student Board Representative Application*

New Deadline: Friday, October 16th.

Your application must include:

1. **Application letter** explaining why you want to serve.
2. **Letter of support** from one teacher
3. **Letter of support** from your parent/guardian
4. **Letter of recommendation** from your local ASC representative (e.g. ASC President) or other adult community member.

Selection

The 2026-2027 Student School Board Representative(s) will be selected at the October 21, 2026, Board Meeting. Interviews may be held beforehand.

Expectations

- Attend Board meetings and work sessions
- Share student perspectives with the Board
- Report Board decisions back to students and staff
- Possible travel opportunities: Youth Leadership Institute (Nov 5–8, 2026) and/or Legislative Fly-Ins in 2027

BB 9110 Board Membership

Regular Members

The School Board shall consist of five (5) members elected or appointed in accordance with law.

Student Board Members

The Board believes it is important to seek out and consider students' ideas, viewpoints and reactions to the educational program. In order to provide student input and involvement, the Board shall appoint student Board members as deemed necessary.

Student Board members shall have the right to attend public meetings of the Board, be recognized at meetings, participate in questioning witnesses and discussing issues and shall receive all materials presented to Board members except those related to executive sessions.

Student Board members may cast preferential votes on all matters except those subject to executive session discussion. Preferential votes shall be cast prior to the official Board vote and shall not affect the outcome of a vote. Preferential votes shall be recorded in the Board minutes.

Legal Reference:

ALASKA STATUTES

14.08.041 Regional school boards

14.08.091 Administration

14.12.030 School boards

14.12.040 Transition from five to seven member board

14.12.110 Single body as assembly and school board

14.14.070 Organization of school board

14.14.120 Inoperative district

14.14.250 - 14.14.310 Involvement of young people in government

[29.20.300](#) *School boards*

Revised 4/04, 8/07, 11/19/2025

Adoption Date: 04/09/98

Southeast Island School District

BP 4117.4 Certificated Personnel - Dismissal

Note: AASB recommends that districts consult with legal counsel well before dismissal proceedings are to be instituted. The complexity of legal provisions pertaining to dismissal make such consultation imperative.

Employees shall not be deprived of their position during the school year except when cause for the dismissal can be shown. Employees shall be accorded their due process rights provided by law. Employees shall have the right to call witnesses in a pre-termination hearing held under the procedure set forth in AS 14.20.180.

(cf. 4116 - ~~Probationary/Permanent~~Nontenured/Tenured Status)

(cf. 4117.6 - Nonretention)

~~Note: While nontenured teachers do not have the hearing rights accorded tenure teachers in AS 14.20.180, the Alaska Supreme court in *Nichols v. Eckert* affirmed the constitutional due process rights of nontenured teachers to a hearing prior to dismissal.~~

Legal References:

ALASKA STATUTES

[14.20.140](#) Notification of nonretention

[14.20.145](#) Automatic re-employment

[14.20.170](#) Dismissal

[14.20.175](#) Nonretention

[14.20.180](#) Procedure and hearing upon notice of dismissal or nonretention

[14.20.205](#) Judicial review

[14.20.215](#) Definitions

ALASKA ADMINISTRATIVE CODE

4 AAC 18.010 Teachers' and administrators' contracts

Nichols v. Eckers, 504 P. 2d 1359 (Alaska 1973)

Kenai Peninsula Borough Bd of Education v. Brown, 691 P. 2d 1034 (Alaska 1984)

Stirling v. North Slope Borough School District, Supreme Court No. S-18853 (Alaska 2025)

Reviewed 11/07

Revised 3/2017

Adoption Date: 04/09/98

Southeast Island School District

BP 4117.5/4217.5/4317.5 All Personnel - Termination Agreements

Note: The following optional policy expresses the Board's intention to provide appropriate and truthful information about former employees. The Board should not enter into termination agreements without legal advice in light of *Anchorage School District v. Anchorage Daily News* which found that a district's settlement agreement could not be kept confidential under Alaska public records law.-

The School Board believes that it is incumbent upon school districts to provide a truthful account of the reasons why an employee has left district employment. The Board therefore does not look with favor on termination settlement agreements which prevent the district from giving prospective employers this information. If a termination agreement is made, the Superintendent or designee shall inform prospective employers that such an agreement has been made and may give out information as provided for in the agreement.

(cf. 4112.61 - *Employment References*)

In all cases in which an employee's conduct warrants probable cause for the suspension or revocation of the employee's teaching credential, the Superintendent or designee shall report the employee's suspension, termination or resignation to the Professional Teaching Practices Commission.

Legal Reference:

Anchorage School District v. Anchorage Daily News, 779 P.2d 1991 (Alaska 1989)

Reviewed 11/2007, 3/2017

Adoption Date: 04/09/98

Southeast Island School District

BP 4117.6 Certificated Personnel - Nonretention

Note: AS 14.20.145 provide automatic reemployment rights to employees who do not receive notice of nonretention in accordance with AS 14.20.140. This sample policy should be reviewed in conjunction with the district's collective bargaining agreement, if any, to determine whether a notice date earlier than that required by law is specified.

The Superintendent or designee shall provide the Board with his/her recommendations regarding the nonretention of certificated employees.

The Board may decide not to rehire a nontenured employee at the end of ~~their~~his/her first, second or third year ~~of employment~~ and give written notice of its decision to the employee at any time during the year. If the Board does not give nontenured teachers written notice of nonretention by the last day of the school term, the employee shall be ~~rehired~~offered a contract for the following year.

Note: AS 14.20.175 mandates Boards to provide by regulation or bylaw procedures by which nontenured teachers may request and receive an informal Board hearing regarding nonretention.

Nonretention of nontenured teachers may be based on any cause deemed adequate by the Superintendent or designee or, if an informal Board hearing is held, any cause deemed adequate by the Board. The Superintendent or designee shall establish administrative regulations providing for an informal hearing before the Board upon teacher request.

The nonretention of tenured teachers shall comply with the cause and procedural requirements specified in law, including notice of nonretention before May 15.

(c.f. 4112.1 - Contracts)

(cf. 4117.4 - Dismissal)

(cf. 4116 - Nontenured/Tenured Status)

(cf. 4117.3 - Personnel Reduction)

Legal Reference:

ALASKA STATUTES

[14.20.140](#) *Notification of nonretention*

[14.20.145](#) *Automatic re-employment*

[14.20.175](#) *Nonretention*

[14.20.180](#) *Procedure and hearing upon notice of dismissal or nonretention*

[14.20.210](#) *Authority of school board or department to adopt bylaws*

Revised 4/17/99, 09/06, 11/14

Reviewed 11/2007, 3/2017

Adoption Date: 04/09/98

Southeast Island School District

BP 4118 Certificated Personnel - Suspension/Disciplinary Action

The School Board expects its employees to perform their duties in accordance with state law and Board policy and administrative regulations.

(cf. 4119.21/4219.21/4319.21 - *Codes of Ethics*)

(cf. 4117.4 - *Dismissal*)

(cf. 4117.6 - *Nonretention*)

The Superintendent or designee may take disciplinary action, including: 1) verbal warning, 2) written warning, ~~reassignment,~~ 3) letter of reprimand, 4) suspension ~~with or~~ without pay, and 5) dismissal, as ~~the Superintendent~~ he/she deems appropriate, and may deviate from the progressive order of disciplinary actions in light of the particular facts and circumstances involved.

Note: A teacher may be suspended pending an investigation to determine whether cause exists for dismissal. However, the teacher's regular compensation must be continued during the temporary suspension. [AS 14.20.170](#).

The Superintendent or designee shall document all disciplinary actions thoroughly and accurately and shall ensure that such actions are taken in a consistent, nondiscriminatory manner.

Certificated management and supervisory personnel who are not covered by a collective bargaining agreement are subject to the disciplinary procedures set forth in BP 4218, except for discipline involving dismissal or nonretention. The District will provide the statutory and policy rights afforded to all certificated staff for dismissal and nonretention actions.

(cf. 4218 — *Dismissal/Suspension/Disciplinary Action*)

(cf. 4300 — *Management Employee Definitions*)

Legal Reference:

ALASKA STATUTES

[14.20.030](#) — *Causes for revocation and suspension*

[14.20.170](#) *Dismissal*

[14.20.175](#) *Nonretention*

[14.20.180](#) *Procedures upon notice of dismissal or nonretention*

ALASKA ADMINISTRATIVE CODE

[20 AAC 10.020](#) *Code of ethics and teaching standards*

Reviewed 11/2007, 3/2017, 09/2018

Adoption Date: 04/09/98

Southeast Island School District

BP 4119.11/4219.11/4319.11 All Personnel – Sexual Harassment

Note: The United States Supreme Court in [Meritor Savings Bank, FSB v. Vinson et al.](#), found that an employer could be held liable in a sexual harassment lawsuit. The bank's complaint procedure required the employee first to report the complaint to his/her supervisor who, in this case, was the accused party. We suggest that districts adopt a sexual harassment policy requiring the immediate supervisor of the offending employee and or personnel officer to receive the complaint.

The School Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and will not be tolerated. This policy prohibits sexual harassment of students or staff by other students, staff, School Board members or third parties. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business.

(cf. 4119.21—~~Code~~/4219.21/4319.21 - Codes of Ethics)

(cf. 4030 - *Nondiscrimination in Employment*)

(cf. 4117.4 - *Dismissal*)

(cf. 9020 - Board Standards)

(cf. 9271 - *Code of Ethics*)

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to the conduct is made either an explicit or implicit condition of employment, status or promotion.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed employee.
3. The harassment substantially interferes with an employee's work performance or creates an intimidating, hostile, or offensive work environment.
4. Submission to, or rejection of, the conduct is the basis for any decision affecting benefits, services, honors, programs or other available activities.

An employee or School Board member who feels that he/she is being harassed should immediately report the incident to the immediate supervisor of the accused employee or the appropriate personnel department official, without fear of reprisal. All complaints

about behavior that may violate this policy shall be promptly investigated. The personnel department shall be informed of all such complaints and will assist in the investigation and resolution of complaints. An employee making a complaint of sexual harassment shall not be required to resolve the complaint directly with the offending person.

Note: *Ellison v. Brady* provides directives to employers responding to sexual harassment claims in order to shield themselves from liability, including taking immediate and appropriate action to address the harassment which entails investigation and discipline calculated to reflect the severity of the conduct, stop the harassment, and deter others from acting in the same manner.

The initiation of a complaint in good faith about behavior that may violate this policy shall not adversely affect the terms or conditions of employment or the work environment of the complainant. There shall be no retaliation by the district against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the School Board that appropriate corrective action will be taken by the district to stop the sexual harassment, prevent its recurrence and address negative consequences. Employees in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Superintendent or designee or School Board.

The Superintendent or designee shall ensure prompt and strict enforcement of School Board policy.

(cf. [0410 – Nondiscrimination in District Programs and Activities](#))

(cf. [1312.3 - Public Complaints Concerning Discrimination](#))

(cf. [1312.1 - Complaints Concerning School Personnel](#))

Legal Reference:

[*Meritor Savings Bank, FSB v. Vinson et al.*, 477 U.S. 57 \(1986\)](#)

Ellison v. Brady, 924 F.2d 872 (9th Cir. 1991)

Revised 12/01/01; 4/12/23

Reviewed 11/2007

Adoption Date: 04/09/98

Southeast Island School District

BP 4119.12/4219.12/4319.12 All Personnel - Harassment

~~The School Board recognizes that harassment can cause embarrassment, feelings of powerlessness, loss of self-confidence, reduced ability to perform school work, and increased absenteeism or tardiness. The School Board shall not tolerate the harassment of any student by any other student or district employee. Any student or employee who is found guilty of harassment shall be subject to disciplinary action.~~

The School Board is dedicated to providing a safe environment. Harassment disrupts a student's ability to learn and a school's ability to educate. Personnel are expected to demonstrate positive character traits and values. Conduct and speech must be civil and respectful.

Personnel are prohibited from engaging in any form of harassment in any school-related setting, including but not limited to: school property, during school hours, on school buses, at bus stops, and at school-sponsored activities, events, or functions.

Harassment means and includes, but is not limited to, intimidation by threats of or ~~actual~~ physical violence; the creation ~~by whatever means~~ of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such a manner as to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes, but is not limited to, harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

(cf. 5131.43 – *Harassment, intimidation and bullying*)

(cf. 4118 - *Suspension/Disciplinary Action*)

(cf. ~~4119.11 – Sexual Harassment~~ 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.11/4219.11/4319.11 – Sexual Harassment)

(cf. ~~4119.21 – Code~~ 4219.21/4319.21 – Codes of Ethics)

To promote an environment free of harassment, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice or student instruction and counseling. Principals shall discuss this policy with their employees and shall assure them that they need not endure any form of harassment.

The School Board encourages students or staff to immediately report incidences of harassment to the principal or designee. The Superintendent or designee shall

promptly investigate each complaint of harassment in a way that ensures the privacy of all parties concerned. In no case shall the student or staff member be required to resolve the complaint directly with the offending person.

Notice of this policy will be circulated to all district schools and departments and incorporated in teacher and student handbooks.

(cf. 0410 - *Nondiscrimination in District Programs and Activities*)

(cf. 1312.3 - *Complaints Concerning Discrimination*)

(cf. 4030 - *Nondiscrimination in employment*)

(cf. 5141.42 - *Professional Boundaries ~~for~~of staff ~~and~~with students*)

Legal References:

ALASKA STATUTES

[AS 14.18.010 - 14.18.100](#) *Prohibition Against Sex and Race Discrimination*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.500 - 4 AAC 06.600](#) *Prohibition of Gender or Race Discrimination*

TITLE VI, CIVIL RIGHTS ACT OF 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

AMERICANS WITH DISABILITIES ACT

Added 4/12/23

Southeast Island School District

BP 1420 Tribal Consultation

Federally recognized Tribes are sovereign nations with inherent rights to self-govern and make decisions impacting their citizens. The School Board is committed to building authentic, respectful, and collaborative relationships with Tribal governments and their shared relationships with communities, families, and organizations to improve educational outcomes for American Indian/Alaska Native (AI/AN) students.

The Board acknowledges that meaningful tribal consultation extends beyond federal compliance requirements and represents a foundational commitment to honoring Indigenous knowledge, cultural perspectives, and educational sovereignty in service of student success. The Board is committed to educating themselves on the tribal governance and cultural structures of their school district and region.

Together with Tribes, families, and communities, the district will strive to ensure AI/AN students learn in culturally rich environments, follow personalized pathways, and develop as leaders who are grounded in their heritage and are empowered to shape their futures. The district commits to creating trauma-engaged, culturally responsive educational experiences that honor each student's identity while building academic and life skills.

When Tribal consultation is required, the Superintendent or designee shall initiate a formal tribal consultation process. Additionally, the district is encouraged to engage in voluntary consultation on major policies, programs, or initiatives impacting AI/AN students, regardless of enrollment thresholds or funding levels.

In partnership with Tribes (and/or their designee) and tribal communities, the district may:

- Integrate Indigenous knowledge, cultural practices, and place-based learning into educational programs, in accordance with state curriculum standards.
- Engage Elders and Tribal community members as educators, mentors, and cultural advisors.
- Create school environments to visibly honor and celebrate AI/AN cultures and languages.
- Support AI/AN language instruction and preservation efforts.
- Provide culturally specific student support services and mentorship programs.
- Offer professional development for staff on Indigenous education methods and cultural responsiveness.
- Define shared educational goals and success measures for AI/AN students.
- Include AI/AN voices in educational planning and resource allocation decisions.

- Develop joint monitoring and evaluation processes for programs serving AI/AN students.

Data Sharing and Privacy

To ensure student success/achievement and to effectively audit and evaluate federal programs, Tribes and districts will utilize data. When appropriate, and in compliance with federal and state privacy laws, the district may enter into formal agreements with tribal organizations, to share student data for educational evaluation and program improvement purposes, following established protocols that protect student confidentiality while supporting tribal educational initiatives.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6174.1 - Education of Native/Indian Children)

(cf. 6020 - Parent Involvement)

Legal Reference

United States Code

20 U.S.C. § 7918 - Consultation with Indian tribes and tribal organizations

20 U.S.C §§ 7541-7546 Alaska Native Educational Equity, Support, and Assistance Act

20 U.S.C § 7704 Policies and procedures relating to children residing on Indian Lands

Created 04/2026

9/92

AASB Policy Reference Manual

AR 1420 Tribal Consultation

Tribal consultation shall follow a structured approach including:

1. **Invitation and Preparation** - Providing all local Tribes with timely written invitations, relevant data, federal program information, and consultation objectives well in advance of meetings.
2. **Collaborative Consultation** - Conducting meetings that honor tribal sovereignty, provide for meaningful participation, and work toward consensus-based decisions.
3. **Affirmation** - Obtaining annual written Tribal affirmation from the designated Tribal official that consultation occurred, or the Tribe opted out of being considered a local Tribe.
4. **Documentation** from the District of how Tribal input is reflected in final plans or policies.
5. **Ongoing Partnership and Relationship Building** - Maintaining regular, timely, active, and on-going communication and monitoring progress on shared commitments beyond individual consultation events.

The Superintendent or designee, in partnership with Tribes, may co-create and maintain formalized procedures to ensure ongoing tribal consultation is conducted in a timely, meaningful, and effective manner honoring tribal sovereignty and building authentic partnerships. This relationship may be memorialized in a memorandum of agreement.

The Superintendent or designee shall:

1. Use the Map of Federally Recognized Tribes in Alaska and Bureau of Indian Affairs Tribal Leaders Directory to identify appropriate tribal contacts.
2. Update contact information annually and verify authorized tribal representatives for consultation purposes.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6174.1 - Education of Native/Indian Children)

(cf. 6020 - Parent Involvement)

Legal Reference

United States Code

20 U.S.C. § 7918 - Consultation with Indian tribes and tribal organizations

20 U.S.C §§ 7541-7546 Alaska Native Educational Equity, Support, and Assistance Act

20 U.S.C § 7704 Policies and procedures relating to children residing on Indian Lands

Created 04/2026

E 1420 Sample Invitation to Tribe for Consultation

[SCHOOL DISTRICT LETTERHEAD]

[Date]

[Tribal Leader Name and Title] [Tribe] [Address]

[City, State ZIP]

Subject: Request for Meaningful Government-to-Government Consultation: [Your School District Name] [Topic/Program]

Dear [Tribal Leader Name]:

The [School District Name] respectfully extends a formal invitation to [Tribe] for government-to-government consultation regarding [specific topic, program, policy, or plan].

Our Commitment to Consultation

[School District Name] is committed to honoring our government-to-government relationship with Alaska Native tribal governments. We recognize the unique expertise, traditional knowledge, and sovereign authority that the [Tribe] holds regarding the education and well-being of Alaska Native students. This consultation is essential to ensuring our programs and policies incorporate tribal perspectives, respect cultural values, and serve the educational needs of Alaska Native students in our district.

Purpose of Consultation

We are requesting meaningful consultation to gather your substantive input on [specify the program, policy, or plan]. Specifically, we seek your views and recommendations on:

- [Specific area 1: e.g., needs assessment for Alaska Native student achievement]
- [Specific area 2: e.g., integration of Alaska Native cultural knowledge and values]
- [Specific area 3: e.g., program goals and student support services]
- [Specific area 4: e.g., resource allocation and budget priorities]
- [Additional areas specific to your consultation topic]

[If applicable, add: In accordance with [cite federal requirement, e.g., Section 8538 of the Elementary and Secondary Education Act (ESEA/ESSA), Indian Education Formula Grant requirements, Johnson-O'Malley Act, etc.], we are fulfilling our federal obligation to consult with tribal governments to ensure equitable educational opportunities for Alaska Native students.]

Consultation Details

Topic: [Briefly state the specific plans, programs, or policies needing input]

Date/Time Options:

- Option 1: [Day, Date] at [Time] [Time Zone]
- Option 2: [Day, Date] at [Time] [Time Zone]
- Alternative: Please suggest a time that works better for your schedule

Location/Format:

- In-Person: [Physical address, if applicable]
- Virtual: [Platform and link, if applicable]
- Hybrid: [Both options available]
- Telephone: [Conference line, if applicable]

Written Input: We welcome written comments and recommendations if you prefer, or if you cannot attend the scheduled consultation. Please submit written input via:

- Email: [Contact Email]
- Mail: [Mailing Address]
- Deadline for written input: [Date]

Accommodations: Please let us know if you require:

- Language interpretation services
- Accessibility accommodations
- Transportation assistance
- Meal arrangements (for in-person meetings)
- Any other support to facilitate your meaningful participation

Background Materials

[Optional: We have enclosed/attached the following materials for your review prior to the consultation:]

- [Document 1]
- [Document 2]
- Additional materials are available upon request]

RSVP and Contact Information

Please confirm your participation or suggest an alternative time by [RSVP Date] by contacting:

[Contact Person Name and Title] [Phone Number] [Email Address] [Available hours for contact]

Our Partnership

We deeply value the sovereign relationship between the [School District Name] and the [Tribe]. Your input is crucial to fulfilling our commitment to Alaska Native student success and strengthening our collaborative efforts to provide culturally responsive, high-quality education. We recognize your unparalleled knowledge of Alaska Native students' cultural, linguistic, and educational needs, and we are committed to incorporating tribal perspectives into our decision-making processes.

We look forward to consulting with you on this important matter and to continuing our partnership in support of Alaska Native students and their families.

Respectfully,

[Superintendent Name] Superintendent [School District Name]

AASB Policy Reference Manual

BP 3550 Food Service

Note: The following optional policy may be revised to reflect district philosophy and needs.-

The School Board recognizes that students need adequate, nourishing food in order to grow, learn, and to give a good foundation for their future physical well-being.- The Board may provide for a food service program based on regular lunch service and include other snack and breakfast programs as the needs of the students and the financial capacity of the district permit.- The Board recognizes that breakfast, lunch and other nutrition programs are an important complement to the nutritional responsibilities of parents/guardians.

The Board believes that:

1. Foods and beverages available on school premises should contribute to the nutritional well-being of students and meet the nutritional criteria of the applicable child nutrition program operating in the District. Nutrition programs must comply with applicable state and federal law.
2. Foods can help students and families feel comfortable in the school. The District may include cultural and subsistence foods if available and can be served in compliance with school safety and nutritional programs.
3. Foods and beverages available should be considered as carefully as other educational support materials as they can serve to build cultural connectedness for students.
4. Foods and beverages should be prepared in ways which will appeal to students while retaining nutritive quality.
5. To further Alaskan values, food and beverages should be prepared and served in ways that reduce waste.
6. Food should be served in quantities appropriate to the needs of students at their age level and served in as pleasant and relaxed an atmosphere as possible, with adequate time for students to eat and travel to and from the cafeteria.
7. Schools are encouraged to assess common eating habits and eating times to establish appropriate meal and snack times.
8. Foods grown in the state provide nutritional, environmental, and economic benefits and should be utilized in the district's food service program to the extent feasible.
9. The District and its schools will have food safety plans and written guidance for procuring, receiving, and preparing subsistence foods harvested and donated to the school.

10. The District will include subsistence foods as a part of the nutritional and dietary guidelines for Americans.

Note: Effective January 14, 2010, the U.S. Department of Agriculture requires schools participating in the National School Lunch and Breakfast Programs to develop a written food safety program for the preparation and serving of school meals.- The goal is to prevent and reduce the risk of food-borne illness among students.- Schools are required to utilize the “hazard analysis and critical control point (HACCP) system” when developing their food safety programs.- A written safety program must be in place for each food preparation and service facility that prepares and serves meals under the federal breakfast or lunch programs.-

The Superintendent or designee will oversee the development of a written food safety program for each food preparation and serving facility in the district, as required by law.- Foods and beverages will be stored, prepared and served in accordance with food safety regulations in order to prevent or reduce the risk of food-borne illness among students.

Note: Effective July 1, 2015, federal regulations of the Department of Agriculture, Food and Nutrition Service, require that certain food service personnel meet minimum professional standards.- More specifically, school nutrition program directors who are responsible for management of the day-to-day food service operations for all schools in the district must meet minimum educational qualifications as a condition of hire.- The qualifications vary depending upon the student enrollment (size) of the district.- The qualification requirements are applicable to the hire of new directors only; current directors employed prior to the July 1, 2015, effective date are grandfathered.- In addition, the new regulations require minimum continuing education and training requirements for all student nutrition staff, including school nutrition program directors, school nutrition program managers who are responsible for day-to-day operations of food service for a particular school, and other personnel who work an average of at least 20 hours per week.- The hours of continuing education/training varies depending upon the position held by the individual.-

Qualified and trained food service personnel are critical to a healthy and safe food service program.- The Superintendent or designee shall hire qualified personnel and/or an independent contractor, taking into consideration professional standards required by law, and will ensure that continuing education and training is provided to food service personnel in compliance with applicable state and federal standards.-

(cf. 4131 – *Staff Development*)

The School Board intends that, insofar as possible, the school food services program shall be self-supporting and may include foods from school gardens, greenhouses and farms.- The Board shall review and approve of menu prices.- Program financial reports shall be presented regularly for inspection by the Board.

(cf.- 3554 – *Other Food Sales*)

(cf. 5040 – *Student Nutrition and Physical Activity*)

(cf. 6163.4 – *School Gardens, Greenhouses and Farms*)

Effective January 1, 2028, as part of its breakfast and lunch program, the District may not serve a food or beverage that contains any of the following color additives certified by the United States Food and Drug Administration under 21 U.S.C. 379e:

1. red dye 3 (U.S. Chemical Abstracts Service no. 16423-68-0);
2. red dye 40 (U.S. Chemical Abstracts Service no. 25956-17-6);
3. yellow dye 5 (U.S. Chemical Abstracts Service no. 1934-21-0);
4. yellow dye 6 (U.S. Chemical Abstracts Service no. 2783-94-0);
5. blue dye 1 (U.S. Chemical Abstracts Service no. 3844-45-9);
6. blue dye 2 (U.S. Chemical Abstracts Service no. 860-22-0); or
7. green dye 3 (U.S. Chemical Abstracts Service no. 2353-45-9).

Legal Reference:

ALASKA STATUTES

AS 14.30.360 Health education curriculum; physical activity guidelines

AS 14.03.087 Prohibited food additives

UNITED STATES CODE

Richard B. Russell National School Lunch Act, [42 U.S.C. 1751-1769j](#)

Child Nutrition Act of 1996, [42 U.S.C. 1771-1793](#)

CODE OF FEDERAL REGULATIONS

[7 C.F.R. Parts 210, 220, and 235](#) National School Lunch Program and Breakfast Program

FEDERAL REGISTER

Professional Standards for State and Local School Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, Vol. 80, No. 40 and No. 88 (2015)

Added 2/12/09

Revised 3/12, 10/26/16, 09/2019, 4/20/2022

Adoption Date: 04/09/98

ADOPTED: April 20, 2022

Southeast Island School District

BP 5040 Student Nutrition and Physical Activity

Note:- This policy was developed by the State of Alaska Obesity Prevention and Control Program and the Alaska Department of Education & Early Development Child Nutrition Program and meets all federal requirements for Local School Wellness Policies.- It is intended to provide a framework for developing a wellness policy.- The policy adopted by your School Board must be developed with the involvement of the identified advisory group discussed in Section A.-

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness.- Therefore the School District will provide environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating, physical, and subsistence activity.

The School Board understands that:

1. ~~(a)~~ Teaching about food and nutrition should support students in both the local community and other community contexts.
2. ~~(b)~~ Traditional knowledge of food and harvesting teaches values and skills to all Alaskan students.
3. ~~(c)~~ Food nutrition should link students positively to their cultures and ways of life in Alaska or countries of origin.
4. ~~(d)~~ Tribal governments and tribal members have extensive indigenous nutrition, scientific, resource management, and legal knowledge about harvesting foods.
5. ~~(e)~~ Offering subsistence and local food harvesting opportunities contributes to nutritional health, but also supports cultural identity, improved physical and mental health, and deepens students' understanding of an ecosystem.
6. ~~(f)~~ Familiar and cultural foods can create cultural safety and contribute to a positive learning environment.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education, school meal, and local food programs.

(cf. 1020 – Youth Services)

A. Planning and Periodic Review by Stakeholders

The school district and when appropriate individual schools within the district will create or work with an existing advisory group that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The school district will permit and encourage the participation of students, parents, food service personnel, School Board members, school administrators, school health professionals, physical education teachers, local SNAP-Ed coordinators and other interested community members in the advisory group.- The district will promote opportunities to participate in the advisory group at least once a year through parent and stakeholder communication, which may include newsletters, public announcements, web-postings, parent communication, etc.

The school district will provide the advisory group with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies and nutrition and physical activity goals.- Goals will be based on available scientific evidence for improving school nutrition and physical activity programs. Goals and progress toward achievement will be presented to the School Board on an annual basis.-

School districts will add in a pathway during planning to submit a local foods nutritional plan and an opportunity to determine how donated local foods can meet with occupational health and safety regulations.

(cf. 1000 – *Concepts and Roles*)

B. Nutrition

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. ([7 C.F.R. Parts 210-](#) and [220](#)). To the extent practicable, all schools in the district will participate in available federal school meal programs. [Effective January 1, 2028, as part of its breakfast and lunch program, the District may not serve a food or beverage that contains any of the following color additives certified by the United States Food and Drug Administration under 21 U.S.C. 379e:](#)

[1. red dye 3 \(U.S. Chemical Abstracts Service no. 16423-68-0\);](#)

- [2. red dye 40 \(U.S. Chemical Abstracts Service no. 25956-17-6\);](#)
- [3. yellow dye 5 \(U.S. Chemical Abstracts Service no. 1934-21-0\);](#)
- [4. yellow dye 6 \(U.S. Chemical Abstracts Service no. 2783-94-0\);](#)
- [5. blue dye 1 \(U.S. Chemical Abstracts Service no. 3844-45-9\);](#)
- [6. blue dye 2 \(U.S. Chemical Abstracts Service no. 860-22-0\); or](#)
- [7. green dye 3 \(U.S. Chemical Abstracts Service no. 2353-45-9\).](#)

All other foods and beverages made available ~~for sale~~ on school campus (including, but not limited to vending, franchise vendors, concessions, a la carte, student stores, ~~, and~~ [classroom parties](#), fundraising, [and foods and beverages that are not for sale](#)) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, shall meet nutritional requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School. For the purpose of this policy, the school campus is defined as all property under the jurisdiction of the school district that is accessible to students.

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings and adequate time for students to eat.

Traditional cultural foods may be exempted from the nutritional requirements when offered free of charge and for educational purposes. Traditional cultural foods offered for sale or as a part of the school breakfast or lunch program must meet nutritional requirements.

Foods and beverages will not be offered as a reward for students' performance or behavior.

Schools will provide free potable water in the place where meals are served and elsewhere throughout the school buildings.

When practicable, Alaska farm and fish products will be utilized in meals and snacks.

Schools will encourage all students to participate in federal school meal programs and protect the identity of students who eat free and reduced priced meals.

Schools will encourage all students to eat healthy and nutritious meals within the school dining environment and will, to the extent practicable, involve students in menu planning.

To the extent practicable, schools will schedule lunch as close to the middle of the school day as possible. Schools are encouraged to provide opportunities for mid-morning or mid-afternoon healthy snack breaks.

Schools will limit food and beverage marketing on campus to the promotion of foods and beverages that meet the National School Lunch Act, Nutritional Guidelines for All Foods Sold in Schools.

Schools will work to provide age-appropriate nutrition education as part of the health and physical education curricula that respects and integrates the cultural practices of students. Schools will provide opportunities for students to practice nutrition and harvesting skills both inside and outside the school setting. The District will seek to provide evidence-based nutrition education curricula and intergenerational knowledge on local foods that fosters lifelong healthy eating behaviors integrated into comprehensive school health education.

To the extent practicable:

1. ~~(a)~~ Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors.
2. ~~(b)~~ Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators, local advisory group, and teachers.
3. ~~(c)~~ Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, on field trips, cafeterias, outreach programs and other school-based activities.
4. ~~(d)~~ Nutrition education shall be taught by a certified/licensed health education teacher, and should include input and guest instruction by a locally endorsed Elder or culture bearer.
5. ~~(e)~~ Schools will strive to establish or support opportunities to learn about local plants, harvesting, hunting and gardening to provide students with experiences in planting, harvesting, preparing, serving and tasting healthy, nutritious and Alaskan foods.

(cf. 0210 – *Goals for Student Learning*)

(cf. 3550 – *Food Service*)

(cf. 3551 – Food Service Operations).

(cf. 3552 – Regular Lunch Program)

(cf. 3553 – Free and Reduced Price Meals).

(cf. 3554 – Other Food Sales)

C. Mandatory Physical Activity

Pursuant to [AS 14.30.360](#), a district shall establish guidelines for schools in the district to provide opportunities during each full school day for students in grades kindergarten through 8 for a minimum of 90 percent of the daily amount of physical activity recommended for children and adolescents in the physical activity guides by the Centers for Disease Control and Prevention. The time provided for physical activity may involve physical education classes and unstructured physical activity, such as recess. The district shall adopt guidelines that allow students to be excused from physical activity due to medical and health and safety reasons, such as inclement weather.

Note: Section D: Physical Activity and Section E: Physical Education are optional policies that provide physical education and physical activity goals that meet the requirements of state and federal law. The District's policies may differ from Sections D and E provided the policies meet the requirements of [AS 14.30.360](#), as described in Section C: Mandatory Physical Activity Guidelines.

D. Physical Activity

All students in grades kindergarten through eight will be provided with at least 54 minutes each day of physical activity. This time may be accumulated throughout the school day and may include physical education, recess and classroom-based activities. Whenever possible, all students shall be given opportunities for physical activity through a range of programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs. Elementary students will be provided at least 20 minutes each day of structured, active recess. Classroom based physical activity is encouraged and counts toward the 54 minute requirement as long as it does not replace recess.

When practicable, recess shall be scheduled before lunch periods and take place outdoors.

Indoor and outdoor facilities shall be available so that physical activity is safe and not dependent on the weather. Physical activity equipment shall be age-appropriate, inviting, and available in sufficient quantities for all students to be active. Equipment shall be inspected regularly (at least weekly) for safety and replaced when needed.

Using physical activity as punishment, or withholding physical activity/physical education time as a means of discipline, is prohibited.

The district/school will promote strategies/events designed to generate interest in and support active transport to school (walking school busses, ~~'bicycle trains.'~~['bicycle trains'](#) Walk/Bike to School Day, Safe Routes to School Programs).

Schools are encouraged to negotiate mutually acceptable and fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations.

(*cf.* 1330 – *Community use of school facilities*)

E. Physical Education

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

To the extent practicable, all schools will provide daily physical education opportunities for all students. All elementary students will be provided at least:

120 minutes (determined by district capacity) of physical education per week, for the entire school year.

Middle school students shall be provided at least:

180 minutes (determined by district capacity) of physical education per week, for the entire school year.

High school students shall be provided at least:

180 minutes (determined by district capacity) of physical education per week, for each semester enrolled in a physical education course.

All elementary and middle-school students will be required to participate in physical education for all years of enrollment in school.- All high school students except those attending AK-TRAILS Correspondence/Homeschool shall be required to participate in physical education for one full year. All high school students attending AK-TRAILS Correspondence/Homeschool shall be required to participate in physical education for one full semester. Physical education shall be exclusive of health education. Each district/school will adopt a physical education curriculum that aligns with the Alaska State Standards for Physical Education for grades K-12, with grade level benchmarks. The curriculum shall be reviewed in accordance with the regular curriculum review and adoption schedule of the District.

F. Communication with Parents

The district/school will regularly, at least annually, inform and update the public, including students, parents, and the community, about the content, implementation of, and progress towards goals in this policy. Parents will be actively notified through email or other notification processes and provided access to this policy and all subsequent reports and updates.

The district must make available to the public the wellness policy, including any updates to and about the wellness policy, at least annually. The district must also make available the 3 year assessment described in Section G, including progress toward meeting the goals of the policy.

The district/school will support the efforts of parents to provide a healthy diet and daily physical activity for their children. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards.- The district will provide parents & the public with information on healthy foods that meet the requirements of the National School Lunch Act, Nutrition Standards for All Foods Sold in Schools also known as Smart Snacks in School, and ideas for policy compliant foods for vending, concessions, a la carte, student stores, classroom parties and fundraising activities

The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support the efforts of parents to provide their children with opportunities

to be physically active outside of school. Such supports will include sharing information through a website, newsletter, or other take-home materials, special events, or physical education homework.

(*cf.* 6020 – *Parent Involvement*)

G. Monitoring, Compliance and Evaluation

The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies and administrative regulations.- Administrative regulations may be developed to ensure that information will be gathered to assist the School Board and district in evaluating implementation of these policies and to ensure that necessary documentation is maintained in preparation for the triennial administrative review conducted by Child Nutrition Programs, Department of Education & Early Development.

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the district complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with district nutrition and physical activity goals.

The School Board will receive an annual summary report on district-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the district nutrition and physical activity goals, based on input from the schools within the district.- The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel, and will be made available to the public.

The district must conduct an assessment of wellness policy every 3 years, at a minimum. The assessment must determine: compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy. The policy must be updated as appropriate.

Legal Reference:

UNITED STATES CODE

Richard B. Russell National School Lunch Act, [42 U.S.C. 1751-1769j](#)

Child Nutrition Act of 1996, [42 U.S.C. 1771-1793](#)

CODE OF FEDERAL REGULATIONS

[7 C.F.R. Parts 210-](#) and [220](#), *National School Lunch Program and Breakfast Program*

FEDERAL REGISTER

Nutrition Standards for All Foods Sold in Schools ("Smart Snacks in School"), Vol. 78, No. 125, Part II, Department of Agriculture (2013)

ALASKA STATUTES

[AS 14.30.360-](#) *Health education curriculum; physical activity guidelines*

[AS 14.03.087 Prohibited food additives](#)

Adopted 10/26/16

Revised 01/2018, 10/2019, 11/17/2021

Adoption Date: 04/09/98

Southeast Island School District



association of
ALASKA
school boards

2026-2027 Calendar of Events

2026

JULY

17-18 AASB's Summer Board of Directors Meeting — Delta Junction

SEPTEMBER

10-11 Executive Administrative Assistants Training — Embassy Suites, Anchorage

12-13 Fall Boardsmanship Academy — Embassy Suites, Anchorage

18-19 Statewide Charter School Academy — Anchorage School District Site

OCTOBER

6-8 Maintenance Employees Conference — The Lakefront, Anchorage

NOVEMBER

5-8 AASB's 73rd Annual Conference & Youth Leadership Institute —
Egan Civic & Convention Center, Anchorage

9 AASB's Board of Directors Meeting — Anchorage

2027

FEBRUARY

20-22 Leadership Academy & Legislative Fly-In and Youth Advocacy Institute —
Elizabeth Peratrovich Hall, Juneau

www.aasb.org

Canva

 Share

Create with Canva



association of
ALASKA
school boards

2026-2027 Calendar of Events

2027

MARCH

26-27 AASB's Spring Board of Directors Meeting — TBA

APRIL

16-17 Spring Boardsmanship Academy — The Wildbirch Hotel, Anchorage

JULY

15-18 AASB's Summer Board of Directors Meeting — TBA

SEPTEMBER

16-17 Executive Administrative Assistants Training — Hotel Captain Cook, Anchorage
18-19 Fall Boardsmanship Academy — Pike's Waterfront Lodge, Fairbanks

OCTOBER

6-8 Maintenance Employees Conference — The Lakefront Anchorage

NOVEMBER

4-7 AASB's 74th Annual Conference & Youth Leadership Institute — Egan Civic & Convention Center, Anchorage
8 AASB's Board of Directors Meeting — Anchorage

www.aasb.org

SISD BOARD MEETINGS CALENDAR OF AGENDA ITEMS

August	<ul style="list-style-type: none"> • Welcome Staff and Students • Crisis Response Plan Approval • Student Handbook Approval • Other Handbook Approvals as Needed (Classified, Teacher, etc.) • Parent Involvement Policy and Handbook Review • Annual Public Notices to Parents • Six Year Capital Improvement Plan Approval • Title I District and School-Wide Plans
September	<ul style="list-style-type: none"> • Site Enrollment • Graduation Date Approvals • SISD Resolutions (AASB Call for Resolutions) • Plan AASB Leadership Conference Attendance • Review AASB Resolutions • Work Session: ASC Training & School Year Goals/Objectives Development
October	<ul style="list-style-type: none"> • New Board Member Orientation Work Session/Oath of Office • Board President and Clerk Elections • Appoint Legislative Liaison & Advocate for AK Youth Liaison • Appoint Student Board Representative(s) • Review Student Assessment Data • Report Student Count
November	<ul style="list-style-type: none"> • Audit Review/Budget Revisions • Annual audit of student organization accounts (ASC) • AASB Conference • Review and Refresh Strategic Plan/timeline
December	No Scheduled Meeting
January	<ul style="list-style-type: none"> • Budget Revisions • Plan for February Legislative Visits • ID Lobbying Strategies & Issues for Legislative Visits • Superintendent Evaluation • Teacher Contracts • Board Public Opinion Survey
February	<ul style="list-style-type: none"> • Plan for AASB Spring Fly-In (if attending) • Board Self-Evaluation/Goal Update and Review • Teacher Contracts • School District Report Card to the Public
March	<ul style="list-style-type: none"> • Budget Development • School Calendar Adoption
April	<ul style="list-style-type: none"> • Graduation Attendees • Budget Development • Bruce Hill Scholarship
May	<ul style="list-style-type: none"> • Budget Development or Adoption • Capital Improvement Plan/Facility Needs Report • Review School Survey results • Handbook Committee Updates • Curriculum Quarterly Reports
June	No Scheduled Meeting
Every Month	<ul style="list-style-type: none"> • School/Department Reports • Board Policy Review • Exemplary Stakeholder Nominations
As Needed	<ul style="list-style-type: none"> • Board Policy Updates from AASB



Naukati School

100 Heather Street
P.O. Box NKL
Naukati, Alaska 99950
907.629.4121



Advisory School Council Meeting Minutes Tuesday, October 6, 2026

- I. **Call to Order** at 3:51 p.m. by Jay.
- II. **Members present:** Jay, Mihal, Cassandra Christopherson, Mackenzie Denham, and Shelly LaGrou.
- III. **Approval of agenda:** Cassandra moved approval of the agenda as presented with the addition of discussion about Photo Circle. Seconded and passed.
- IV. **Approval of minutes:** Shelly moved to approve the Sept. 2, 2026, minutes. Seconded. Carried.
- V. **Treasurer's Report:** Jay called the bank to learn there is a balance in the checking account of \$11,715 and \$11,710 in the savings account. As there are currently no debit cards or checks to access the accounts. The first Friday Jay is in Thorne Bay, he will acquire these items. Following which, Mackenzie will be able to make the reimbursements from last May to present.
- VI. **Administrative Reports:** None present.
- VII. **Lead Teacher Report:** This is week seven of SOSCA. There are four weeks remaining until leaving for WhaleFest in Sitka. Additional camping opportunities are being explored. PADI certification is being pursued. Feedback from students has been good. Adjustments to activities are being made.
- VIII. **Old Business:** Discussed the \$240 Taekwondo food money to be reimbursed to Mackenzie for Joey and Kayden. Her wallet with receipts was stolen. After making a phone call to Thorne Bay, we learned Mackenzie may write up a sheet for reimbursements, which she will prepare for the next meeting.
- IX. **New Business:**

- A. Coffman Cove School Request: They would like Naukati's leftover fall festival prizes as well as its popcorn maker and cotton candy machine. It was agreed Shelly would respond to Sharlet Collins' request as follows:

"The ASC approved your picking up the prizes you requested for Coffman School's carnival. They have all been moved out of the school gym storage into the trailer below.

Naukati ASC agreed to allow Coffman ASC to borrow for the weekend the popcorn maker and cotton candy machine with these terms and/or stipulations:

- The machines are being borrowed in exchange for 5 free tickets to any Naukati School student attending the carnival. Likely, those students will arrive in a school van with Mackenzie.
- The machines may be picked up Thursday before the carnival and returned promptly the Monday immediately following the event.
- Should either machine become broken, the Coffman School ASC will be responsible for ordering Naukati ASC a new replacement machine right away.

If you choose to pick up the popcorn maker and cotton candy machine, that will demonstrate acceptance of these terms. This also frees you from preparing popcorn and cotton candy for the Naukati students."

- B. Funding for periodic swimming: Pool rental for students to finish their PADI training options include a 10 punch card pass of \$45/adult and \$40/youth or a rental of \$30 for 3 lanes by the hour. A decision is being tabled to November.
- C. Fundraising: Options discussed--pizza making and sales; Mac will call AC about doing a customer appreciation barbeque; and bingo in the winter is a consideration.
- D. Photo Circle: Mac moved \$650 be spent for the year to purchase the app. Seconded and passed. Mackenzie will ask SISD for a grant to pay for the \$650.
- E. SOSCA Graduation: November 2 a pizza dinner will be held at the school in the visiting SOSCA students' honor. Shelly will help provide ingredients for the SOSCA students. Cassandra moved up to \$200 be spent for pizza supplies for the remainder of Naukati's students and staff. Seconded. Passed. Dinner will be held at 5 pm.
- F. Christmas Program: Shelly moved up to \$450 be spent on Naukati children and school students. Seconded. Passed. Up to \$25 will be spent on children who may not receive gifts from Toys for Tots. Ernie Jones needs to be contacted with the request to be Santa.

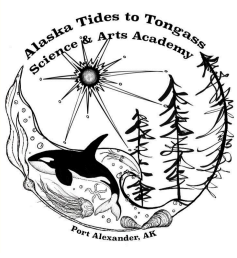
X. **Next Meeting** is scheduled for Thursday, November 12, at 3:45 p.m.

XI. **Adjournment**: 6:10 p.m.

Respectfully submitted,



Shelly LaGrou
Secretary



Port Alexander School

Port Alexander, Alaska 99836
(907) 568-2205



Advisory School Council (ASC) Regular Meeting Minutes

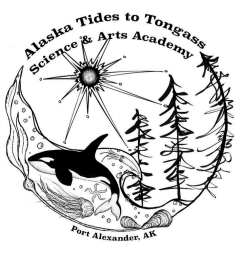
Date: Tuesday, September 8, 2026

Time: 3:45 P.M.

Zoom Link: <https://us05web.zoom.us/j/8520677357?pwd=U2oS3FhYzn5zdVne2lnVRHwFnEgDva.1>

- I. **Call to order at** 3:48 PM
 - A. Individuals Present: Molly, Julia, Shanna, Annie, Michaela
- II. **Approval of Agenda**
 - A. Motion to approve - Julia
 - B. Seconded - Michaela
 - C. Motion Passed? yes
- III. **Approval of minutes from the prior meeting (May)**
 - A. Motion to approve - Michaela
 - B. Seconded - Julia
 - C. Motion Passed? Yes
- IV. **Treasurer's Report**
 - A. Current finances \$19,540.62
- V. **People to be Heard/ Public Comment** None
- VI. **District Administration**
 - A. Superintendent - Not present
 - B. Principal - Not present
 - C. Board Member(s) - Board Meeting will be held in Port Alexander Sept. 23rd
 - D. Others - None
- VII. **School Staff**
 - A. Teachers' Reports - Julia reported on ATTSA-- program going well, Michaela reported on K-8 class that the year is off to a good start, MAP testing coming, Trip to Kasaan for Culture Camp coming up
 - B. Coaches' Reports - Archery will start soon with Trick, Michaela coaching Cross Country and participants will run in the Klawock race and another here at home
- VIII. **Old Business**
 - A. Community Garden Beds Students will build these for CTE with the help of Keith Larsen as soon as the falling tree and other debris has been removed from the site, they will be ready to be planted in the spring, number and size of plots will be determined based on how many individuals are interested, Supplies stashed safely for now
- IX. **New Business**

- A. Office elections – Newly elected as follows: Julia Trischman– President, Molly Kimzey– VP, Michaela Larsen– Secretary, Shanna Smith– Treasurer
 - B. Kasaan/POW trip itinerary, request for budget for food & activities– Middle School/Elem. trip Itinerary provided to ASC, \$650 budget approved for food & activities
 - C. Bingo (fundraiser) – Will be held Friday, Oct. 2nd, at 2 PM, Need caller and concessions runners, Julia will check with Marty about bringing concessions supplies on his boat, Shanna will order with ASC card after Julia checks what we have left from last year (Nacho cheese, chips, drinks..)
 - D. ATTSAA “Activities Helper” Pay – Approved \$900 lump sum (based on what CJ was paid last year) to help out on adventures and other activities each weekend and as needed
 - E. ATTSAA Sitka Food Reimbursement (Aug 24-28) – Update/explanation from Julia on expenditures during week in Sitka, will be reimbursed to ASC through ATTSAA funding
 - F. WhaleFest – Another charter discussed to bring interested middle school students to WhaleFest in Sitka, ASC amenable to this if needed, Molly has two seats on a charter Wed, Nov 4th (those will be utilized first), Michaela will form list of what students interested and determine if an essay contest should be held to determine students most interested in the science education
 - G. Crisis Response Team – New members: Owen Shope will serve as Classified member of the team, Julia Trischman will serve as Parent
 - H. Fire drills – Expectation of monthly drills discussed (announced and unannounced using different exits) We will hold one Wed. Sept. 30th in the afternoon after going over the protocol with students
 - I. CTE opportunities – Discussed SISD’s new CTE programs/opportunities, will be exploring opportunities for our students here in Port Alexander, especially middle school students– bring Michaela your ideas!
 - J. School pictures – Michaela will look into whether a photographer could be brought over from POW, another option is taking them ourselves
- X. Next meeting scheduled for Tuesday, Oct. 6th at 3:45 P.M.**
- XI. Adjournment**
- A. Motion to Adjourn - Molly
 - B. Seconded - Michaela
 - C. Meeting adjourned at 5:06 PM



Port Alexander School

Port Alexander, Alaska 99836
(907) 568-2205



Advisory School Council (ASC) Regular Meeting Minutes

Date: Tuesday, October 6, 2026

Time: 3:45 P.M.

Zoom Link: <https://us05web.zoom.us/j/8520677357?pwd=U2oS3FhYzn5zdVne2lnVRHwFnEgDva.1>

- I. **Call to order at** 3:48 PM
 - A. Individuals Present: Molly Kimzey, Trick Trischman, Julia Trischman, Michaela Larsen, Paulisa Scarlett, Rod Morrison
- II. **Approval of Agenda**
 - A. Motion to approve - Molly
 - B. Seconded - Michaela
 - C. Motion Passed? Yes
- III. **Approval of minutes from the prior meeting (9/8)**
 - A. Motion to approve - Molly
 - B. Seconded - Trick
 - C. Motion Passed? Yes
- IV. **Treasurer's Report**
 - A. Current finances Treasurer Not Present – Reimbursements needed for Molly (Soda and Salsa for Bingo) and Michaela (Kasaan trip)
- V. **People to be Heard/ Public Comment** None
- VI. **District Administration**
 - A. Superintendent - Rod reported they've been busy getting CTE programs running in POW (mining, outboard motors, Native art, young electricians); The district got the Presidential Fitness grant which provides funds for activities that would make sense in our location like diving, swimming, Hunters' Ed– grant could send someone to PA for that
 - B. Principal - Seconds what Rod reported
 - C. Board Member(s) - Molly reported that 2 ATTSAA students would be able to take the extra seats on her chartered flight to get to WhaleFest/Sitka
 - D. Others - None
- VII. **School Staff**
 - A. Teachers' Reports - Given by Michaela for Middle/Elem and Julia for ATTSAA program, all going well (See Teachers' Board Reports)
 - B. Coaches' Reports - Trick reported on Archery– currently doing P.E. unit
- VIII. **Old Business**

- A. Kasaan Trip (expenditures) – Michaela reported that close to \$400 was spent on food for the 4 days and \$100 was spent on fuel for the boat ride to the Karta Wilderness area (out of \$650 approved)
- B. BINGO Fundraiser (earnings) – Hasn't been calculated, Julia will do this soon
- C. School pictures – Admins' response that we won't be able to fly out a Josten's photographer was shared by Michaela, and their suggestion we photograph students with a green background and change it with AI. The idea was brought up to ask DJ Gifford if she would be interested in doing school photos sometime this winter– we agreed this would be good to look into
- D. WhaleFest (travel, logistics, registration) – Because ATTSAA students are all wanting to be in Sitka for Ocean Bowl and are traveling early (Wed– 2 on Molly's SISD charter– and 2 charters Thursday) the EAS seats that Friday will be available for Edith, Annie (second chaperone for ATTSAA) and Michaela (chaperone for Middle school). Michaela will register middle school attending for WhaleFest and be reimbursed. Michaela made a motion to approve \$1000 for Middle School to attend WhaleFest (6 EAS flights and registration.) Motion passed. Ira will stay at SJ Dorms with ATTSAA, Edith and Michaela will stay with family.

IX. New Business

- A. ATTSAA visiting students policies– We discussed the situation of returning ATTSAA students visiting Port Alexander during ATTSAA and how their needs will be met. It was determined no policy is needed, but the distinction was made and emphasised that it is not part of the ATTSAA program or school's responsibilities and hosting those students needs to be on an individual/personal basis with the students working out a situation for themselves with a local “sponsor”/host
- B. ATTSAA Expenses/ Funds– Julia requested approval for funds to go toward printing substantial posters and/or field guides for the ATTSAA students' Species Expert projects. It was agreed that approval is not needed for these types of expenditures for ATTSAA, as long as the expenses stay within the ATTSAA budget (monies brought in for the ATTSAA program). We discussed printing options in Sitka for the project.
- C. Crisis Response Meeting– Michaela shared that we are expected to have our first Crisis Response Team meeting this month and that there is an agenda SISD wants us to follow. We discussed needing to locate and update the PA School's Crisis Response Plan. Trick will look in his files to see if he can find the digital copy. Michaela will check again with the District whether the previously printed copy in a binder was ever found at the District Office. A date remains to be set.
- D. “Shakedown” Drill (Oct. 15)-- We discussed this earthquake training and drill needing to happen in both classrooms on Oct. 15 (tentatively at 10:15). Michaela shared the slideshow that should be used to walk students through the event. She will forward it to Julia after the meeting.
- E. Beach Clean up/ Debris?-- Michaela asked if anyone knew what happened to the bagged beach debris the students had gathered in May that had been in the “bus stop” and was gone when she returned from summer travels. No one knew where it went. She will inquire of Bud and Paul. Julia's plans for upcoming

ATTSAA Beach Debris Clean-up were discussed– tentatively this will take place the week of Oct 19th - 23rd. Possible locations were discussed– maybe near the Cemetery and around to the Point.

- F. Halloween Party– Plans for the school/community Halloween party were discussed. It was decided the party will be October 30th (day before Trick or Treating) at 1 PM. The planning will be split between the high schoolers and the middle/elementary schoolers with each coming up with 2-3 activities and 2-3 snacks. Michaela will plan drinks and get a list to Julia of what to order by Tues, Oct 20th.

Julia brought up that the ATTSAA students would also like to have another community BINGO event– it was set for Friday, Oct. 23rd at 1 PM. Julia will order what concessions items are needed after leftover supplies are inventoried, and ATTSAA students will run concessions.

- G. Archery State Competition Banners– Michaela brought up the idea of having banners made for archery or other sports (like the ones in the past) for PA students in the top 10 finishers in Alaska to encourage future participation and inspire determination and celebrate our athletes' accomplishments. She will double-check with SISD that this is no longer being done by the program or district. If not, ASC agrees this would be a good thing to look into doing ourselves.

- X. **Next meeting scheduled for ___November 3rd___ at ___3:45___ P.M. at Bear Hall**
(due to Molly running elections there)

XI. **Adjournment**

- A. Motion to Adjourn - Michaela
B. Seconded - Molly
C. Meeting adjourned at ___5:17 PM___



Thorne Bay School

1010 Sandy Beach Road
Thorne Bay, AK 99919
(907) 828-3921



Advisory School Council (ASC) Regular Meeting Minutes

Date: Tuesday, October 13, 2026

I. Call to order at 6:06 p.m.

A. Individuals Present: Jennifer Andis, Melissa Dougherty, Caitlyn Sawyer, Mackenzie Slayton, Jessica Heisler, Tristy Morrison, Sonya Cook

II. Approval of Agenda

- A. Motion to approve - Jennifer
- B. Seconded - Tristy
- C. Motion Passed? Yes

III. Approval of minutes from the prior meeting

- A. Motion to approve - Sonya
- B. Seconded - Tristy
- C. Motion Passed? Yes

IV. Treasurer's Report

- A. Current finances as of the statement received September 30, 2026
 - 1. The total balance of all accounts is \$73,905.21. Statement is attached.

V. People to be Heard/Public Comment

- A. Sonya mentioned that the Christmas dinner needs to be coordinated but she will not be in that role this year. Jill Karl has volunteered to take this on. Sonya will follow up with Jill. Caitlyn Sawyer mentioned that this celebration is a joint venture between the school and the City. The City has an incentive up to \$1500 per fiscal year for volunteer work. The team needs to make a request and meet with the City Board.

VI. District Administration

- A. Superintendent - Not in attendance
- B. Principal - It has been very busy; there are a lot of activities. Cross Country season has wrapped up with the final meet being in both Hydaburg (elementary) and Ketchikan (secondary). Volleyball has started as well as wrestling. Also, MS Basketball has started. Free health physicals will be this Thursday and are free for the students. Hearing and vision screening is coming up. Our Fall Festival is coming up in a few weeks and will include a Pep Rally and a fair. SESA (school count) will be next week. Picture retakes on the 20th. End of Quarter 1 is next Thursday (the 22nd). Inservice coming up on October 30th and 31st in Craig. Daniel (Woodshop) will be working with small groups of kids on projects in the next few months.
- C. Board Member(s) - We need more.
- D. Others - n/a

VII. School Staff

- A. Teachers' Report
 - 1. Jennifer reports that she loves her class and that things are going very well.
 - 2. Mackenzie - Class is amazing!!! PT conferences went really well. Fun activities are around the corner. They are visiting the library and working on fun projects such as perspective photography. The class is also using Generation Genius.
 - 3. Melissa - High school students just finished their first essays of the year. Secondary students are working hard on daily vocabulary and grammar. MS continues to enjoy Big Buddy/Little Buddy with Mackenzie's class on a weekly basis.
- B. Coaches' Report - Sarah says that volleyball is going well. They have had one game and another one tomorrow (Klawock). First home game October 27th. They did a soup fundraiser for the team tonight before the meeting.

VIII. Old Business

A. Officer resignations and elections

1. Mackenzie nominates Jennifer Secretary
 - a) Seconded - Sarah
 - b) Motion passed? Yes
2. Sarah nominates Karrisa for Vice President
 - a) Seconded - Caitlyn
 - b) Motion passed? Yes
3. Jennifer nominates Mackenie and Sarah for Co-President
 - a) Seconded - Caitlyn
 - b) Motion passed? Yes
4. Tristy is staying on as Interim Treasurer

B. Gaming license - Amanda (updates)

1. Bank account was opened this last summer and at least two people need to be responsible for filing paperwork with the IRS, reporting, and organizing. We do not have the manpower at this time and have decided to shut this down. The gaming bank account will be closed and funds will be rolled back into the general ASC fund.

C. Popcorn for Students - Volunteers/Date each month (review plans for November; Nick? Norma Peters?) This is shelved for now until we have custodian service staffed.

D. Concession stand management - Mackenzie has volunteered to run this and plans to have it open for the volleyball game on October 27th.

E. Parent involvement: sign-in sheets from PT Conferences - 33 people attended and many of them clicked to volunteer.

F. ASC Bank Account and Signers (TFCU) - New board members so the accounts will need to be updated. Per email from Anagail Hamby at TFCU, Jessica was added as a signer (Rod will double check) and our ASC bank account has been straightened out. Amy Killian is the new point of contact and has authorization to handle the account.

- G. Sale of SY 2025-26 yearbooks; extra copies in the library - We will continue to try and sell yearbooks. Mackenzie will take over the yearbook this year. Melissa needs to add her as a co-teacher in Treering.
- H. Zoe Gilley - Student of the Month money. She submitted a letter asking for her \$800 award to go towards her \$1200 volleyball debt.
 - 1. Motion to approve- Jennifer
 - 2. Seconded - Sarah
 - 3. Motion passed? Yes

IX. New Business

- A. Fall Carnival/Halloween and MS Dance (Korrisa)
 - 1. Korrisa is asking for \$150 to help purchase supplies (ice cream party, snacks and drinks for the dance, and glow sticks/necklaces for the dance)
 - a) Motion to approve - Mackenzie
 - b) Seconded - Melissa
 - c) Motion passed? Yes
- B. Cheer Uniforms (Korrisa and Caitlyn)
 - 1. Asking for \$2,322.00 to purchase 20 new, standardized cheerleading uniform sets from Omni Cheer. This will be for uniforms that will last several years. Their current ASC account balance is \$1,106.77. Counteroffer is to have the ASC match ½ of the funds. Jennifer makes a motion to support elementary cheer with their current ASC balance of \$1,106.77 as a match to purchase uniforms.
 - a) Motion to approve - Jennifer
 - b) Seconded - Mackenzie
 - c) Motion passed? Yes
- C. Volleyball Fundraiser (Sarah) - tabled until next meeting (Sarah had to leave).
- D. NFHS Renewal in October
 - 1. Motion to approve - Mackenzie
 - 2. Seconded - Jennifer

3. Motion passed? Yes

X. Next meeting scheduled for Tuesday, November 10th at 6:00 p.m.

XI. Adjournment

A. Motion to Adjourn made by Melissa

B. Seconded by Caitlyn

C. Meeting adjourned at 7:39 p.m.

Whale Pass School Advisory School Council Minutes

Tuesday, September 29, 2026 · 3:00 – 4:00pm

Time zone: America/Anchorage

Video call link: <https://meet.google.com/edk-efed-nog>

Or dial: (US) +1 385-645-7991 PIN: 789 957 713#

I. Call to order:

- A. Time: 3:05pm
- B. Individuals Present: Angie Aiello, Kennedy Jenkins, Dolores Loucks, Peggy Dempsey, Michelle Demsey, Laurie Lapan, Pam Beck, Joseph Hillis, Jesse Dempsey, Rod Morrison

II. Approval of [agenda](#) (including meeting etiquette statement):

- A. Motion to approve: Peggy
- B. Seconded: Michelle
- C. Any Discussion? none
- D. All in Favor? yes
- E. Any Opposed? no
- F. Motion Passed? yes

III. Approval of minutes from prior meeting ([WP SISD ASC minutes August 2026](#)):

- A. Motion to approve: Michelle
- B. Seconded: Peggy
- C. Any Discussion? none
- D. All in Favor? yes
- E. Any Opposed? no
- F. Motion Passed? yes

IV. People to be Heard/Public Comment

- A. Any advance requests: none
- B. Other: Thumbs up for a successful start to the Songahm Academic Program

V. Elections for WPS ASC 2026 - 2027

Pam Beck willing to step up to be President, Michelle to remain treasurer, Laurie to remain secretary, Jesse and Joseph to be appointed as student representatives. The vice president's office is currently vacant. Dolores motions to approve the officer's slate, Michelle seconds, all in favor, motion passes.

VI. Administrative Reports:

A. Lead Teacher Report

1. Upcoming field trip dates and guest instructor/speaker dates were shared. Amazing opportunities for our students; also shared [class schedule](#).
2. [Whale Pass Title Grant Presentation](#)

B. Administrative Report (Principal/Superintendent)

Rod reported a successful preservice. He also discussed the many exciting CTE partnerships occurring, including those with SEAlaska and GenerationsSE to develop an Alaskan workforce. Whale Pass' Songahm Academic Program is also a CTE pathway. Staff engaged in a Mental Health First Aid course at September in service. Also in light of the island's suicide statistics, planning is occurring for board Member Sandy Curtis to present QPR (Question, Persuade, Refer) to all SISD school communities. Whale Pass is a recipient of a Renew America energy grant. A CIP has been written for WP to hopefully provide an indoor multipurpose space. Our new maintenance director found the building site plans for WP at our Howard Valentine school in Coffman; these will be useful for moving ahead with improvements such as choosing a well site.

C. Treasurer Report

1. See attached Treasurer's Report ([link](#)):

VII. Old Business:

A. Updates on Fish A Thon/Lure art from Joseph (tabled)

Gun Calendar sales - asking Mickey Ramos and Andy Cook for promotion as well as the Blacktail Foundation (Craig event) and POW Chamber of Commerce (to hang posters in Klawock plaza)

Chicken Coop improvement updates - concrete is done; waiting on sawmill part to complete posts

Google Voice Account - requested, waiting on tech/admin

Battle of the Books order - completed, see treasurer's report

Instructor Gift Bags - competed, see treasurer's report

Recommended motion(s)/seconds/discussion/votes: continue to promote calendar sales

B. New Business-

1. Results from Bake Sale for Songahm Scholarship Fund & Calendar sales (Slippery Salmon Race Sept 19th): poor, due to cruise ship cancellation. Final totals to be noted next month.
2. Review of SISD [Board policies regarding ASC roles](#) - policies were distributed to those attending the ASC meeting and are available using the link. A document regarding Robert's Rules of Order provided by SISD HR was also added to the linked folder. Any further discussion was tabled until the October ASC meeting to allow members time to review the policies.

- VIII. **Additional Public Comment** - none
- IX. **Schedule Next Meeting:** October 27th at 3 pm
- X. **Adjournment:** 4:14 pm
 - A. Motion to Adjourn by: Peggy
 - B. Seconded by: Michelle
 - C. All in Favor? yes
 - D. Any Opposed? no
 - E. Motion Passed? Yes

BB 9323 Meeting Conduct

The School Board desires to conduct its meetings effectively and efficiently. All Board meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Board members and other designated persons.

Parliamentary Procedure

Board meetings shall be conducted by the president in a manner consistent with adopted Board bylaws and generally accepted parliamentary procedures.

Quorum

A majority of the number of filled positions on the Board constitutes a quorum.

Unless otherwise provided by law, affirmative votes by a majority of the Board's membership are required to approve any action under consideration, regardless of the number of members present.

Abstentions

The Board recognizes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. A member may only abstain due to a publicly declared conflict of interest. When a member abstains because of a conflict of interest, the abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.

(cf. 9270 - Conflict of Interest)

Public Participation

Because the Board has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the Board.

1. The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each agenda item.
2. At a time so designated on the agenda, members of the public also may bring before the Board matters that are not listed on the agenda of a regular meeting. The Board may refer such a matter to the Superintendent or designee or take it under advisement. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.
3. A person wishing to be heard by the Board shall first be recognized by the president. They shall then identify themselves and proceed to comment as briefly as the subject permits.
4. The President may establish rules to govern the procedure whereby persons address the Board.
5. With Board consent, the president may modify the time allowed for public presentation or may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.
6. No oral presentation shall include charges or complaints against any employee of the Board, including the Superintendent, regardless of whether or not the employee is identified by name or by another reference which tends to identify. Charges or complaints against employees must be submitted to the Board under the provisions of Board policy and administrative regulations related to such complaints.

(cf. 1312.I - Complaints Concerning School Personnel)

(cf. 9312 - Executive Sessions)

7. No disturbance or willful interruption of any Board meeting shall be permitted. Persistence, by an individual or group, shall be grounds for the chair to terminate the privilege of addressing the meeting. The Board may remove disruptive individuals and order the room cleared if necessary.

(cf. 9320 - Meetings)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES

[29.20.020](#) *Meetings public*

Review 1/04, 1/05

Revised 6/11

Adoption Date: 04/09/98

Southeast Island School District
