

RSB Regular Meeting

Tuesday, August 12, 2025 6:00 PM

Administration Building, 500 Big Dog Salmon Way, Angoon, AK 99820

1. Call to Order	Speaker (s): Board Chair or Vice Chair
1.1. Reading of the Mission Statement	Speaker (s): Board Chair or Vice Chair
2. Flag Salute	Speaker (s): Board Chair or Vice Chair
3. Roll Call	Speaker (s): Board Chair or Vice Chair
4. Recognition	Speaker (s): Board Chair or Vice Chair
5. Approval of the Agenda	Speaker (s): Board Chair or Vice Chair
6. Opportunity For Public Comment On Non-Agenda Items	Speaker (s): Board Chair or Vice Chair
7. Consent Agenda	Speaker (s): Board Chair or Vice Chair
7.1. Adopt RSB Meeting Minutes from 06/10/25, 06/24/25, 07/02/25	
7.2. Approve Amendment to Superintendent Contract	
7.3. Approve annual review of the Chatham Crisis Response Plan	
7.4. Approve the Increase of hours back to previously approved D/O Secretary Sheri Singson 8hrs per day, and school secretaries Rita Brouillette, Danielle Patrick, Sally Joseph, and Natasha Bennum back to 7.5 hrs per day at the Superintendent and Principal's discretion.	
7.5. Approve Hourly Wage Increase for Sam Buck as Maintenance Staff, and supervising student interns	
7.6. Move from Droplet to Jot Form for electronic PO's, and other forms due to a decrease in cost.	
7.7. Approve the hire of Giovanna Wilde as Grade 2-4 Teacher in Klukwan for FY 2026	
7.8. Approve the Extra Duty contract for Karen McSpadden as District Special Education Director in the amount of \$20,000 for FY 2026.	
7.9. Approve Andrew Polland's hire as Maintenance for Angoon school and District Maintenance Director, as a salaried employee, and CSD providing housing as a supplement to his pay, in lieu of higher salary.	
8. Opportunity for Public Comment on Agenda Items	
9. Financial Report	Speaker (s): Teri Hoover
10. Action Items	
10.1. Approve Policy update to BP 3300 Expenditure/Expending Authority to allow the Superintendent Expenditure approval over \$10,000	

for grants.

11. Special Reports

11.1. Superintendent Report

11.2. ASB Minutes: None since May

12. Information/Discussion Items

12.1. ESEA Consolidated Application Review and
Public Comment

13. Board Member Comments

14. Meetings/Work Sessions/and Other Announcements

14.1. The RSB Work Session will be Tuesday,
August 26th 2025

14.2. The next RSB Regular meeting is scheduled
for September 9th 2025

15. Adjournment

RSB Regular Meeting
Tuesday, June 10, 2025 6:00 PM Alaskan

Administration Building
500 Big Dog Salmon Way
Angoon, AK 99820

Elizabeth Hooge: Present
III Albert Kookesh: Present
Stacey Proctor: Present
Jack Strong: Absent
Jen Todd: Present

Present: 4, Absent: 1.

1. Call to Order

Called to order at 6:03 PM

1.1. Reading of the Mission Statement

Reading of the mission statement by Stacey Proctor

2. Flag Salute

Flag Salute Completed

3. Roll Call

Quorum determined

4. Recognition

Klukwan:

Justina Hotch

Michael Akes

SERRC:

Christina Ferguson

Angoon:

David Lueck

Albert III

Connor

Incoming Superintendent:

David Langford

5. Approval of the Agenda

I make a motion to approve the agenda. Roll call vote on the agenda as it has been presented passed unanimously. Motion carries. This motion, made by Stacey Proctor and seconded by Elizabeth Hooge, Carried.

Jack Strong: Absent, Elizabeth Hooge: Yea, III Albert Kookesh: Yea, Stacey Proctor: Yea, Jen Todd: Yea

Yea: 4, Nay: 0, Absent: 1

No changes or additions to agenda

6. Opportunity For Public Comment On Non-Agenda Items

Justina thanked Ralph for rebuilding and strengthening relationships with the school, village, and community. It has really had a very significant Impact on the community and for the students. They have had substantial growth because of it. Welcoming Michael Akes and Tiffany Dewitt. The Klukwan school has lost an elementary teacher for next year. They have a grant-funded early education teacher. They really need to get another teacher added for next year so that they have an elementary and a middle school teacher.

7. Consent Agenda

I make a motion to approve the consent agenda as presented. Roll call vote passed unanimously. Motion carries. This motion, made by Jen Todd and seconded by Stacey Proctor, Carried.

Jack Strong: Absent, Elizabeth Hooge: Yea, III Albert Kookesh: Yea, Stacey Proctor: Yea, Jen Todd: Yea

Yea: 4, Nay: 0, Absent: 1

No changes to consent addition

7.1. Adopt board meeting minutes from May 13th and May 20th

7.2. Approve hire of Sam Buck as CTE teacher in Angoon for FY 2026

7.3. Approve transfer of position for Pauline Johnson from Language instructor back to a paraprofessional in Angoon for FY 2026

7.4. Approve transfer from Substitute to Custodian of Katherine Nelson in Angoon for the remainder of FY 25 and for FY 26

7.5. Accept resignation from Peter Duncan maintenance in Angoon with last day being June 30th.

8. Opportunity for Public Comment on Agenda Items

Justina comments that she is really looking forward to working with the new Superintendent, Mr. Langford. Thank you

9. Financial Report

Christina summarized the report and summary that Teri had submitted.

Stacey and Elizabeth welcome Christina, who will be taking over for Teri starting on July 1st.

10. Action Items

10.1. Approve purchase of Chrome Books in the amount of \$38,453.73

I make a motion to approve the purchase of Chrome Books in the amount of \$38,453.73. Roll call vote passed unanimously. Motion carries. This motion, made by Stacey Proctor and seconded by III Albert Kookesh, Carried.

Jack Strong: Absent, Elizabeth Hooge: Yea, III Albert Kookesh: Yea, Stacey Proctor: Yea, Jen Todd: Yea

Yea: 4, Nay: 0, Absent: 1

Ralph gave a summary

Board member comments

Do they have warranties with these incoming Chromebooks as well? The answer is yes.

Ralph added that Klukwan has received some upgraded Chromebooks, and this new order will be located in Angoon. Gustavus is the only site that will not have newer devices, so you may

want to consider that moving forward.
Chrome books are a financial savings verses mac's.

11. Special Reports

No additions to reports

11.1. Superintendent Report

Ralph gave a verbal summary of his report

11.2. ASB Minutes

No Questions on the minutes

12. Information/Discussion Items

12.1. Strategic Plan: time to hold as is, review and make updates, or start over.

Ralph gave a verbal summary

12.2. Budget Updates

Ralph gave a summary of the governors budget update.

13. Board Member Comments

Ralph gave a summary of the Title grant funds that need to be spent by the end of the month.

Stacey and Elizabeth ask if the reading and math curriculum purchased this year can be coded to it. Ralph will check.

Elizabeth thanks Ralph for his years with the district. He has brought us forward tremendously, and wishes him the best in his new position in Washington.

Albert thanks Ralph for being in Angoon, and he wishes him nothing but the best to Ralph and his family.

Ask for a budget meeting to be scheduled. Ralph schedules it for Friday, June 20th. Then, a special meeting before the work session to approve the budget.

14. Meetings/Work Sessions/and Other Announcements

14.1. June 24th RSB Work Session

14.2. No Regularly Scheduled board meetings in July

14.3. The next Regular board meeting will be August 12th

15. Adjournment

I make a motion adjourn. No objections to adjournment. This motion, made by Stacey Proctor and seconded by III Albert Kookesh, Carried.

Jack Strong: Absent, Elizabeth Hooge: Yea, III Albert Kookesh: Yea, Stacey Proctor: Yea, Jen Todd: Yea

Yea: 4, Nay: 0, Absent: 1

Adjourned at 7:07 PM

RSB Special Meeting
Tuesday, June 24, 2025 6:00 PM Alaskan

ZOOM
500 Big Dog Salmon Way
Angoon, AK 99820

Elizabeth Hooge: Present
III Albert Kookesh: Absent
Stacey Proctor: Present
Jack Strong: Present
Jen Todd: Present

Present: 4, Absent: 1.
Quorum determined

1. Call Special Meeting to Order
Meeting Called to Order at 6:00 pm

2. Roll call to determine quorum

3. Approval of the Agenda

I make a motion to approve the agenda as presented. Roll call vote passed unanimously. Motion carries. This motion, made by Stacey Proctor and seconded by Jack Strong, Carried.

III Albert Kookesh: Absent, Elizabeth Hooge: Yea, Stacey Proctor: Yea, Jack Strong: Yea, Jen Todd: Yea

Yea: 4, Nay: 0, Absent: 1

4. Public comment on agenda or non-agenda items

Justina Hotch expresses deep gratitude to Ralph fro his work in the community of Klukwan, and thanks the board for the support during the rebuilding time. She welcomes David and thanks him for taking on the position.

Anne Connelly echoes Justinas words, and expresses thanks for the ILC in Tenakee being open all year next year.

Linnea Lospenosochatel thanks Ralph for being such an amazing person and thanks him for all the work he put into their program. She comments that she is looking forward to working with David.

5. Action Items:

5.1. Adopt the FY 2026 Chatham School District Budget Draft#4

I make a motion to adopt the FY 2026 Chatham School District Budget Draft #4 revised on 06-18-2025. Roll call vote passed unanimously. Motion carries. This motion, made by Jen Todd and seconded by Stacey Proctor, Carried.

III Albert Kookesh: Absent, Elizabeth Hooge: Yea, Stacey Proctor: Yea, Jack Strong: Yea, Jen Todd: Yea

Yea: 4, Nay: 0, Absent: 1

Ralph gave a verbal summary of the governor's budget and how it affects the district's budget.

Teri gave a summary as well.

5.2. Approve the opportunity for Chatham to pursue an expansion, including dual superintendency.

I make a motion to approve the opportunity for Chatham to pursue an expansion, including dual superintendence. Roll call vote passed unanimously. Motion carries. This motion, made by Jack Strong and seconded by Stacey Proctor, Carried.

III Albert Kookesh: Absent, Elizabeth Hooge: Yea, Stacey Proctor: Yea, Jack Strong: Yea, Jen Todd: Yea

Yea: 4, Nay: 0, Absent: 1

Elizabeth asked incoming Superintendent David Langford to give a summary.

David explains that the partnership and dual superintendence between Chatham and Mt.Edgecumb will enable his salary to be paid in part by the Mt Edgecumb budget, therefore saving Chatham some funding. David has experience with Mt Edgecumb, and this idea had come up, to be able to incorporate the two districts together. The idea is to combine the two districts into one, enabling them to combine and share services, and form a helpful partnership that can give tangible savings and creative ways to support students. He is excited to see the possibilities to provide new and innovative education for students. This first year will work as two separate school districts that work in partnership with what they can. The State does require that the Superintendent for Mt Edgecumb lives in Sitka.

Board member discussion included travel to the Chatham sites and Sitka as well. Lots of questions that are not really ready to be answered yet. When and if the decision to approve this comes up along with the different domicile of the Superintendent, we will want the Angoon board member to be present for that vote. Concerned about workload.

6. Board Member Comment

Elizabeth and Jack expressed thanks to Ralph for his superintendency.

7. Adjournment

I make a motion to adjourn. No objections to adjournment. This motion, made by Jack Strong and seconded by Stacey Proctor, Carried.

III Albert Kookesh: Absent, Elizabeth Hooge: Yea, Stacey Proctor: Yea, Jack Strong: Yea, Jen Todd: Yea

Yea: 4, Nay: 0, Absent: 1

adjourned at 7:06 pm

RSB Special Meeting
Wednesday, July 2, 2025 6:00 PM Alaskan

ZOOM
500 Big Dog Salmon Way
Angoon, AK 99820

Elizabeth Hooge: Present
III Albert Kookesh: Present
Stacey Proctor: Present
Jack Strong: Present
Jen Todd: Present

Present: 5.

1. Call Special Meeting to Order
Meeting called to order at 6:10 pm

2. Roll call to determine quorum
Quorum is Present

3. Approval of Agenda

I make a motion to approve the agenda as presented. Roll call vote passed unanimously. Motion carries. This motion, made by Stacey Proctor and seconded by Jack Strong, Carried.

Elizabeth Hooge: Yea, III Albert Kookesh: Yea, Stacey Proctor: Yea, Jack Strong: Yea, Jen Todd: Yea

Yea: 5, Nay: 0

4. Public comment on agenda or non-agenda items

Justina Hotch comments that if the changes with Chatham and Mt Edgecumb that the board consider the way that it handles it appointments in making sure that a board member can be appointed from each of the communities to ensure that all communities have equal representation.

5. Action Items:

5.1. Approve the updated Teacher Housing Rental Stipend to align with the updated rental increase, changing the eligible amount from paying over \$740 per month to paying over \$897 per month.

I make a motion to Approve the updated teacher Housing rental stipend making the stipend eligible to teachers paying greater than \$897 per month in rent. Roll call vote passed unanimously. Motion carries. This motion, made by Jack Strong and seconded by Stacey Proctor, Carried.

Elizabeth Hooge: Yea, III Albert Kookesh: Yea, Stacey Proctor: Yea, Jack Strong: Yea, Jen Todd: Yea

Yea: 5, Nay: 0

David recapped the information regarding this item

The threshold eligibility amount is now higher than it was, going from \$740 to \$897. A teacher paying rent that costs more than \$897 will be eligible for the teacher housing rental stipend.

There is clear language in the negotiated agreement around the rental stipend and it states that the amount will change if teacher housing rental rates change. Which is why this has been updated at this time.

5.2. Approve alteration of Superintendent contract, and shared superintendency with Mt. Edgecumbe High School.

I make a motion to Approve the alteration of the Superintendent contract, the shared superintendency with Mt. Edgecumbe High School. This motion, made by Jen Todd and seconded by Jack Strong, Carried.

Elizabeth Hooge: Yea, III Albert Kookesh: Yea, Stacey Proctor: Yea, Jack Strong: Yea, Jen Todd: Yea

Yea: 5, Nay: 0

Elizabeth comments that there is also an executive session later in this meeting, and therefore, a motion may be held until after that.

David gave a summary

He states that in order to move in this direction then he will need to have board approval tonight.

This is a dual superintendence for this year, and after the first year we can look at how Chatham and the State would like to move forward. He also suggests that instead of doing an annual review with the Superintendent that they do quarterly reviews. This would allow the board to stay up to date on what is working and what is not working.

Board Discussion

Around board representation for communities and how those decisions are made by the state to make any changes to the sections and appointments.

Around budget downfalls and how it will affect Chatham. Mt Edgecumbe receives the same student funding as Chatham, plus the boarding school piece.

3 year appointment to Superintendency at Mt Edgecumbe, David requested it be 3 years because that is what his contract with Chatham is.

Call for the question:

Roll call vote passed unanimously. Motion carries

5.3. Executive Session to discuss the Superintendent Contract and Superintendent-Board relationship.

I make a motion to go into executive session to discuss the Superintendent contract and the Superintendent-board relationship for Chatham and Mt Edgecumbe Highschool. This motion, made by III Albert Kookesh and seconded by Jack Strong, Carried.

Elizabeth Hooge: Yea, III Albert Kookesh: Yea, Stacey Proctor: Yea, Jack Strong: Yea, Jen Todd: Yea

Yea: 5, Nay: 0

I make a motion to go into executive session, inviting in Christina Ferguson from SERRC. This motion, made by Jack Strong and seconded by Jen Todd, Carried.

Elizabeth Hooge: Yea, III Albert Kookesh: Yea, Stacey Proctor: Yea, Jack Strong: Yea, Jen Todd: Yea

Yea: 5, Nay: 0

Not making decisions, not taking action on anything and will convene afterwards to attest.

6. Board Member Comment

7. Adjournment

Consolidated Crisis Management Plan



500 Salmon Dog Way

P.O. Box 109

Angoon AK 99820

Phone 907.788. 3302 • Fax 907 .788. 3252

David Langford, Superintendent



Chatham Regional School District

David Langford., Superintendent of Education

Phone: 907-788-3302 • Fax: 907-783-3252

To: Chatham School District Employees

The Chatham School District Board and the Administration are dedicated to ensuring a safe environment is provided for our students and employees, therefore, we are officially implementing the safety programs outlined in this safety manual.

All employees are asked to comply with the minimum safety requirements outlined in this program. Administrators and Principals may develop and implement additional detailed programs for their campuses as needed upon approval by the Superintendent and Chatham School Board. *All employees are required to annually review the programs outlined in this policy manual at the beginning of the school year as part of their school professional development.*

Safety is an integral element in each of our duties and is considered the single most important aspect of anything we do enabling us to properly educate our student population. It is the goal of the Chatham School District to provide a safe and healthy environment for all students, employees, parents and visitors. Thank you for your teamwork, cooperation, and support in these efforts.

Sincerely,

David P. Langford

Superintendent

OUR MISSION

We support students to become independent adults by promoting exceptional educational and cultural experiences.

VISION

We support students to become independent adults by promoting exceptional educational and cultural experiences.

Level 1 - Monitor:

Threat Level Criteria

- No **immediate danger** or emergency exists, **but** the potential **is present**.
- A minor incident occurs that appears to be **of short** duration.
- The situation is **limited** in scope and **can** be **managed** by the **appropriate** administration.

Level ii - Standby:

- The potential danger is real; **district** personnel should be **prepared** to react.
- The situation **may** continue **for an** extended duration. resolving the situation may require resources in **excess** of **those readily** available on site.

Level iii - Emergency:

- Students, **faculty, & staff** are in danger; facilities **are at risk**. **immediate** action is necessary.
- The incident is on **district** property or it is off district **property**, but close enough to **affect** a facility or involves district **students and personnel**.
- The **situation requires the coordination** of district **resources** or coordination with outside agencies.

When in a "**Crisis Mode**"

Every action taken must be communicated **as soon as** reasonably **possible** to the **superintendent** and site administrator

All administrators, school principals, are responsible for ensuring that hazard-specific safety measures and programs consistent with the requirements of this plan and appropriate standards and regulations are implemented and enforced within their areas of operations. Further, those employees are aware of the hazards associated with their duties.

The plan shall be reviewed and updated annually prior to the beginning of the school year.

The Superintendent, shall make a report to the Board, on an annual basis, regarding the implementation of the plan.

POLICY

Intent and Definition of Crisis Management

Intent - Crisis Management is a central component of comprehensive **School Safety**. The most

important consideration in both Crisis Management and Safe Schools efforts is the **health, safety and welfare** of the students and staff. A comprehensive Crisis Response Plan places a strong emphasis on prevention using strategies which range from building design to discipline policies and programs which improve school climate.

Definition - Crisis Management is that part of a school division's approach to school safety which focuses more narrowly on a time-limited, problem-focused intervention to identify, confront and resolve the crisis, restore equilibrium, and support appropriate adaptive responses.

School Board Policy Statement

The Chatham School District Crisis Management Plan operates within the framework of the Chatham School District Board policy.

BP 6114 CRISIS RESPONSE PLAN

All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, or other crisis which create distress, hardship, fear or grief. The Superintendent or designee shall develop and maintain a crisis response plan for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

A crisis response team for each school shall augment the district plan with working plans and procedures specific to each school building. The crisis response team must include the principal, one certificated and one classified member of the school staff, and one parent whose child attends the school. Additionally, the team may include a school board or advisory school board member, a school counselor, a member of local law enforcement, and a student in grade 10 or higher.

All students and employees shall receive instruction regarding these plans. Employees shall be trained in crisis response, including evacuation and lockdown drills. New employees shall complete the training within their first two years of employment. Disaster simulation exercises may be held annually at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies.

The Superintendent or designee shall consult with local social service agencies and law enforcement authorities so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

The crisis response plan for each school must:

1. Identify the person in charge and a designated substitute;
2. identify the crisis response team members and their specific job functions relating to a crisis;
3. Include a communication plan;
4. Include protocols for responding to immediate physical harm of students, faculty, or staff and to traumatic events, including the period after the events have concluded;
5. Include disaster and emergency procedures to respond to earthquakes, fire, flood, explosions, or other events or conditions in which death or serious injury is likely;
6. Include crisis procedures for safe entrance to and exit from the school by students, parents, and employees, including an evacuation and lockdown plan; and
7. include policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis.

Preparing for Crises: Essential Activities

A school that is prepared before a crisis occurs will be much more likely to deal with students and staff effectively. An unprepared school is asking for chaos. The Chatham School District has set up a Crisis Management Plan, and the following activities have been designed in this plan to ensure safety of adults and students in crisis situations:

1. Decide who will be in charge during a crisis.

A crucial first step in crisis management planning is to decide who will be in charge during a crisis. Assign one person to provide leadership during emergency situations, to organize activities, and to disseminate information. Usually, the person in charge is the principal. In cases where there is no acting principal the Lead Teacher or Director assumes that role. Designate a substitute in the event that the designated person is unavailable at the time of the emergency. It is extremely important that all staff and students know who these people are.

2. Select your Crisis Response Team.

A second important step is to recruit members for your Crisis Response Team. Typically, the Crisis Response Team will consist of an administrator, school secretaries, teachers, maintenance staff, support staff representative, and others with skills appropriate to the tasks to be performed. Most, if not all, of your team members must be present full time at the school—or able to respond immediately to a phone call.

The team includes adjunct members who can be called, as needed. These include police/VPSO, health or mental health crisis services.

3. Develop clear and consistent policies and procedures.

It is absolutely critical to develop policies and supporting procedures that provide all staff with clear guidelines for tasks and responsibilities during crises and emergencies. This also ensures that all staff will respond consistently in each situation. It is important to include policies and procedures by which children will be released to their caregivers.

4. Provide training for the Crisis Response Team

Suggested content and sample agendas for training the team are provided such as CPR, First Aid, Fire Safety and Crisis Management.

"General Response Options"

Cancel School Prior To Start

1. The site administrator, **with the** concurrence of the superintendent, will notify the **incident response team that school is to be canceled** or reporting **times have been** changed.
2. Students and families will be notified using the Aptagey Alert System

Shelter-In Place

1. The site administrator shall direct **the** on-site shelter-**in-place** option.
2. Site administrators will direct areas of the building to be **utilized**.
3. Isolate from external environment during environmental/hazardous incidents by closing portals and **vents**.
4. Seek shelter away from windows, portals, and **vents**.
5. Account for all students and staff.
6. Superintendent or public **safety** officials to notify when safe.

Early Dismissal

1. **Site** administrators to determine time.
2. **Notification** of **parents/guardians via Aptagey Alert System, District Website, District Social Media**.
3. Account for all students and **staff prior to any** early dismissal.

Relocation

1. Relocation **to be approved** and ordered **by** on-site administrators.
2. Follow planned evacuation route **and** meeting **place** unless directed otherwise.
3. Site administrator to determine alternative route and meeting point.
4. **Account for** all students **and staff**.

Lockdown

1. Site administrators or public **safety authorities will** order lockdown **specifying** conditions/perimeters.
2. Remain clear of windows and doors **as far** from incident **as possible**.
3. Account **for** all students and **staff** .
5. **Administrators** or public **safety** authorities shall determine when **safe to** dismiss/resume normal operations.

"General Response Options" - Continued

Evacuation

1. Site administrator or **public** safety authorities to issue evacuation **directive and** commencement. 2. Staff to direct **students to planned** primary **evacuation** site using planned route unless directed **otherwise**. 3. Close doors **behind you, but** do not **lock** them.
4. Maintain **authority, control and** calm.
5. Designate a staff member to collect vehicle keys and relocate same so emergency vehicles have clear **access to building and** incident **scene**.

EMERGENCY PHONE NUMBERS

Police/fire/medical emergency **1-907-788-3631**

Alaska **state** troopers **1-907-463-2000**

Searhc **Clinic**, Juneau **1-907-788-3633**

Bartlett Regional Hospital, Juneau **1-907-796-8427**

Mt. Edgecumbe hospital, Sitka **1-907-966-2411**

Family & Youth Services, Juneau **1-907-465-1650**

Domestic **Violence**, A.W.A.R.E in Juneau **1-907-478-1090**

Poison Control Center, Anchorage **1-800-478-3193 or 1-907-261-3193**

5. Establish a working relationship with community health agencies and other resource groups.

To facilitate quick collaborative responses, strong relationships with community agencies must be established prior to a crisis. A list of suggested community support services is included below.

6. Set up “phone trees.”

Critical information needs to be communicated as quickly as possible to those in need. The complexity of the phone tree will depend on the size of the community and its school system. A phone tree for each site is included in this plan.

7. Plan to make space available for community meetings and for outside service providers involved in crisis management.

Designate school sites and include potential alternative sites in the community when space is not available at the school.

8. Develop necessary forms and information sheets.

Develop records keeping forms to assist in the management of crisis situations.

Having accurate information allows school personnel to quell rumors that frequently arise when a crisis occurs.

9. Develop a plan for emergency coverage of classes.

Teachers who will play significant roles in a crisis response need to be assured that their classrooms will be covered. In cases of emergencies non instructional staff can be used to cover classes or classes can be combined temporarily while teachers who are involved in mitigating the crisis are unavailable.

10. Establish a code to alert staff.

Establish a code (call the situation what it is, “This is a lock down”, “This is an evacuation”) that can be used to alert staff as to the nature of a crisis without unduly alarming the rest of the school.

11. Hold a practice “crisis alert” session.

Prepare staff members for their responsibilities in a real crisis. Through roleplaying, staff can become aware of potential problems and discuss how to respond to them.

Partnerships with Local Emergency Response

For safety's sake, it is critical that school administrators understand and use the capabilities of area emergency responders. School officials should strive to foster the ideal that fire, police, and other agencies that can assist schools in prevention, intervention, and crisis management are "one large team" working together to maintain safety and security in our schools.

For some of our communities there are no local police or emergency services. Understanding the resources of your particular community is vital in developing your local response protocols. Have the following available for responders:

- ◆ floor plan, including the main shut-off points for gas, water, and electricity
- ◆ Provide copy of current plans.
- ◆ Show central shut-offs for the fire alarm systems, boiler room and main electrical plant imaging.

- ◆ Discuss lockdown procedures for both inside and outside threat scenarios.
 - ◆ Encourage input from agencies/partners in developing and creating these procedures.
 - ◆ Make sure the concept of “rapid deployment” is understood and a plan is created to confront and deal with active shooters.

3) Involve our county emergency management coordinator.

- ◆ Involve local Emergency Management Coordinators in planning drills and emergency training.
- ◆ Plan practice drills with emergency management scenario each year.
 - ◆ Set aside a day and time to get together to exercise a current issue related to school safety, and work to resolve it together.
- ◆ Practice latest techniques.
 - ◆ Involve other public agencies in the scenario that can really help with the crisis.

Share such technologies as telephone messaging systems that broadcast emergency or informational messages to homes, security camera installations, and door access systems (how do police get in if the officer cannot open the door?).

The following emergency drills will be conducted:

Fire Evacuation Drills.....	1 per month (2 in the first month of school)
Tornado Drills.....	3 times per year
Earthquake Drills.....	2 times per year
Bomb Search Drills.....	1 time per year
Lock Down Drills.....	1 time per year
Intruder/Violent Incident.....	1 time per year
Bus Evacuation Drills.....	2 times per year
Active Shooter Drills.....	2 times per year (1 within the first 60 days of school)

Chatham School District

Emergency Drill Form

School: _____ Month: _____ Year: 2023-2024

DRILL DATE TIME BUILDING COMMENTS

The following emergency drills will be conducted:

- Active Shooter Drills..... 2 per year (1 within the first 60 days of school)
- Fire Evacuation Drills..... 1 per month (2 in the first month of school)
- Tornado Drills..... 3 times per year
- Earthquake Drills..... 2 times per year
- Bomb Search Drills..... 1 time per year
- Lock Down Drills..... 1 time per year
- Intruder/Violent Incident..... 1 time per year
- Bus Evacuation Drills..... 2 times per year (**Transportation Department**)

Crisis Management Planning (Overview and Rationale)

A. Definitions

“Crises” shall include but not be limited to situations involving the death of a student, staff member, or a member of a student’s immediate family by suicide, substance abuse, illness, or accident. The principals shall have the authority to determine what is a crisis incident and to convene the Crisis Management Team.

“Critical incidents” shall include situations involving threats of harm to students, personnel, or facilities. Critical incidents include but are not limited to natural disasters, fire, use of weapons/explosives, and the taking of hostages. Such incidents require an interagency response involving law enforcement and/or emergency services agencies.

The individual school “Crisis Management Plan” shall be a written plan with explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/or damage to the facility.

B. Crisis Management Team

An Individual School Crisis Management Team shall be established at each school to meet the demands of crisis incidents.

1. Membership: The crisis team shall consist of an immediately accessible core group who have the knowledge and skills to act in any emergency and shall include the principal, one or more selected teachers, school secretary, maintenance person, and a person to record events/minutes of meetings. Additionally, other local response personnel and Rescue Services shall be asked to consult with the school team. A roster of team members will be posted in each school administration office.
2. Purposes: The Crisis Team shall implement and adapt appropriate action from the Crisis Management Plan to address the specific events of the crisis. Roles and responsibilities of team members and consultants will be established in the school’s written Crisis Management Plan.

C. Crisis Management Plan

Each school Crisis Management Plan will include provisions for Pre-planning, Intervention/Response, and Post emergency activities, including the establishment or designation of the following:

1. Explicit procedures for each crisis incident.
2. Crisis headquarters and command post outside the school facility in the event evacuation is necessary.
3. Chain of command in the event a key administrator is not available.
4. The principal or designee shall be responsible for gathering and confirming all pertinent information about the incident and for informing the superintendent school prior to any public release.
5. Network of key communicators. It is the responsibility of these key individuals to convey approved information to others. This network may include phone trees to notify staff of

emergency incidents and special meetings which may occur before or after school hours, and various counselors designated to support groups such as students, faculty, and parents.

6. Communication plan within the school and to the community. The best means of communication may vary with the crisis. However, the plan must provide for communicating with teachers as soon as possible. When appropriate, well-informed representatives should be ready to go into classrooms. Avoid giving news via assembly or public address systems as results can be unpredictable when giving shocking news to large groups of students. To ensure accuracy and avoid rumor, information to students must come directly from internal memoranda or statements written specifically for that purpose and approved by the principal. News is best given to students in class so they can ask questions of a person they know. Questions from parents should also be addressed from pre-approved fact sheet.
7. Critical Incident Management. Critical incident response will be in accordance with best understood practice and available information.
8. Arrangement for support services. One individual from the Crisis Management Team will be designated to contact the superintendent's office and to contact, as needed, other community resources such as Mental Health Crisis Services.
9. Bring closure to the crisis. This activity will vary depending on the crisis. But it is imperative to recognize officially the end of the crisis and the beginning of the healing process.
10. Evaluation of the crisis plan. Response to each crisis incident will be reviewed and evaluated at the conclusion of each crisis. Crisis Management Team annually will evaluate the plan and its effectiveness and make modifications as needed.

D. Crisis Management Inservice

The Crisis Management Plan shall be reviewed annually with the full school including secretaries, cafeteria staff, custodians, and bus drivers. Schools are encouraged to provide in service on specific crisis related topics such as substance abuse code violations, neglect and abuse, and suicide prevention.

Principals

School Crisis

- Make school crisis plan, crisis management handbook, and emergency management kit readily available to appropriate staff.
- Remain at respective schools until the end of the school day.
- When all students and staff members have left campus for the day, be prepared to report to the Superintendent.
- Perform tasks assigned by the Superintendent.

Annual Start-Up Procedures for All Schools

Annual Start-Up Procedures

1. Confirm membership of the crisis team.
2. Send a list of team members to the Community Relations Office.
3. Decide on a coordinator and substitute for synchronizing suicide intervention, critical incident, and postvention procedures.
4. Plan at least two crisis team meetings. It is mandatory that crisis teams meet prior to the beginning of the school year and one other time during the school year to review procedures, especially critical incidents, and check equipment such as crisis boxes.
5. Inform faculty of crisis members. Print intervention, crisis response and critical incident procedures in the faculty handbook.
6. Review critical incident communication codes with faculty and staff.
7. Update faculty phone tree.
8. The team needs to not only review procedures annually, but should go through at least two scenarios using the Postvention Steps form. **The key to successfully handling an incident is the preparation before the event.**
9. Meet with new staff members annually to inform them of intervention, crisis response critical incident procedures, emphasizing the referral process for crisis intervention.
10. Hold a general faculty/staff in-service on intervention, crisis response and critical incident procedures every several years.

Chatham School District Crisis Management Plan

Crisis Response Team

Responsibilities

Chatham School site Crisis Response Teams, under leadership of the principal, is responsible for the following:

1. Establishing a protocol for dealing with crises and critical incidents.
2. Establishing a systematic approach for identifying, referring, and intervening with students identified as at risk for suicide or other destructive behaviors.
3. Orienting staff to procedures and training to fulfill designated roles, including conducting drills.
4. Providing information to students, staff, and community on Crisis Management referral procedures.
5. Providing assistance during a crisis in accordance with designated roles; providing follow-up activities.

6. Conducting debriefing at the conclusion of each crisis episode to critique the effectiveness of the building's Crisis Management Plan.
7. Conducting periodic reviews and up-dating of the Crisis Management Plan; conducting related updated staff training.

Duties of Members of Crisis Response Team

Duties of members of the crisis response team are as follows:

A. The principal will coordinate and supervise emergency management activities at the school.

Assignments include:

1. Designation and training of a school Crisis Team.
2. Designation of an Emergency Operations Center or command post (may be changed by responsible county public safety officials.)
3. Monitor developing situations such as weather conditions or incidents in the community that may impact the school.
4. Keep staff and school personnel informed of developing situations and initiate emergency notifications and warnings.
5. Direct emergency operations.
6. Implement evacuation procedures and measures to control access to affected area.
7. Authorize the release of information to the public.
8. Coordinate use of building as public shelter for major emergencies occurring in the community.
9. Provide damage assessment information to the Superintendent
10. Coordinate disaster assistance and recovery.

.....

B. The Crisis Team is trained in intervention and postvention procedures. Team members include the principal, teachers, school secretaries, and maintenance staff.

The Team has responsibility to:

1. Develop and implement procedures for prevention, intervention and postvention at all grade levels.
2. Establish a systematic approach to identifying, referring and assessing students at risk of suicide or other behavior that would endanger themselves or others.
3. Disseminate information to students, staff and community on referral procedures.
4. Provide training for teachers and staff. Conduct drills.
5. Assist the Principal in controlling emergency situations.

C. Teachers are responsible for implementing appropriate procedures to protect students. **These responsibilities include:**

1. Evacuation – Prepare classroom emergency kit. Direct and supervise students en route to pre-designated safe areas within the school or to an off-site evacuation shelter.
2. Student assembly – Maintain order while in student assembly areas.
3. Student accounting – Verify the location and status of every student. Report to the principal or designee on the condition of any student that needs additional assistance.
4. Establish a partner system to pair teachers and classes so that some teachers can assist with other tasks such as first aid, search and rescue, or community relations.
5. Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official “student release process.”

D. Office Manager (Secretary) – The administrative secretarial staff has primary responsibility for emergency communications including exchange of information with school administration staff, community emergency responders (fire, police, EMS, emergency services coordinator) and internal communication within the school building. Primary responsibility for record keeping also lies with this position.

1. Establish procedures for emergency communications with school administration staff in compliance with school system plans.
2. Establish internal emergency communications including provisions for two-way communications with classrooms and with classes on the playground or other sites.
3. In an emergency, establish and maintain communications with school administration.
4. Establish and maintain communications with county emergency services coordinator, as needed in major emergencies.
5. Initiate and maintain incident log.
6. Receive and maintain student accounting forms. Take appropriate action to notify medical or search teams through 9-1-1.
7. Report status of school and students to school administration as specified.

Crisis Response Procedures

Intent

Crisis Response Procedures are intended to guide staff in responding to more frequently occurring crises such as deaths of students or teachers and other traumatic events which can affect the school community for days. These procedures are intended to be time-limited, problem-focused interventions designed to identify and resolve the crisis, restore equilibrium, and support productive responses.

Procedures for General Crisis Intervention

Unanticipated events, such as suicides, school bus crashes, natural disasters, or multiple injuries or deaths, can quickly escalate into a school-wide catastrophe if not dealt with immediately and effectively. Knowing what to do if such a crisis occurs will minimize the chaos, rumors, and the impact of the event on the other students. As a reminder, for the purposes of this manual, crisis is defined as: **A sudden, generally unanticipated event that profoundly and negatively affects a significant segment of the school population and often involves serious injury or death.** The following procedures should be implemented if a school-wide crisis occurs.

Immediately Following Notification of Crisis

The school administrator or designee should implement the following procedures when the school is notified of a near-death or fatal crisis situation:

Tell the person providing the information not to repeat it elsewhere in the school. Explain the school's need to verify the information and have any announcement of the event come from the designated school administrator. If there is concern regarding the likelihood of compliance with this request, it may be useful to keep the reporting person in the office (or have that person come into the office if he or she called the information) until appropriate steps can be taken.

Tell office staff members NOT to repeat or give out any information within or outside school until specifically instructed to do so. Have them direct all inquiries to the administrator or designee until told otherwise. In schools using student office help, it may be useful to request that only adults answer the

school telephone for the remainder of the day.

In case of reporting student death, verify the reported incident by calling the police liaison or coroner.

DO NOT DISTURB THE AFFECTED STUDENT'S FAMILY.

The timing of the notification of a crisis may alter the order of the initial steps taken. For example, if the school is notified in the morning, all procedures should be implemented on that day with emergency faculty meetings scheduled for lunch and after school. If notification is received at night or on the weekend, ask the person providing the information not to spread the information further until the situation is verified, and proceed with #3. Continue through the remaining general crisis intervention procedures, instructing office staff as appropriate (#2) the following school day.

Following Verification of Crisis

Following Verification of Crisis

The following actions are listed in a priority order. In actuality, several things will happen simultaneously. It is critical, however, that #1-10 occur BEFORE THE PUBLIC ANNOUNCEMENT (#11) IS MADE.

Once verification of a crisis has occurred, the administrator and/or crisis response team designee(s) must attend to the following:

1. Notify the Superintendent of the event.
2. Convene the Crisis Response Team. Do not unnecessarily alarm others, use the coded message developed for these situations (The development of this code is the responsibility of each Crisis Response Team.”)
3. Assign Crisis Response Team members in the building to locate, gather, and inform closest friends of the deceased/injured and provide support. Pull this group together before the general announcement is made. If significant others are absent or out of the building, assure that a knowledgeable, supportive adult gives the news to them. With parent or guardian consent, have these absent students transported to the school if practical and appropriate.
4. Prepare a formal statement for initial announcement to the entire school. Include minimum details and note that additional information will be forthcoming. Also prepare statements for telephone inquiries.
5. Decide on a time for an emergency staff meeting and notify staff in a manner which does not unnecessarily alarm others. Invite designated outside professionals to join the meeting to help staff members process their own reactions to the situation.
6. Identify students, staff and parents likely to be most affected by the news (e.g., due to their relationship to the deceased/injured, recent or anticipated family losses, personal history with similar crisis, recent confrontations with the affected student). These persons are targeted for additional support.
7. Determine if additional district/community resources are needed — or are needed to “stand by” — to effectively manage the crisis, and notify them if appropriate.
8. Assign team members in the building to:
 - a. Provide grief support for students in designated building areas. Try to have more than one area available for this purpose. Have the adults on duty in these areas keep lists of students they see. Make sure the parents/guardians of these students are notified regarding the impact of the event on their children.
 - b. Review and distribute guidelines to help teachers with classroom discussion.
 - c. Stand in for

any substitute teacher in the building or for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion. **d.** Coordinate and greet all auxiliary support services staff members and take them to their assigned locations. Provide a sign-in/out sheet for them.

e. Assign a counselor, psychologist, social worker, or other designated staff member to follow a deceased student's class schedule for the remainder of the day if that will be helpful to teachers in those classes.

9. Station staff/student support members as planned prior to making the announcement.

10. Announce the crisis over the public address system or by delivering a typed statement to every classroom before the end of the period. Include locations of in-building support.

Once the announcement is made, assigned staff members will perform the following:

1. Monitor the students leaving the building without permission. Redirect them to support services. If unable to intercept, notify a family member expressing the school's concerns. 2. Notify parents of students closest to the deceased/injured and ask them to pick up their children at the end of the school day. Implement the plan previously developed to handle masses of parents who will pick up their children.

3. Notify bus drivers — especially those who drive the buses usually traveled in by the injured or deceased student, or who are experiencing the most severe shock.

4. Notify feeder schools regarding siblings or other students predicted to be strongly affected. 5. Collect deceased student's belonging from his/her locker or other sites at the end of the day.

6. Officially withdraw a deceased student from the school attendance rolls.

Crisis Control Center Emergency Kit

The following items shall be maintained in the designated School Crisis Control Center and carried to any alternate site which may be designated:

1. Responsibilities checklist — who does what.

2. Keys to all doors in the school facility.

3. Map of evacuation route(s).

4. Faculty/staff roster with:

a) list indicating those with first aid, CPR, and/or EMT training.

b) list of mobile/cellular telephone numbers.

5. Crisis response equipment (two-way radio, cellular telephones, fully charged battery operated bullhorn).

6. Phone lists:

a. Community Emergency Numbers

General emergency number - 911

State Troopers/VPSO

Rescue/Ambulance

Fire Department

Poison Control Center

Local Hospitals

b. School Numbers:

Central Office telephone and fax numbers

7. Student roster including home and emergency phone numbers. 8. Master schedule.

Crisis Checklist

Crisis Checklist



c.

Crisis Requiring Limited School Involvement

Crisis Occurring During Summer or Holiday Periods

If a school administrator or other crisis response team member is notified of a crisis during the summer (or when affected students are off-track if they attend year round schools), the response usually will be one of limited school involvement. In that case, the following steps should be taken:

1. Institute the phone tree to disseminate information to Crisis Response Team members and request a meeting of all available members.
2. Identify close friends/staff most likely to be affected by the crisis. Keep the list and recheck it when school reconvenes.
3. Notify staff or families of students identified in # 2 and recommend community resources for support, as appropriate.
4. Notify general faculty/staff by letter or telephone with appropriate information.
5. Provide update at faculty meeting held prior to students' return to school.
6. Be alert for repercussions among students and staff. When school reconvenes, check core

group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Crisis that occur during vacation or when students are off-track require fewer responses from the school.



Classroom Crisis Response

Bag Each classroom and gymnasium should be equipped with a crisis response bag. The bag should be hung from the inside doorknob or other conspicuous location. At a minimum, the bag should contain:

1. a flashlight
2. spare batteries
3. class rosters for each class using the room
4. emergency evacuation plans
5. latex gloves
6. first aid supplies (bandages, gauze, etc.)
7. pen and paper
8. names and telephone numbers of crisis intervention team members
9. list of assigned roles for school personnel and division personnel.

**Post-Traumatic
Stress Reactions Physical
Cognitive Emotional**

Nausea Headaches

Slowed thinking Anger

Anxiety Muscle aches

Upset stomach Irritability

Difficulty making decisions Sleep disturbance

Fear Feeling numb

Tremors (*lips, hands*) Difficulty calculating

Difficulty in problem solv- Difficulty concentrating ing Worry about
others

Guilt Seeing the event over and

Feeling uncoordinated over

Confusion Wanting to hide

Grief Distressing dreams

Profuse sweating Wanting to limit contact with

Disorientation Poor attention span

Chills Startled

Sadness Shocked

Diarrhea

Feeling hurt

Chest pain

Difficulty naming common things

Rapid heartbeat

Rapid breathing

Increased blood pressure others







Accidents at School

(Minor) Accidents at School

On the playground. In the building or classroom. In physical education

For minor accidents, injuries

Have students taken to clinic for assistance by a responsible person

Related Information

- All staff have been provided with a one-page list of “emergency procedures” of what to do in case of an accident or injury on the playground, or in the building or classroom.
- Classroom emergency procedures are posted on the back of every classroom door.
- Posted in the main office, the gym office (if applicable and the clinic are the names of building staff who have completed paramedic training, Red Cross First Aid Training or other special lifesaving or life sustaining training or expertise (i.e., CPR).
- Posted in the main office, the gym office (if applicable) and the clinic are a list of emergency telephone numbers.
- Each teacher has been provided information about any student in his/ her classroom having special medical or physical needs and the procedures that the teacher my follow in the event of a medical episode. These conditions might include allergies, fainting, seizures, diabetes, etc.

Accidents To and From School

In the event of accidents involving an employee or student who is on the way to or from school, first determine whether help is on the way.

If help is not on the way:

Call police, fire, or rescue as indicated by nature of accident

Notify Principal

Notify Superintendent’s Office

Notify parents, spouse, or individual on emergency data base

If help is on the way:

- If not reached earlier, continue to try to notify parents, spouse, or named individual.
- If parent's spouse or closest relatives are not available, discuss situation with an associate at the place of employment of the parent, guardian, spouse or closest relative.
- Send a "calm" staff member to observe situation.

Active Shooter/Confrontation of a Person with a Weapon

An armed offender is a person possessing a weapon capable of deadly force, whose intent is to pose a threat, inflict harm, or carry out a personal objective. The armed person may

be a student, staff member, parent, or community member. A weapon is any instrument which may produce bodily harm or death.

Emergency procedure:

1. Immediately protect the students by securing them according to building protocol. Then report situation to the office/principal//911
2. Principal shall notify all teachers of the "**LOCK DOWN**". **Teachers should go into Lockdown procedures.**

3. Call 911. Make sure the 911 operator understands that there is any armed person inside or outside the school; give his/her last known location; give a description and any other information you may have. If possible, stay on the line until you are instructed to disconnect by the emergency operator. Then notify the superintendent's office immediately.
4. If safety permits, a staff member should notify all students/visitors outside their classroom (including those outside the school building) to report to the nearest safe classroom, as well as those outside visitors outside and approaching building of the pending situation.
5. **If the armed person can be contained in one section of the building, students and staff should be**

evacuated from the building to a designated safe area.

KEY POINTS OF INTEREST:

- Do not attempt to disarm any individual with a weapon
- Constantly assess the situation. Does the individual intend to use the weapon, or does he/she seem to want attention?
- Don't condone the individual's actions.
- In a calm voice and mannerism, try to talk to the individual. Make reasonable suggestions. For example, if other individuals are present, request that they be allowed to leave the area. • Observe the weapon carefully, and try to obtain enough information about it so that a description can be given to school security/law enforcement officers.
- Attempt to isolate the individual if possible.
- Move slowly and with confidence.
- Comply with the individual's demands as long as they are reasonable.
- Do not make threats, challenges, or in any way antagonize the person in possession of the weapon.
- Do not panic. Establish a psychological advantage by remaining calm.

Maintenance:

Provide emergency responders with additional keys

Provide diagrams of buildings to include electrical, water and gas shutoffs

Assist in evacuation if needed

Food Service Director

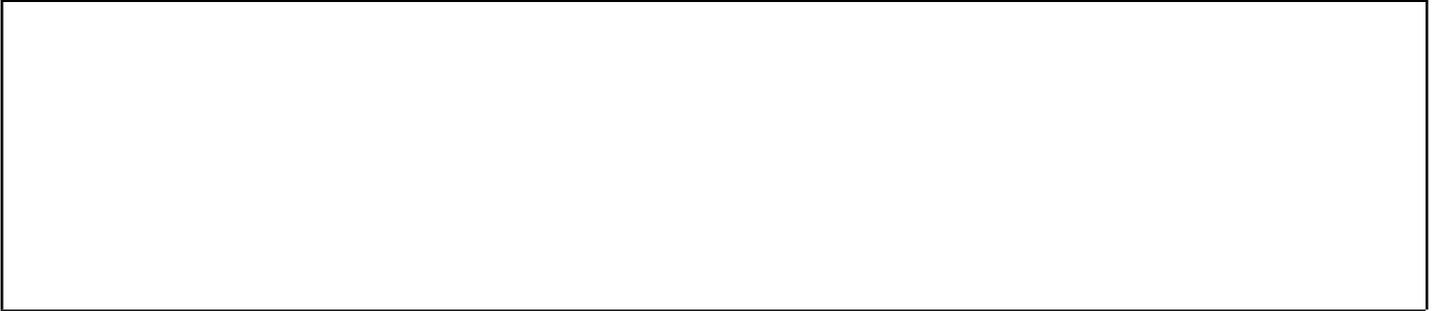
Coordinates meals and water to students, staff and personnel working incident

- Lock the door.
- Go DARK (cut off lights).
- Cover the classroom door window.

• Go QUIET (ask students to remain calm and quiet).

• Barricade the door if possible.

• Have student to move to a location that is not immediately visible to an intruder.



Angry Parent

Strategies may be adapted to use with angry employees and visitors

- Be courteous and confident
- Remain calm
- Do not touch
- Keep at a reasonable distance
- Listen
- Allow the opportunity to vent
- Meet in a neutral, protected location
- Leave door open or have another staff member join you •

Avoid blame-focus on what can be done

• Ask:

“How can I help you get the services you/ your child need?”

“How can we work together?”

“What kinds of support can we put in place to help your child succeed?”

Assault by Intruder

Checklist

- _____ Assess the situation
- _____ If continue danger, institute lockdown.
- _____ Provide first aid.
- _____ Question victim– make reasonable notes for potential court case: -
description of assailant - report of events
- _____ Contact police (School Resource Officer and/ or 911)
- _____ Notify Superintendent
- _____ Complete police information for charges
- _____ Prepare a written memo for staff and parents
- _____ Schedule follow-up programs for staff and students
- _____ Call emergency staff meeting

Specifics

1. Assess the situation

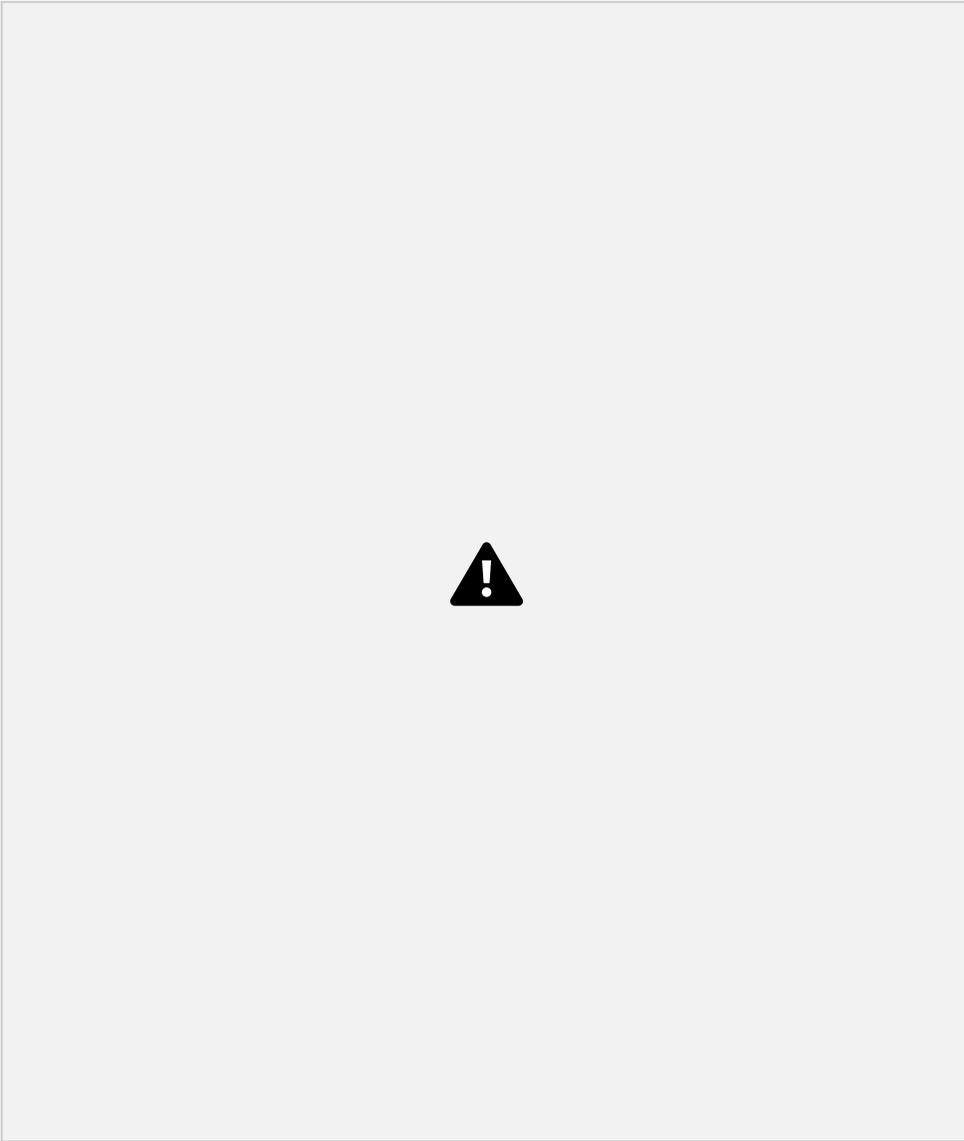
- Determine the number of victims

- Determine the amount of threat still pending — was this an isolated incident which is not over?
 - Determine the need for first aid .
- 2. Move Others to Safety: If the assailant has not been contained and continues to be a threat to others, institute lockdown.**
 - 3. Provide first aid:** Provide first aid for victim (s) via nurse, nurse's aide, trained staff member, or 911. Have someone at the entrance to meet and direct the ambulance staff to the victim and designate a staff member to accompany victim (s) in ambulance.

 - 4. Question the Victim:** Make notes which can be shared with the police upon their arrival. These notes may be helpful in a court case.

 - 5. Contact the Police:** Contact local law enforcement if available/ 911 a
 - 6. Notifications:**
 - The Superintendent's Office should be contacted as soon as possible. • The parents (or Spouse) of the victim should be notified as soon as possible.
 - Inform staff of situation as soon as possible. A Crisis Team, identified for the school, can effectively deliver information to the other staff member so your time can be used for other decisions/actions. .
 - The students and parents of other students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.

 - 7. Written Memo for Staff and Parents:** As soon as the immediate crisis/ danger is over, the staff and parents will need to know, not only what occurred, but why you took the action that you did. Individuals with the correct facts can help to stop rumors and misperceptions.
 - 8. Call emergency staff meeting.**





Bomb Threat

Bomb Threat/ Telephone Threats

The building director must evaluate the seriousness of bomb threats or other disruptive types of demonstrations using input from all sources; then, the director acts in such a manner that reflects the best safety interests of those under his/her charge.

Bomb and other threats may be originated in writing , in person , over the telephone or related through a second source.

Basic Documentation– the individual taking the call

should: • Keep the caller on the line as long as possible •

Notify principal building director.

- Write down all the information obtained in the exact words. Use the record sheet immediately following these instruction pages; place copies of the bomb threat sheet at switchboard and other appropriate phone locations.
- Find out what time the bomb is due to go off.
- Document in writing, as soon as possible, other types of threat contacts o including: • Specific time message is received,
- Date and day of week
- Exact wording of message.
- Estimation of sex, age, cultural background of person making call.
- Make note of background noised, tone of voice.

**Authorities to be involved: Telephone Number: State Trooper
907.465.4000**

The building administrator or designee shall:

- Notify the authorities.
- Consider the safety of students and staff as the prime factor. If advised, direct students and staff to safe areas of the campus. Nothing is to be touched or altered; do not open desks or file cabinets.

Do not re-enter building until authorized:

- Alert staff of situation and implement building search procedure (see below). • School activities should be continued as normally as possible in designated safe areas. • The recommendation to close school will be made only after consultation between the Central Office, security and building administrator.
- Submit written reports as appropriate to Superintendent and Principal.

Confidential building search procedures for use by staff only:

The principal and/ or assistant principal will:

- A. Call the Police Department
- B. Call Superintendent’s Office

- C. Call Maintenance Department
- D. Notify school staff by pre-arranged signal.

The Signal:

State the threat “ Bomb Threat”

Checklist

- _____ Listen carefully to the caller to gain as much information as possible.
- _____ If the call appears to be a prank call, ask teachers to survey their instruction area and nearby restrooms.
- _____ If the call could be real, call State Troopers immediately
- _____ Evacuate the building.
- _____ Notify Superintendent’s Office
- _____ Follow establish Policy regarding return to the building.

Report Form – Bomb Threat Call Procedure

Chatham School District

BOMB THREAT CALL PROCEDURE

**** DO NOT GIVE OUT YOUR NAME TO CALLER****

Questions to Ask Caller... Complete as Caller Responds.

1. When is bomb going to explode? _____

2. Where is it right now? _____

3. What does it look like? _____

4. What kind of bomb is it? _____

What will cause it to explode? _____

5. Did you place the bomb? _____ No _____ Yes (If No, who did?) _____

Why? _____

6. What is your name? _____

7. What is your address? _____

Gender of Caller _____ Age _____ Race _____

Length of Call _____

(OVER)

**Bomb Threat Call Procedure Checklist
Chatham School District**

CHECKLIST

CALLER'S VOICE (Check all that apply)

Calm Laughing Lisp Disguised
 Angry Crying Raspy Accent
 Excited Normal Deep Familiar
 Slow Distinct Ragged If voice is
 Rapid Slurred Clearing familiar, who Soft Nasal Throat did
it sound Loud Stutter Deep like?
 Cracking Breathing _____
 Voice _____

BACKGROUND SOUNDS:

Street Noises House Noises Factory Machinery
 Crockery Motor Animal Noises
 Voices Music Office Machinery
 PA System Clear Static
 Local Long Distance Booth

Other _____

THREAT LANGUAGE:

Well Spoken Foul Incoherent
(Educated) Irrational Message Read by
 Taped Caller

REMARKS: _____

***** Report call **immediately** to Principal/Designee.

Complete checklist **immediately** after bomb threat and give this card to Principal/Designee.

Date: ____/____/____
Call received on Phone No. _____ Location: _____
Name: _____ Position: _____

B_{us} Accident

Goals:

* Safety *Containment *Mobilization *Effective Communication *Assessment/
Follow-Up

Prevention: Have a clear operation plan and be familiar with that plan. Maintain a bus accident folder including a list of each bus number, names and emergency telephone numbers of all occupants.

Intervention: In the event that a bus accident occurs and the school has been contacted for assistance, the principal or designee determines and coordinates the appropriate responses. Interventions may include:

At the Scene

- Provide emotional support
- Be available and attend to the injured, as directed by emergency medical personnel. •
- Be available and attend to the uninjured and account for all.

At the School

- Provide emotional support and coordination
- Provide emotional support and attend to the affected students
- Provide information to faculty
- Call Mental Health for assistance, as needed
- Contact parents of students involved

At the Hospital

- Provide emotional support for the injured and their families.

Bus/ Auto Accidents on Trips

Precautionary Measures Before Leaving District

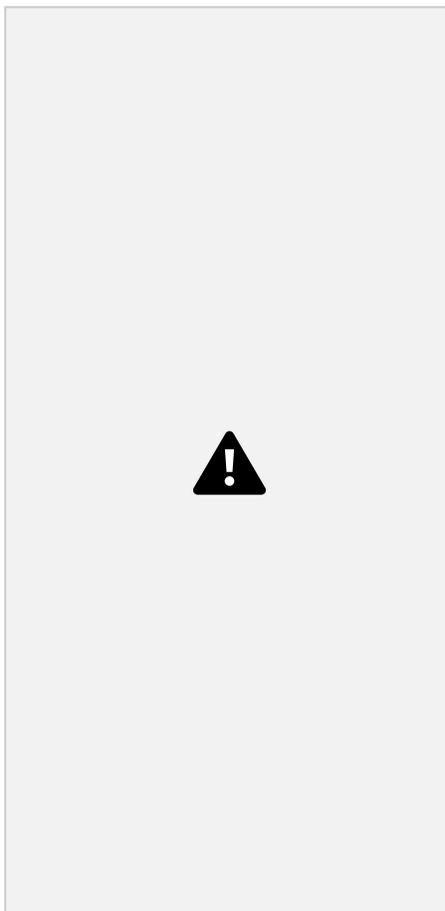
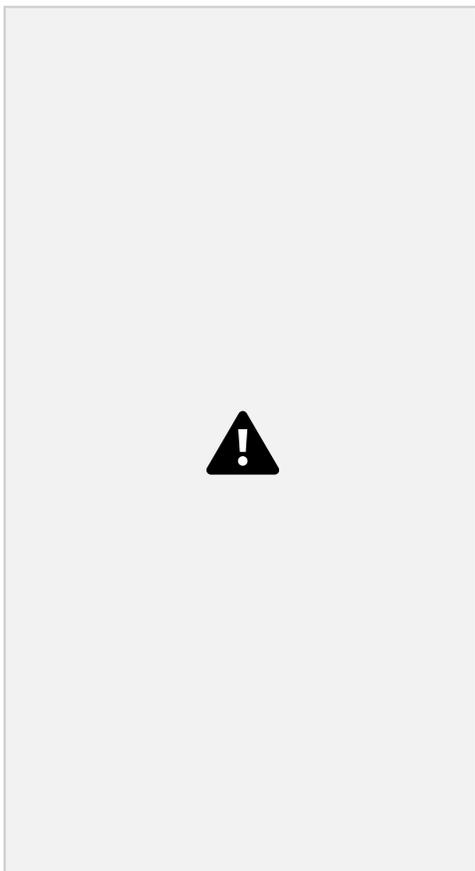
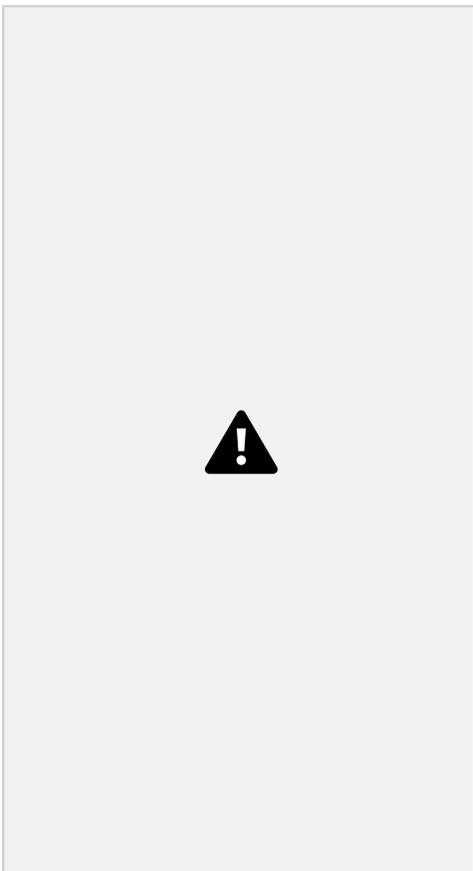
- School buses, by law, are required to carry first aid kits. Check to see if it is in place. • Take along a list of students in attendance. Include for each a home telephone numbers, names of parents, parents' work telephone number, home address, and any health or medical information.
- Take along a list of emergency phone numbers (listed below).
- Take along a list of chaperones and teachers who are in attendance on the trip, their home addresses and home phone numbers, name and work telephone of spouse or nearest relative and medical and health information on each.
- Follow School Board Policy and administrative regulation on field trips.

In the Event of an Accident

- Remain calm
- If threat of fire exists, move children to safe place.
- Call emergency vehicles/services: police, fire, ambulance, highway patrol for locality and begin administration of first aid:

Telephone Numbers

- Notify Principal (who will notify Superintendent)
- Notify Director of Transportation



Death of a

Student or Staff Member

- Contact Crisis Team members and have a team meeting as soon as possible. •

Notify Superintendent's Office

- Prepare a fact sheet giving accurate, up-to-date information.
- Hold a faculty meeting as soon as possible. Review the procedures for the day, availability of support services, referral process for at-risk students.
- Contact family of the deceased. Preferably an administrator and Crisis Team member should visit the family at their home and offer assistance.
- Hold a faculty meeting at the end of the day to review the day's events.

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- Notify all bus drivers by written memo to be alert for students who show signs of emotional distress, along with a telephone number for drivers to use to reach a guidance counselor.
- Personal contact should be made with the driver of the bus which goes into the neighborhood of the student who has died. Supply a school staff member to ride the bus if that seems necessary.

Student Death from Accident or Illness of Which Students May Be Aware

As many of you are aware, we were sorry to hear that , a student in the 11th grade of our school, died on from injuries in a car crash. The funeral arrangements have not been completed. As soon as we learn the funeral plans, we will announce them. Those of you who want to discuss your feeling's about 's death should obtain a pass from your teacher to go to the library. This help will be available throughout the school day. Let us have a moment of silence. . .

Thank you for your cooperation today.

Disaster Destruction of Part/ Whole of Building (e.g. tornado, bomb)

Checklist

- _____ Call 911
- _____ Obtain information on extent of damage
- _____ Evacuate using fire alarm or move students to safe areas in building
- _____ Assign one adult to supervise others in attending to injured _____ Assign staff member to assist rescue personnel
- _____ Call Superintendent's Office and School Resource Officer
- _____ Arrange for dismissal of students
- _____ Handle all distribution of information to public through JCSD Central Office
- _____ Call emergency staff meeting

Specifics

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1. Call 911 for immediate help
 2. Damage: Inspect extent of damage and injuries
 3. Evacuation: If there is no danger outside the building. Safe areas: Identify areas away from area and route to be taken by classes in going to safe areas. Designate which classes/ groups of students should go to which area.
 4. Attend to injured: Assign free adults to attend to injured, with one adult designated as “in charge”.
 5. Meet rescue Personnel:
 - Have staff members direct rescue personnel to problem area and assist in providing access as needed by rescue personnel.
 - Make custodians available to assist rescue personnel
 6. Superintendent: Notify of plan being implemented
 7. Dismissal: Arrange for dismissal with Superintendent’s Office and Transportation. Elementary school may have to follow emergency closing procedures for students and should inform Extended Day (i.e. Afterschool) of plans for dismissal. JCSD should be notified of emergency closing so that radio and TV stations can be contacted. 8.
- Information:
- Consider briefly summarizing the situation for all students and adults prior to dismissal, by P.A. or preferably by informing teachers and having them explain to students. • If time permits. Prepare a written memo to parents detailing the situation and how it was handled, including plan for follow-up, to be sent home with students or distributed the following day.
 - Call an emergency staff meeting after students leave to explain the situation and any plans for follow-up.
 - Involve JCSD Central Office in all information being prepared and distributed and refer media and other calls from the general public to that office.

D isaster

Danger from Outside Preventing Dismissal/ Evacuation (e.g. hurricane, tornado, sniper, plane crash)

Checklist

- _____ Gather information
- _____ Identify safe area in building

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- _____ Direct staff to escort students to identified areas
- _____ Call Superintendent's Office
- _____ When situation is "clear," return students to class
- _____ Prepare memo/letters to inform staff and parents

- _____ Call emergency staff meeting

Specifics

1. Information may be received from a variety of sources:
 - Telephone call
 - Superintendent's Office
 - Visual Observation

Ascertain specifics such as extent of immediate danger, possible length of time danger may exist.

2. Safe areas: Consider large areas at the interior of the building away from numerous windows and outside walls which have a reliable source of lighting. Designate where students should go. Evacuate trailers to main building or safe area.

3. Move students: inform teachers and other adults of the situation and where to bring students. 4.

Superintendent: Notify of plan being implemented; local support and maintain contact as necessary.

5. All "clear": Monitor situation to ascertain when danger is removed; direct teachers and other adults to escort students back to class and situation is clear.

6. If crisis interferes with normal dismissal, arrange Superintendent's Office to dismiss appropriately. Inform parents of dismissal procedure.

7. Information:

-Consider briefly summarizing the danger and its resolution for all student prior to dis missal by informing teachers and having them explain to students.

- Consider preparing a written memo to parents detailing the situation and how it was handled to be sent home with students' tor distributing it the following day.

- Prepare written memo to staff summarizing the situation and how it was handled.

8. Call emergency staff meeting.



Evacuation/ Emergency Procedures:

Emergency Procedure:

Students and staff will calmly and quickly move to assigned evacuation locations.

Teachers will follow students out and stay with students.

Stay together and gather at a safe distance (minimum 500 feet for fires and 1500 feet or bomb threats) from the building at designated gathering points. See the plan for each location.

Teachers will call roll to determine if any students are missing.

Teachers will report missing students to principal.

If it cannot be determined that all persons have safely exited the building, the responding response team must be notified.

Unattached students will report to the nearest teacher. Teachers should note student additions and send this information to principal.

Designate a specific location for medical personnel to conduct triage.

Evacuation Location

Evacuation: A minimum safe distance of 500 feet is required during fire evacuation, 1500 feet for bomb threats and other hazards. Students and staff must all be accounted for during evacuations. Fire evacuation routes must be posted in each classroom.

On-Site Evacuation Location (i.e. fields, parking lot, etc.)

Off-Site Evacuation/Reunification Location

Primary Location:

_____ Telephone: (xxx)

xxx-xxxx Contact: _____

Staging Areas: (i.e. fields, parking lot, etc.)

Off-Site Evacuation/Reunification Location

Alternate Location:

Telephone: (xxx) xxx-xxxx

Contact: _____

Staging Areas: (i.e. fields, parking lot, etc.)



Fighting

Violence Between Two or More Students (Physical Fighting)

Goals:

- **Safety**
- **Effective communication**
- **Mobilization**
- **Containment**
- **Assessment and follow-up**

Prevention: Have a clear Positive Behavior Interventions System (PBIS) plan and be familiar with that plan. Be alert to patterns of stress and agitation in students. Be familiar with information provided regarding managing a potentially dangerous person.

Intervention: Intervening and managing physical altercations and / or fights require making a judgement call. There may be several goals at one time and individual circumstances will determine the priorities of your interventions.

Interventions may include:

- Disperse the crowd and ensure the safety of the students.
- Call for help and assistance in managing the incident.
- Focus on diffusing the fight
- Attend to medical needs
- Be knowledgeable about intervening with individuals who are dangerous. Refer to additional materials in Resource section.

Postvention: Assess the response and provide follow-up of situation (Crisis Team)

Fire/ Arson/ Explosives

Checklist

- _____ Sound alarm; evacuate building
- _____ Call 911
- _____ Determine if there are any serious injuries
- _____ Call: Superintendent
- _____ Arrange for dismissal
- _____ Determine building status for return to classes
- _____ Follow-up activities
- _____ Call emergency staff meeting

Specifics

1. Sound alarm. Evacuate building if serious threat of danger. Call 911 and ask for required emergency services.
2. If there are injuries, notify necessary rescue personnel. Provide first aid through school personnel, such as school nurse.
3. Call Superintendent's Office and notify of incident and actions taken. 4. In all probability, school will have to be dismissed Students and staff will have to be informed.
5. If the building is damaged, several different steps may have to be taken. Severe damage may necessitate another location for classes which have to be scheduled through the Superintendent's Office.
6. Prepare written memo for staff to advise of follow-up procedures. Send letter for parents home with students.
7. Call emergency staff meeting.



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Gas Leak

Natural gas leaks, with odor in the building, may occur and bring danger of explosion. Natural gas rises and will often be outside because most gas lines are outside the building. Natural gas is mixed with Mercaptan to give it odor. The gas goes up and the odor goes down.

If a leak is in or near the building: Evacuate the building immediately, following your local building evacuation plan. Get students a safe distance from the building.

Turn off the main gas valve. Location: _____ Phone
Superintendent's Office 907-788-3302

If time permits, phone the Superintendent's Office to alert that office of the current situation.

Keep students at a safe distance until the problem has been corrected.



Intruder or trespasser

Checklist

- Determine the whereabouts of the intruder/ trespasser.
- Isolate the individual.
- Determine the extent of the crisis.
- Make reasonable notes for potential court case
- Contact local support if available.
- Move other students and staff from the area.
- Notify superintendent.
- Prepare a written memo for staff and parents.
- Complete Crisis Team Report.
- Call emergency staff meeting.
- Schedule follow-up activities for staff and students, including security plan review.

Specifics

1. Isolate intruder from rest of building and students.

2. Determine extent of the crisis:

Trespass with no safety hazard may be dealt with through informing the intruder of the offense being committed. If trespasser refuses to leave, ensure student safety, notify local support if available, call State Troopers. wait for police to arrest.

Trespass with threat to others' safety will require assistance from the State Troopers, and or local support if available.

Trespass charges should be filed.

3. Make notes. Recording what has occurred can provide information important to the polices and in subsequent court cases.

4. Move other Students/ Staff:

Staff maybe asked to keep their students in certain areas, or to keep them out of certain areas. Staff should move students as quietly and quickly as possible when directed to do so.

Notification:

- The Superintendent's Office should be contacted as soon as possible.

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- Keep staff informed of actions. A Crisis Team, identified for the school, can effectively deliver information to other staff members so that the administrator's time can be used for other decisions/ actions.
- The students will be able to deal with the situation by being informed of the facts, as soon as possible, rather than receiving their "facts: through rumor.
- The parents of the students in the community will need to learn the real facts, just as their children have learned them, to reduce the rumor factor.

8. Written Memo for Staff and Parents:

As soon as the immediate crisis/ danger is over, the staff and parents will need to know, not only what occurred, but why you took the action that you did.

9. Crisis Team Report

Submit within 72 hours.

10. Follow-Up Activities: The building security plan should also be reviewed.

11. Call emergency staff meeting.

Intruder

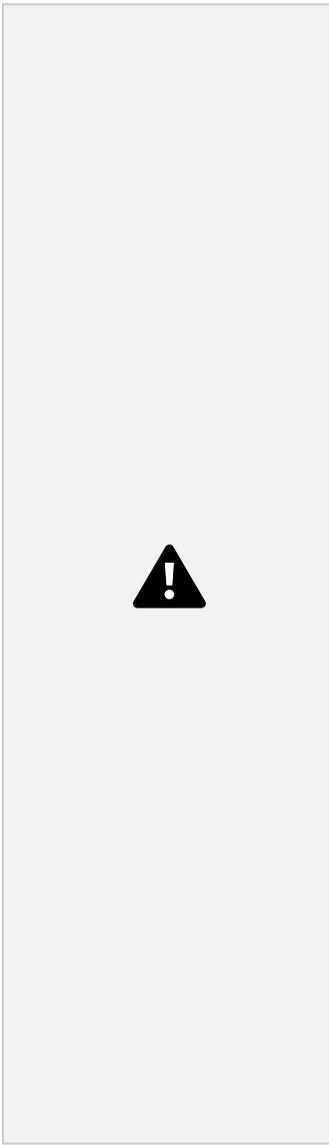
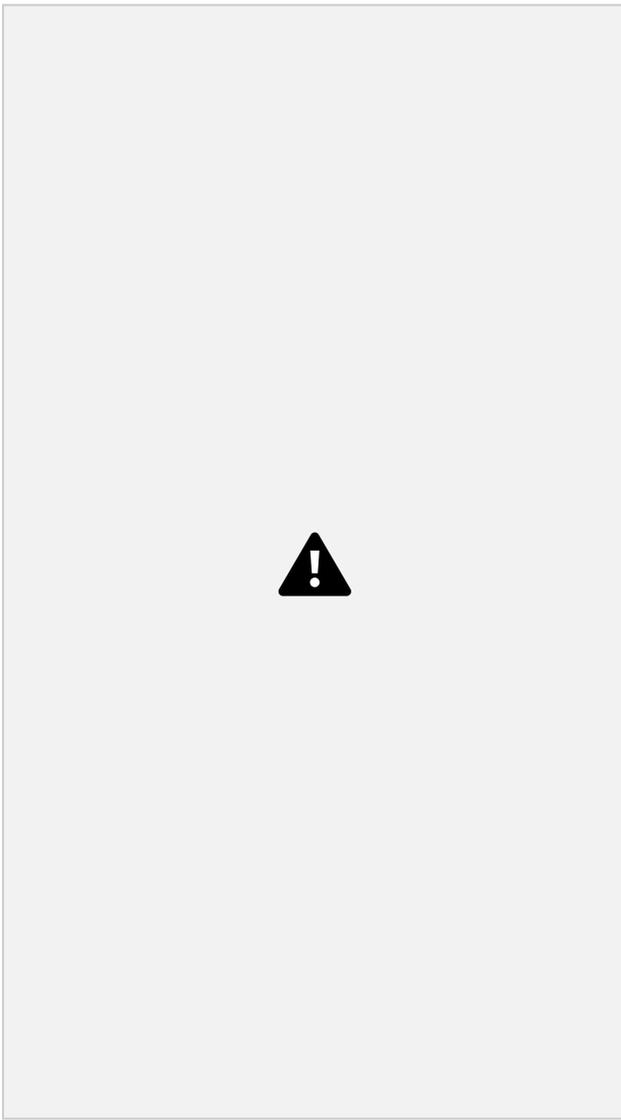
Definition: An intruder is an individual in the building who has not followed established visitor procedures.

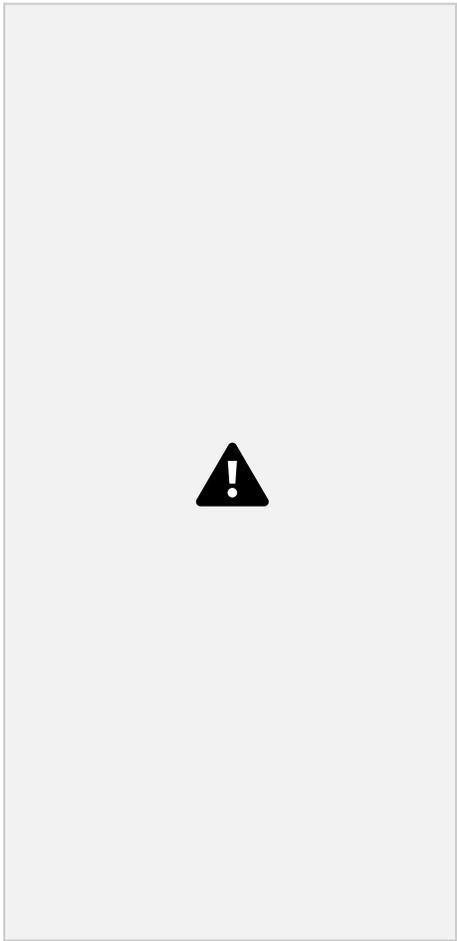
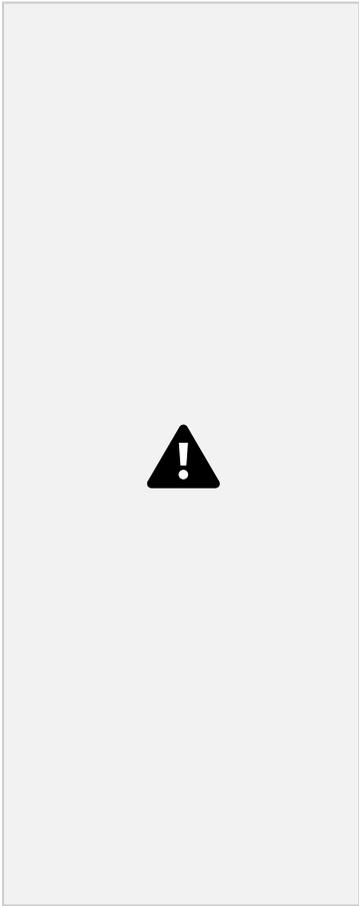
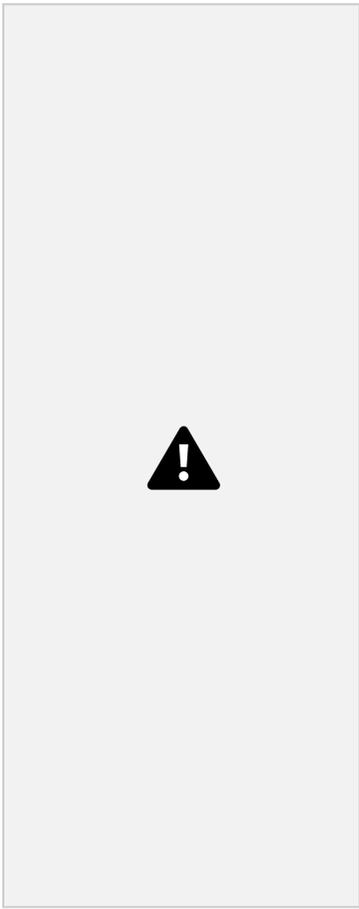
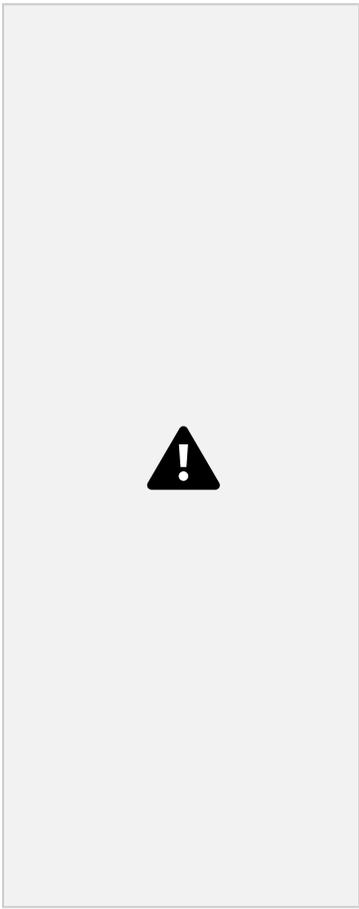
Any school personnel who observe a visitor in the building or on the school campus without a visitor's badge should call the office. The principal/designee will determine if it is a serious situation.

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General Procedure:

- Staff to stop strangers.
- Inquire as to their business in building.
- Direct stranger to the office and explain visitor's policy. • If stranger refuses to cooperate break contact and call the office.







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Perceived Crisis

Perceived crises are conditions or situation, often community-based, that are perceived as potentially affecting a large number of people. Examples of perceived crisis include racial events, school rivalry situations, events in which a group feels left out or not represented, introduction of new school procedures without adequate warning, real or perceived unsafe conditions such as toxic fumes or food poisoning, gang-related activities, or rumors about people with HIV/AIDS or other contagious conditions. **It is the task of those in charge to defuse any irrational response.**

Prevention:

- Identify situations in advance that may be perceived crises.
- Establish open lines of communication with students and staff.
- Develop a procedure for dealing with the public and the media.

Intervention:

- For any health condition, immediately contact the appropriate health authorities. • Don't panic. Projects a sense of calm and control.
- Gather detailed and accurate information about the perceived crisis. • If necessary, call a team meeting to assess the situation and make decision on what actions to take.

- Provide appropriate faculty, staff and those individuals or groups affected by the situation with specific information.
- Designate someone who would act as a single point of contact for controlling rumors. Keep lines of communication open; a feeling that secrets are being kept can increase the sense of crisis.
- Have trained individuals available to speak with small groups of students/staff. • Take all actions that you have determined necessary to prevent a more serious situation from developing.

Postvention

- Conduct stabilizing activities as soon as possible to project an atmosphere of normal conditions.
- Conduct follow-up and assessment activities with team members and other staff.

Poisoning

In the event of the poisoning or suspected poisoning of a student or an employee:

Immediate Actions:

- Call the Poison Control Center
- Administer first aid suggested by poison information center.

Preventative Measures:

- Post in the clinic information from Poison Control Center regarding emergency numbers. • List in the office the names of building personnel who have special paramedic, first aid training, or other special life-saving or life-sustaining training.
- Provide staff information on possible poisonous materials in the building.

Power Failure/ Lines Down

If there has been a power failure at a school, or if lines are reported down in the area of the school:

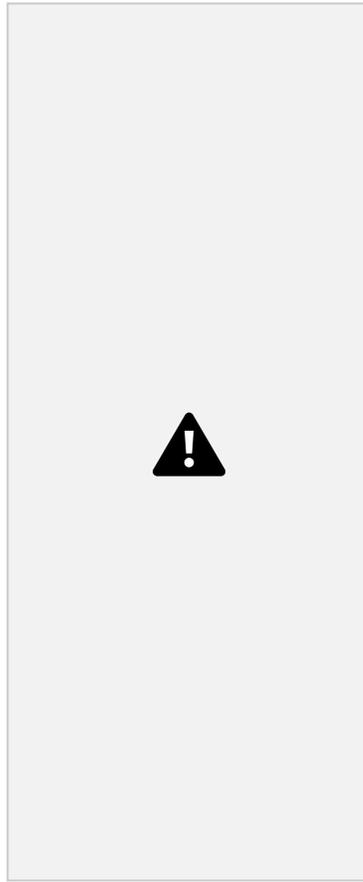
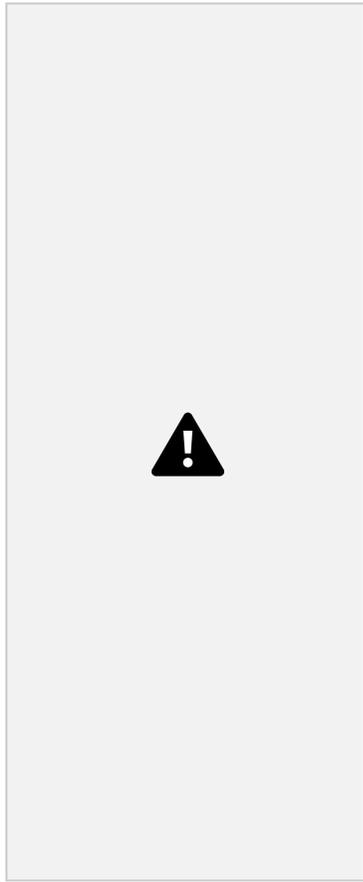
Power Failure

- Notify IPEC Power
- Notify Maintenance

Lines Down in Area

- Have an adult in the area of the downed lines to prevent children and other people from going near them.
- Notify Power
- Notify Maintenance

** Note that telephone notification may require the use of cellular phone, depending on whether telephone is set up to rely on electricity.*





Sexual **A**ssault

When a school is notified that a sexual assault has occurred to a student or staff member, the Crisis Response Team and the school must protect the identify and right to privacy of the sexual assault survivor and the alleged perpetrator. News of the incident should be contained as much as possible. Appropriate response by school staff will be directed at

minimizing the fear of fellow students and quelling the spread of rumors. As opposed to convening a Crisis Response Team meeting and alerting the student body, services provided to the victim and her/his family should be kept confidential and should be coordinated with outside providers, such as a sexual assault crisis team or hospital emergency room.

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SEXUAL ASSAULT ONLY BECOMES A CRISIS TO BE MANAGED BY SCHOOL STAFF WHEN ONE OR MORE OF THE FOLLOWING CONDITIONS EXIST:

- A sexual assault occurs on campus.
- A member of the sexual assault survivor’s family requests school intervention. •

The sexual assault survivor’s friends request intervention.

- Rumors and myths are widespread and damaging.
- When one or more of the above conditions exists, the following should be implemented:
 - Direct the person providing the information not to repeat it elsewhere in the school.
 - If the sexual assault occurred on campus, notify the Principal and appropriate law enforcement office and/ or local sexual assault crisis team.
 - If office staff members heard the report, tell them not to repeat or give out any information within or outside school unless they are specifically told to do so.
 - Designate the Crisis response Team member closest to the victim to talk to her/him about the types of support he or she and the closet friends need, and the person(s) the sexual assault survivor would like to provide that support.

Sexual assault is a crime of violence. For the sexual assault survivor, it often is an experience of fear, loss of control, humiliation, and violence. Sexual assault survivors may experience a full range of emotional reactions. It is extremely beneficial for sexual assault survivors to seek emotional support regarding the assault.

Monitor any school intervention in a sexual assault incident with the following checklist:

SEXUAL ASSAULT RESPONSE CHECKLIST

School involvement in incident due to:

- _____ Sexual assault occurrence on campus
- _____ Survivor’s family requests school intervention
- _____ Survivor's friends request intervention
- _____ Rumors and myths are widespread and damaging

- _____ Information provider/recipients are told not to repeat information elsewhere.
- _____ Steps taken to protect survivor’s identity and right to privacy. _____ Law enforcement and sexual assault crisis agency

- _____ Crisis Response Team member closest to victim designated to talk with student _____ and determine type of support and support provider desired. Sexual assault survivor

encouraged to seek additional support from community

_____ agency.

sexual assault crisis

_____ Action taken to get rid of rumors.



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Shots Fired Inside

- Tell students to get on the floor and activate crisis procedure plan. •
- If you are in a confined area, lock the door.
- Remain clam and as observant as possible-be ready to describe the shooter and the weapon to law enforcement officials when they arrive.
- Call 911– Be ready to describe the situation and request medical aid if necessary.
- Do not confront the shooter– in most cases; the shooter will leave after the initial assault.
- After shots are no longer being fired, check for injuries.
- Keep students calm and wait for assistance to arrive.
- If shooter has left the building, do not permit anyone to enter until assistance arrives. •

Contact the Superintendent.

- Contact parents/guardians immediately.
- File and incident report form.

Shots Fired Outside

- Tell students to immediately lie on the ground and remain there until the shooting stops. •
As soon as possible, remove the students to a safe area, preferably into a building.
 - Remain calm and as observant as possible– be ready to describe the shooter, the weapon, a vehicle tag number, etc. to law enforcement officials when they arrive.
 - Call 911– Be ready to describe the situation and request medical aid if necessary.
 - Do not confront the shooter– in most cases; the shooter will leave after the initial assault.
 - After shots are no longer being fired, check spectators/ teams for injuries. •
- Contact your immediate supervisor and file and incident report form. •
- Contact parents/ guardians.

Suicide

The school's general response to a suicide does not differ markedly from a response to any sudden death crisis. However, some issues exclusive to suicide require specific attention.

School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Overemphasis of a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life. The following "Dos" and Don'ts" will help school staff limit glamorization of suicide:

Do acknowledge the suicide as a tragic loss of life.

Do allow students to attend funeral services.

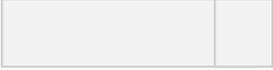
Do provide support for students profoundly affected by the death.

Do not organize school assemblies to honor the deceased student.

Do not dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual.

Do not pay tribute to a suicidal act by planting trees, hanging plaques or holding other memorial activities.

WARNING: A suicide in the community can heighten the likelihood, in the subsequent weeks, or “copycat” suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/ suicide must be carefully monitored and appropriate action taken if they are identified as high risk. These efforts require a limited, rather than school wide, response.



Student Suicide

To be read to the students by the classroom teacher.

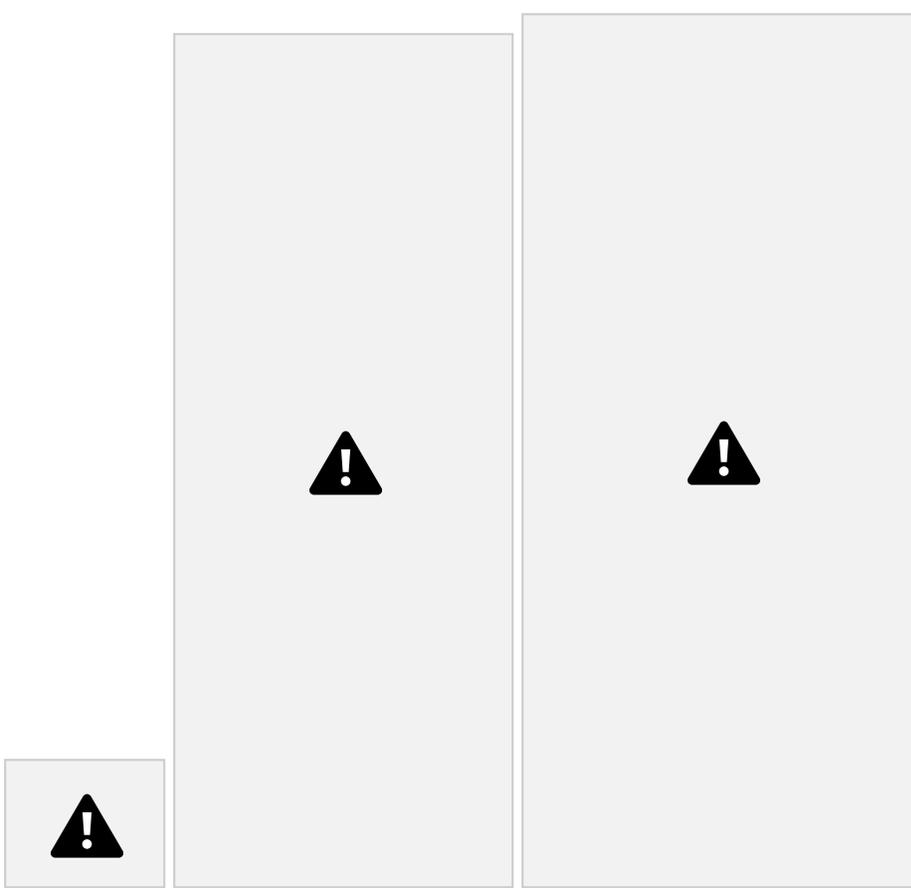
TO: School Faculty

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FROM: Principal
SUBJECT: (Crisis)
DATE:

John Doe committed suicide early Saturday morning. As a faculty we extend our sympathy to John's family and friends. We encourage all students to consider the tragic nature of this death and to realize that death is final. John's death is a reminder to us all that the act of taking one's life is not an appropriate solution to any of life's problems nor is it an act of courage. Please let your teachers know if you would like to talk to a counselor or other staff member.

Funeral services for John will be held in and there will not be a memorial service in this area. Expressions of sympathy may be sent to (name and address) .



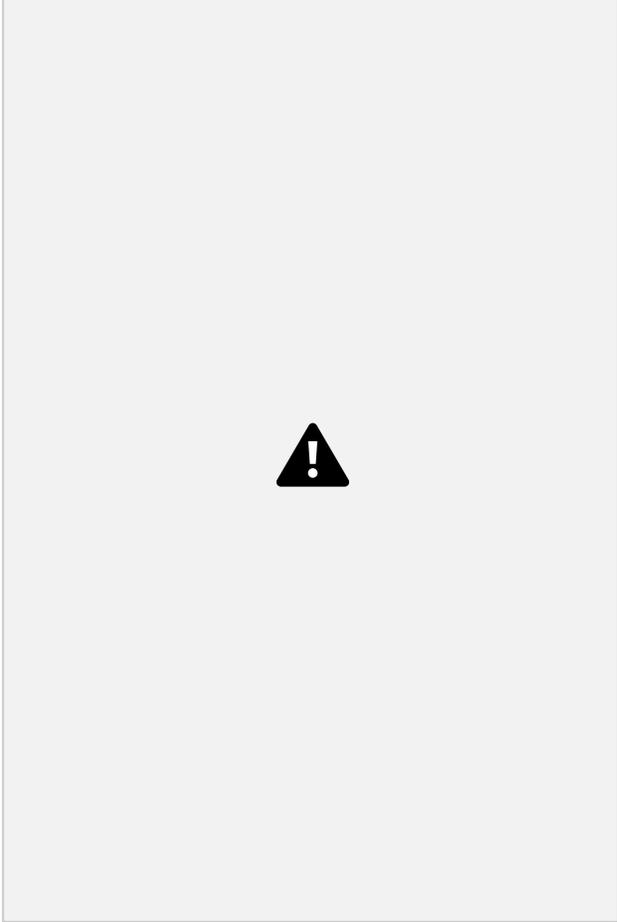
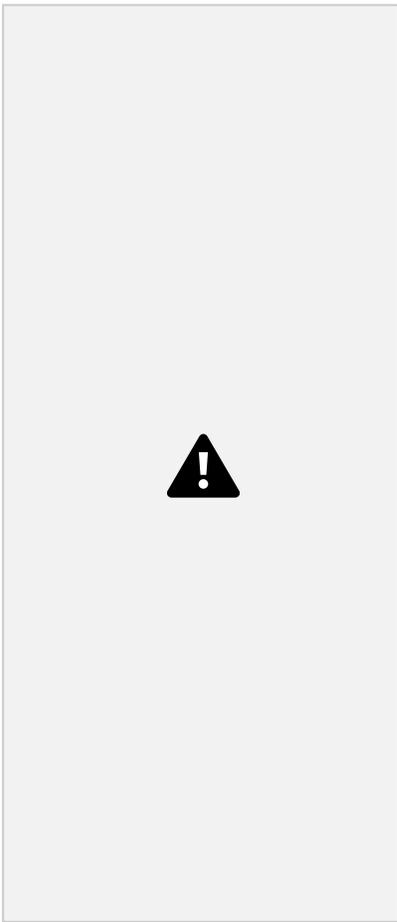
Vandalism

(Break-In)

- Receive call from Sheriff's Office regarding the alarm going off.
 - Wait until Sheriff/deputy says that the building is cleared before entering. •
- Report all acts of vandalism/ break-ins that do not trigger the alarm to Sheriff's

Department.

- Photograph any willful and malicious destruction of school property (e.g. graffiti, broken windows, etc.)
- For minor damage, simply note the time, date and type of damage for your records. • Serious acts of vandalism may be hate crimes or gang-related.
- Clean up and repair the damage as soon as possible to avoid encouraging future acts of vandalism.
- Aggressively prosecute all vandals to convey that you will not tolerate this type of offense.
- Collect restitution by having the offender pay money. Additionally, the vandal may have to provide labor to clean and /or repair the damage he or she has caused.



W eapons Situation

Checklist

- Assess the situation
- Notify police.
- Gather situation

- ___ Isolate individual or suspect.
- ___ Do not use force or touch the person or weapon.
- ___ Remain calm.
- ___ Tell another administrator what the situation is.
- ___ Notify teachers of the threatening situation and have teachers keep students in classroom until all is clear.
- ___ Notify Superintendent.
- ___ Refer media questions to the JCSD Central Office.
- ___ After immediate situation is resolved, hold emergency staff meeting before staff members leave for the day.

Specifics

1. Assess the situation.
2. Notify State Troopers. Provide as much information as possible.
3. Gather as much detailed information as possible. Try to determine:
 - Location, identity and detailed description of the individual.
 - Location and description of the weapon.
 - Any pertinent background information on individual, including possible reason for carrying a weapon.
4. Isolate individual or suspect. (If weapon is in a locker or elsewhere, prevent access to it.)
5. Confer with Troopers when they arrive. They will advise you how they intend to proceed.
6. 6. If interaction with the individual is imminent, do not use force or touch the person or weapon. Avoid sudden moves or gestures.
7. Remain calm. Try not to raise your voice-but, if this becomes necessary, do so decisively and with clarity. Your tone and demeanor will strongly influence the outcome of the crisis.
8. Be certain that at least one other administrator (or designee) is aware of the situation, but limit information to staff and students on a need to know basis.
9. Notify the Superintendent.
10. Notify teachers of the threatening situation and have teachers keep students in classroom until all is clear.

Handling a Weapon-Wielding Student

- Evacuate the area

- Evaluate the perpetrator
- Isolate
- Negotiate
- Remain calm
- Get help
- Avoid heroics
- Don't threaten
- Keep a safe, non-intimidating distance
- Avoid abrupt sporadic movements
- Look for a place to dive or jump
- Report incident to law enforcement

W **eather (Tornado, Inclement Weather,**

Earthquake) Goals:

- Safety
- Effective communications
- Mobilization
- Containment
- Assessment and follow-up

Prevention: Post and practice mobilization plan.

Definitions:

Severe Weather Watch: Forecast of severe weather in area; normal activities continue; no school-wide announcement; principal or designee monitor the situation. Server Weather

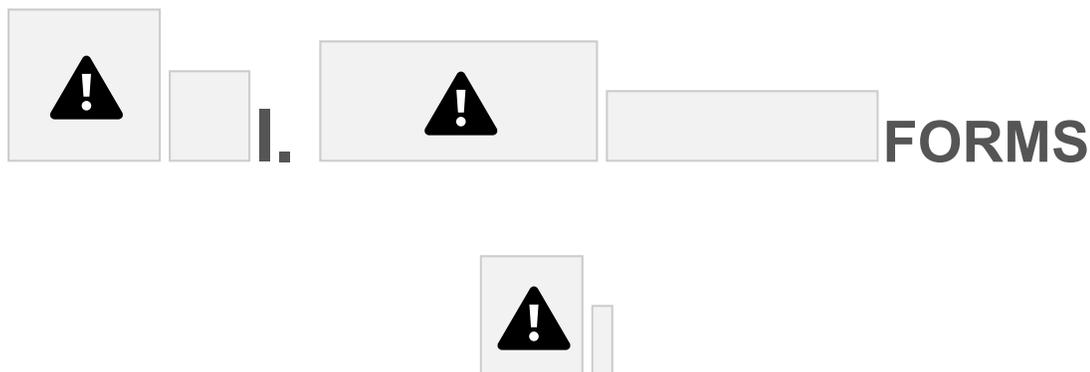
Warning: Severe and dangerous weather situation approaching. Be prepared.

Intervention:

1. Principal alerts staff or impending situation. Call emergency numbers as needed; call superintendent. (principal or designee)
2. Evacuate classrooms according to plan; provide for handicapped.
3. Move students quickly and quietly to designated areas. Avoid window, auditoriums, gyms, any wide span or overhead structure. North and east wall are preferable to south and west walls. Sit in fetal position with face and head protected. Review “drop and tuck” command.
4. Get word to all students and staff who are outside or who are in out-lying buildings.
5. Check for and provide care for injured.
6. Account for all students/staff/ others.
7. Determine status for safe return to classes or dismissal.

Postvention:

- Assess the response and prepare follow-up of situation. (Crisis Team)



Chatham School District Emergency Team At Student Reunification Site

TEAM LEADER

* _____ *

Alternate

TEAM MEMBERS:

* _____ *

* _____ *

* _____ *

LOCATION

*Inside: _____

*Outside _____

FUNCTIONS

1. Account for all students and staff. Get Injury and Missing Persons Report from each teacher and report to EOC.
2. Check student emergency card for name of person(s) authorized to pick up student. 3. Release student only to an authorized person.
4. If in doubt, ask for identification.
5. Complete Student Release Log.

II-B

Chatham School District Crisis Site Student Release Form

Student's name: _____

Teacher: _____ Grade: _____

Student release requested by: _____

Proof of identification: _____

If the person requesting release is not listed on the Parental Permission for Student Release Form, release of the student will be denied until direct parental contact has been made.

STUDENT'S STATUS:

- Present Receiving First Aid
- Absent Evacuated to emergency department
- Missing

Requester's signature: _____

Destination: _____

Date: _____

Time: _____

Staff member approving release (please initial): _____

TO: _____ FROM: (name) _____ LOCATION: _____

DATE: _____ TIME: _____ PERSON IN CHARGE AT SITE: _____

Message via: 2-way Radio _____ Telephone _____ Messenger _____

EMPLOYEE/STUDENT STATUS

	Absent	Injured	#Sent to		Dead	Missing	Unaccounted		#Released		#Being
			Hosp./Med					for (away		to parents	supervised
								from site)			
Students											
Site Staff											
Others											

STRUCTURAL DAMAGE Check damage/problem and indicate location(s).

Check √	Damage/Problem	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating/cooling	

Student name: _____ Teacher name: _____
Parent name: _____ Phone number: _____
Parent signature: _____

NAMES OF PEOPLE I WILL ALLOW MY CHILD TO GO WITH IN CASE OF

EMERGENCY: Name: _____ Phone

number: _____ Name: _____ Phone

number: _____

It is important for you to send the completed form back as soon as possible. Your child's teacher will keep this with his or her emergency kit, and it will only be used in emergencies.

Thank you so much for taking the time to complete this form and returning it to your child's teacher.



II.
SCHOOL

BUILDING AND VICINITY MAPS



ORDER FORM - JOTFORM ENTERPRISE

This order form (“Order Form”) is entered into by and between Jotform and the party identified in the signature block below (“Customer”). The effective date of this Order Form shall be the date of the last signature hereon.

1. Customer hereby orders, and, upon both parties signing below, obtains a subscription to access and use Jotform’s enterprise form-building platform pursuant to the terms hereof and of the Master Subscription Agreement (“MSA”) at <https://www.jotform.com/enterprise/msa/>.
2. The Total Fees set forth in the table below are due within thirty (30) days of Jotform emailing an invoice to Customer for the same. See Section 10 of the MSA for additional commercial terms that apply to this Order Form.
3. By signing below, the parties state that they agree to both the terms hereof and the terms of the MSA.

Customer: Chatham School District (AK)			
Term of the Subscription (“Term”):		12 months from the Effective Date	
	Quantity	Annual Unit Fees	Total Fees for Term
Base Package (includes 5 Permitted Users)	1	\$8,328	\$8,328
Additional Bundle of 5 Permitted Users	0	\$4,740	Not Included
Educational / Nonprofit Discount (applies only to Base Package and Additional User Fees)	30%		-\$2,498
HIPAA Cost For the Duration of the Term:	N/A	\$4,788	Not Included
SSO Integration Cost For the Duration of the Term:	N/A	\$2,490	Not Included
Multi-Year Upfront Payment Discount:	N/A		Not Included
Jotform Enterprise Onboarding Fee (one-time)	1	\$3,500	\$3,500
Total Fees (USD\$)			\$9,330

4. The server on which Customer’s data will be stored shall be located in The Dalles, Oregon, USA.

Signature page follows

Customer: Chatham School District (AK)

Jotform Inc.

Signature *Christina Ferguson*

Signature *Tolga Sakam*

Date 07/28/2025

Date 07/28/2025

Name Christina Ferguson

Name Tolga Sakman

Title Business Manager

Title VP of Enterprise Sales

Signature *David Langford*

Date 07/28/2025

Name David Langford

Title Superintendent

Chatham School District
Revenue & Expense Accounts
 Budget vs Actual - Actual, Encumbrance
 For the Period from July 1, 2025 to July 31, 2025

Fund: 100-General Fund (100), Fund Class: Unrestricted (UNRESTRICT)

	Annual Budget	Period To Date - Actual	Year To Date - Actual	Year To Date - Encumbrance	Budget Remaining
031-Earnings on Investments	-50.00				-50.00
040-Other Local Revenues	-20,000.00				-20,000.00
046-Rental Income	-1,500.00				-1,500.00
047-E-Rate	-352,000.00				-352,000.00
050-Revenue from State Sources		-294,708.00	-294,708.00		294,708.00
051-Foundation Program Revenue	-3,990,682.00				-3,990,682.00
056-TRS On-Behalf Revenue	-239,389.00				-239,389.00
057-PERS On-Behalf Revenue	-44,785.00				-44,785.00
090-Other State Revenues	-1,000.00				-1,000.00
110-Impact Aid	-206,204.00				-206,204.00
Total Revenue	-4,855,610.00	-294,708.00	-294,708.00		-4,560,902.00
311-Certified Superintendent	124,000.00	6,250.00	6,250.00		117,750.00
313-Certified Principal	176,110.00				176,110.00
315-Certified Teacher	950,986.00				950,986.00
316-Certified Extra Duty Pay	20,400.00	1,662.72	1,662.72		18,737.28
323-Non-Certified Aide	199,963.00				199,963.00
324-Non-Certified Support Staff	276,186.00	13,961.88	13,961.88		262,224.12
325-Non Cert Maintenance Custodial	167,199.00	7,882.02	7,882.02		159,316.98
329-Non-Certified Substitute/Temp	56,800.00	6,268.86	6,268.86		50,531.14
361-Life/Health Insurance	381,968.00	2,307.67	2,307.67		379,660.33
362-Unemployment Insurance	9,865.00	335.90	335.90		9,529.10
363-Workers' Compensation	29,387.00	533.64	533.64		28,853.36
364-FICA Contribution	71,932.00	2,357.18	2,357.18		69,574.82
365-TRS	398,731.00	993.84	993.84		397,737.16
366-PERS	181,810.00	4,323.40	4,323.40		177,486.60
390-Transportation Allowance	20,000.00				20,000.00
410-Professional Technical Service	253,000.00	13,873.13	13,873.13		239,126.87
412-Auditing Accounting Service	88,000.00				88,000.00
414-Legal Services	10,000.00	790.60	790.60		9,209.40
420-Staff Travel & Per Diem	73,000.00				73,000.00
425-Student Travel	70,000.00				70,000.00
430-Utility Services	250.00				250.00
431-Water & Sewer	33,520.00	960.00	960.00		32,560.00
432-Garbage	3,680.00	200.00	200.00		3,480.00
433-Communications	470,700.00	3,213.23	3,213.23		467,486.77
434-Other Utility Services	400.00				400.00
435-Energy	31,350.00	1,167.75	1,167.75		30,182.25
436-Electricity	197,896.00	4,656.19	4,656.19		193,239.81
438-Heating Fuel	119,382.00				119,382.00
440-Other Purchased Services	58,600.00				58,600.00
441-Rentals/Leases	22,700.00	1,194.44	1,194.44		21,505.56
442-Building Repair & Maintenance	19,000.00				19,000.00
443-Equipment Repair & Maintenance	8,700.00				8,700.00
446-Property Insurance	121,120.00				121,120.00
447-Liability Insurance	62,117.00				62,117.00
450-Supplies	17,600.00				17,600.00

Chatham School District
Revenue & Expense Accounts
 Budget vs Actual - Actual, Encumbrance
 For the Period from July 1, 2025 to July 31, 2025

Fund: 100-General Fund (100), Fund Class: Unrestricted (UNRESTRICT)

	Annual Budget	Period To Date - Actual	Year To Date - Actual	Year To Date - Encumbrance	Budget Remaining
452-Maintenance Supplies	10,200.00	30.00	30.00		10,170.00
453-Janitorial Supplies	10,050.00				10,050.00
454-Office Supplies	4,800.00				4,800.00
458-Vehicle Gasoline, Diesel, Oil	2,225.00	357.74	357.74		1,867.26
471-Textbooks	1,500.00				1,500.00
479-Other Supplies Materials Media	500.00				500.00
490-Other Expenses	2,360.00				2,360.00
491-Dues and Fees	18,945.00	152.49	152.49		18,792.51
493-Interest Expense	2,000.00	829.07	829.07		1,170.93
495-Indirect Cost Recovery	-75,000.00	-384.06	-384.06		-74,615.94
550-Transfer to Other Funds	151,678.00				151,678.00
Total Expenditures	4,855,610.00	73,917.69	73,917.69		4,781,692.31

Chatham School District
Revenue & Expense Accounts
 Budget vs Actual - Actual, Encumbrance
 For the Period from July 1, 2025 to July 31, 2025

Fund: 100-General Fund (100), Fund Class: Unrestricted (UNRESTRICT)
 School: Angoon (060)

	Annual Budget	Period To Date - Actual	Year To Date - Actual	Year To Date - Encumbrance	Budget Remaining
Total Revenue					
313-Certified Principal	98,784.00				98,784.00
315-Certified Teacher	370,194.00				370,194.00
316-Certified Extra Duty Pay	7,000.00	1,662.72	1,662.72		5,337.28
323-Non-Certified Aide	50,738.00				50,738.00
324-Non-Certified Support Staff	40,725.00				40,725.00
325-Non Cert Maintenance Custodial	81,579.00	2,415.40	2,415.40		79,163.60
329-Non-Certified Substitute/Temp	18,500.00	4,618.86	4,618.86		13,881.14
361-Life/Health Insurance	65,076.00	300.00	300.00		64,776.00
362-Unemployment Insurance	3,444.00	73.34	73.34		3,370.66
363-Workers' Compensation	10,121.00	134.96	134.96		9,986.04
364-FICA Contribution	21,485.00	585.17	585.17		20,899.83
365-TRS	149,491.00	208.84	208.84		149,282.16
366-PERS	50,504.00	217.89	217.89		50,286.11
410-Professional Technical Service	5,200.00	3,843.29	3,843.29		1,356.71
420-Staff Travel & Per Diem	12,000.00				12,000.00
425-Student Travel	35,000.00				35,000.00
430-Utility Services	250.00				250.00
431-Water & Sewer	11,520.00	960.00	960.00		10,560.00
432-Garbage	2,220.00	200.00	200.00		2,020.00
433-Communications	195,000.00	1,296.16	1,296.16		193,703.84
435-Energy	31,350.00	1,167.75	1,167.75		30,182.25
436-Electricity	117,500.00	2,377.18	2,377.18		115,122.82
438-Heating Fuel	4,000.00				4,000.00
441-Rentals/Leases	10,000.00	477.78	477.78		9,522.22
442-Building Repair & Maintenance	8,000.00				8,000.00
443-Equipment Repair & Maintenance	4,000.00				4,000.00
446-Property Insurance	52,548.00				52,548.00
450-Supplies	6,700.00				6,700.00
452-Maintenance Supplies	3,000.00				3,000.00
453-Janitorial Supplies	5,000.00				5,000.00
454-Office Supplies	700.00				700.00
458-Vehicle Gasoline, Diesel, Oil	1,575.00	357.74	357.74		1,217.26
471-Textbooks	500.00				500.00
479-Other Supplies Materials Media	500.00				500.00
490-Other Expenses	100.00				100.00
491-Dues and Fees	1,150.00				1,150.00
550-Transfer to Other Funds	50,000.00				50,000.00
Total Expenditures	1,525,454.00	20,897.08	20,897.08		1,504,556.92

Chatham School District
Revenue & Expense Accounts
Budget vs Actual - Actual, Encumbrance
For the Period from July 1, 2025 to July 31, 2025

Fund: 100-General Fund (100), Fund Class: Unrestricted (UNRESTRICT)
School: Angoon (060)

Annual Budget	Period To Date - Actual	Year To Date - Actual	Year To Date - Encumbrance	Budget Remaining
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Chatham School District
Revenue & Expense Accounts
 Budget vs Actual - Actual, Encumbrance
 For the Period from July 1, 2025 to July 31, 2025

Fund: 100-General Fund (100), Fund Class: Unrestricted (UNRESTRICT)
 School: Gustavus (062)

	Annual Budget	Period To Date - Actual	Year To Date - Actual	Year To Date - Encumbrance	Budget Remaining
Total Revenue					
313-Certified Principal	77,326.00				77,326.00
315-Certified Teacher	370,125.00				370,125.00
316-Certified Extra Duty Pay	6,400.00				6,400.00
323-Non-Certified Aide	72,290.00				72,290.00
324-Non-Certified Support Staff	31,066.00				31,066.00
325-Non Cert Maintenance Custodial	47,578.00	2,250.80	2,250.80		45,327.20
329-Non-Certified Substitute/Temp	11,000.00				11,000.00
361-Life/Health Insurance	178,354.00				178,354.00
362-Unemployment Insurance	3,079.00	22.51	22.51		3,056.49
363-Workers' Compensation	9,238.00	33.76	33.76		9,204.24
364-FICA Contribution	18,971.00	172.19	172.19		18,798.81
365-TRS	142,193.00				142,193.00
366-PERS	42,763.00	495.18	495.18		42,267.82
390-Transportation Allowance	10,000.00				10,000.00
410-Professional Technical Service	13,400.00	3,343.28	3,343.28		10,056.72
420-Staff Travel & Per Diem	9,000.00				9,000.00
425-Student Travel	35,000.00				35,000.00
431-Water & Sewer	22,000.00				22,000.00
432-Garbage	1,460.00				1,460.00
433-Communications	105,000.00	755.24	755.24		104,244.76
436-Electricity	30,845.00	1,084.55	1,084.55		29,760.45
438-Heating Fuel	32,704.00				32,704.00
441-Rentals/Leases	5,000.00	238.89	238.89		4,761.11
442-Building Repair & Maintenance	5,000.00				5,000.00
443-Equipment Repair & Maintenance	4,000.00				4,000.00
446-Property Insurance	26,702.00				26,702.00
450-Supplies	6,000.00				6,000.00
452-Maintenance Supplies	3,000.00				3,000.00
453-Janitorial Supplies	2,000.00				2,000.00
454-Office Supplies	1,000.00				1,000.00
458-Vehicle Gasoline, Diesel, Oil	400.00				400.00
471-Textbooks	500.00				500.00
490-Other Expenses	500.00				500.00
491-Dues and Fees	750.00				750.00
550-Transfer to Other Funds	25,000.00				25,000.00
Total Expenditures	1,349,644.00	8,396.40	8,396.40		1,341,247.60

Chatham School District
Revenue & Expense Accounts
Budget vs Actual - Actual, Encumbrance
For the Period from July 1, 2025 to July 31, 2025

Fund: 100-General Fund (100), Fund Class: Unrestricted (UNRESTRICT)
School: Gustavus (062)

Annual Budget	Period To Date - Actual	Year To Date - Actual	Year To Date - Encumbrance	Budget Remaining
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Chatham School District
Revenue & Expense Accounts
 Budget vs Actual - Actual, Encumbrance
 For the Period from July 1, 2025 to July 31, 2025

Fund: 100-General Fund (100), Fund Class: Unrestricted (UNRESTRICT)
 School: Correspondence Program (064)

	Annual Budget	Period To Date - Actual	Year To Date - Actual	Year To Date - Encumbrance	Budget Remaining
Total Revenue					
323-Non-Certified Aide	21,347.00				21,347.00
324-Non-Certified Support Staff	8,930.00				8,930.00
325-Non Cert Maintenance Custodial	10,436.00	767.10	767.10		9,668.90
362-Unemployment Insurance	204.00	7.67	7.67		196.33
363-Workers' Compensation	611.00	11.51	11.51		599.49
364-FICA Contribution	3,115.00	58.68	58.68		3,056.32
366-PERS	4,304.00				4,304.00
410-Professional Technical Service	3,200.00	3,343.28	3,343.28		-143.28
433-Communications	63,000.00	429.08	429.08		62,570.92
434-Other Utility Services	400.00				400.00
438-Heating Fuel	17,000.00				17,000.00
440-Other Purchased Services	47,600.00				47,600.00
441-Rentals/Leases	700.00				700.00
442-Building Repair & Maintenance	3,000.00				3,000.00
443-Equipment Repair & Maintenance	500.00				500.00
446-Property Insurance	15,735.00				15,735.00
450-Supplies	200.00				200.00
452-Maintenance Supplies	100.00				100.00
453-Janitorial Supplies	50.00				50.00
491-Dues and Fees	45.00				45.00
Total Expenditures	200,477.00	4,617.32	4,617.32		195,859.68

Chatham School District
Revenue & Expense Accounts
 Budget vs Actual - Actual, Encumbrance
 For the Period from July 1, 2025 to July 31, 2025

Fund: 100-General Fund (100), Fund Class: Unrestricted (UNRESTRICT)
 School: Klukwan (067)

	Annual Budget	Period To Date - Actual	Year To Date - Actual	Year To Date - Encumbrance	Budget Remaining
Total Revenue					
315-Certified Teacher	210,667.00				210,667.00
316-Certified Extra Duty Pay	7,000.00				7,000.00
323-Non-Certified Aide	55,588.00				55,588.00
324-Non-Certified Support Staff	20,363.00				20,363.00
325-Non Cert Maintenance Custodial	27,606.00	2,448.72	2,448.72		25,157.28
329-Non-Certified Substitute/Temp	3,500.00				3,500.00
361-Life/Health Insurance	98,737.00	1,107.67	1,107.67		97,629.33
362-Unemployment Insurance	1,624.00	24.49	24.49		1,599.51
363-Workers' Compensation	4,871.00	36.73	36.73		4,834.27
364-FICA Contribution	11,347.00	187.33	187.33		11,159.67
365-TRS	68,198.00				68,198.00
366-PERS	30,132.00	538.72	538.72		29,593.28
410-Professional Technical Service	3,200.00	3,343.28	3,343.28		-143.28
420-Staff Travel & Per Diem	21,000.00				21,000.00
433-Communications	103,000.00	579.16	579.16		102,420.84
436-Electricity	44,725.00	1,075.98	1,075.98		43,649.02
438-Heating Fuel	65,678.00				65,678.00
441-Rentals/Leases	4,000.00	238.89	238.89		3,761.11
442-Building Repair & Maintenance	3,000.00				3,000.00
443-Equipment Repair & Maintenance	200.00				200.00
446-Property Insurance	26,135.00				26,135.00
450-Supplies	3,700.00				3,700.00
452-Maintenance Supplies	4,000.00	30.00	30.00		3,970.00
453-Janitorial Supplies	3,000.00				3,000.00
454-Office Supplies	1,000.00				1,000.00
458-Vehicle Gasoline, Diesel, Oil	250.00				250.00
471-Textbooks	500.00				500.00
Total Expenditures	823,021.00	9,610.97	9,610.97		813,410.03

Chatham School District
Revenue & Expense Accounts
 Budget vs Actual - Actual, Encumbrance
 For the Period from July 1, 2025 to July 31, 2025

Fund: 100-General Fund (100), Fund Class: Unrestricted (UNRESTRICT)
 School: District Wide (099)

	Annual Budget	Period To Date - Actual	Year To Date - Actual	Year To Date - Encumbrance	Budget Remaining
Total Revenue					
311-Certified Superintendent	124,000.00	6,250.00	6,250.00		117,750.00
324-Non-Certified Support Staff	175,102.00	13,961.88	13,961.88		161,140.12
329-Non-Certified Subsitute/Temp	23,800.00	1,650.00	1,650.00		22,150.00
361-Life/Health Insurance	39,801.00	900.00	900.00		38,901.00
362-Unemployment Insurance	1,514.00	207.89	207.89		1,306.11
363-Workers' Compensation	4,546.00	316.68	316.68		4,229.32
364-FICA Contribution	17,014.00	1,353.81	1,353.81		15,660.19
365-TRS	38,849.00	785.00	785.00		38,064.00
366-PERS	54,107.00	3,071.61	3,071.61		51,035.39
390-Transportation Allowance	10,000.00				10,000.00
410-Professional Technical Service	228,000.00				228,000.00
412-Auditing Accounting Service	88,000.00				88,000.00
414-Legal Services	10,000.00	790.60	790.60		9,209.40
420-Staff Travel & Per Diem	31,000.00				31,000.00
433-Communications	4,700.00	153.59	153.59		4,546.41
436-Electricity	4,826.00	118.48	118.48		4,707.52
440-Other Purchased Services	11,000.00				11,000.00
441-Rentals/Leases	3,000.00	238.88	238.88		2,761.12
447-Liability Insurance	62,117.00				62,117.00
450-Supplies	1,000.00				1,000.00
452-Maintenance Supplies	100.00				100.00
454-Office Supplies	2,100.00				2,100.00
490-Other Expenses	1,760.00				1,760.00
491-Dues and Fees	17,000.00	152.49	152.49		16,847.51
493-Interest Expense	2,000.00	829.07	829.07		1,170.93
495-Indirect Cost Recovery	-75,000.00	-384.06	-384.06		-74,615.94
550-Transfer to Other Funds	76,678.00				76,678.00
Total Expenditures	957,014.00	30,395.92	30,395.92		926,618.08

Bank Account - Check Details

Wednesday, August 6, 2025

Period: 07/01/25..07/31/25

Page 1

Chatham School District

CHRISTINAF

This report also includes bank accounts that only have balances.

No.: B001, Date Filter: 07/01/25..07/31/25

Check Date	Check No.	Description	Amount	Printed Amount	Voided Amount	Entry Status	Original Entry Status	Bal. Account Type	Bal. Account No.	Entry No.
B001	General Fund Checking									
	Phone No.									
07/07/25	34009	Frank Coenraad	100.00	100.00	0.00	Posted		Vendor	FRANK	55191
07/07/25	34010	Jeff Irwin	500.00	500.00	0.00	Posted		Vendor	JEFF IRWIN	55192
07/07/25	34011	Justina Starzynski-Hotch	100.00	100.00	0.00	Posted		Vendor	JUSTINA	55193
07/07/25	34012	Mary Zika	100.00	100.00	0.00	Posted		Vendor	MARY ZIKA	55194
07/07/25	34013	Megan Bishop	100.00	100.00	0.00	Posted		Vendor	MEGAN BISHOP	55195
07/07/25	34014	Pauline Johnson	2,000.00	2,000.00	0.00	Posted		Vendor	PAULINE	55196
07/07/25	34015	Stella Estrada	2,000.00	2,000.00	0.00	Posted		Vendor	STELLA	55197
07/08/25	34016	Equitable Equi-Vest Unit	4,875.00	4,875.00	0.00	Posted		Vendor	EQUITABLE	55198
07/08/25	34017	Tlingit & Haida TCSU	30.00	30.00	0.00	Posted		Vendor	T & H TRIBAL	55199
07/08/25	34459	AK Communications Systems	2,008.85	0.00	2,008.85	Financially Voided	Posted	Vendor	ACS	55200
07/08/25	34460	AK Hydroponic Gardens	5,125.00	0.00	5,125.00	Financially Voided	Posted	Vendor	AK HYDROPONIC GARDEN	55201
07/08/25	34461	Angoon Oil	620.67	0.00	620.67	Financially Voided	Posted	Vendor	ANGOON OIL	55202
07/08/25	34462	Beverly McGee	492.00	0.00	492.00	Financially Voided	Posted	Vendor	BEVERLY MCGEE	55203
07/08/25	34463	Chantel Mulligan-Rear	190.90	0.00	190.90	Financially Voided	Posted	Vendor	CHANTEL MULLIGAN	55204
07/08/25	34464	City of Angoon	1,160.00	0.00	1,160.00	Financially Voided	Posted	Vendor	CITY OF ANGOON	55205
07/08/25	34465	CropKing, Inc.	203.46	0.00	203.46	Financially Voided	Posted	Vendor	CROPKING, INC	55206
07/08/25	34466	Danielle Patrick	165.60	0.00	165.60	Financially Voided	Posted	Vendor	DANIELLE PATRICK	55207
07/08/25	34467	Deja Jarvis	170.00	0.00	170.00	Financially Voided	Posted	Vendor	DEJA BARRIER	55208
07/08/25	34468	Delta Western	432.70	0.00	432.70	Financially Voided	Posted	Vendor	DELTA WESTERN	55209
07/08/25	34469	Duane J. Samato	585.00	0.00	585.00	Financially Voided	Posted	Vendor	DUANE J. SAMATO	55210
07/08/25	34470	Duncan O'Brien	324.00	0.00	324.00	Financially Voided	Posted	Vendor	DUNCAN O'BRIEN	55211
07/08/25	34471	Elm Robichaud	300.00	0.00	300.00	Financially Voided	Posted	Vendor	ELM ROBICHAUD	55212
07/08/25	34472	Frank Coenraad	1,006.52	0.00	1,006.52	Financially Voided	Posted	Vendor	FRANK COENRAAD	55213
07/08/25	34473	Grainger	454.61	0.00	454.61	Financially Voided	Posted	Vendor	GRAINGER	55214
07/08/25	34474	Gustavus Dray, Inc.	5,022.74	0.00	5,022.74	Financially Voided	Posted	Vendor	GUSTAVUS DRAY	55215

Bank Account - Check Details

Wednesday, August 6, 2025

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Chatham School District

CHRISTINAF

Check Date	Check No.	Description	Amount	Printed Amount	Voided Amount	Entry Status	Original Entry Status	Bal. Account Type	Bal. Account No.	Entry No.
07/08/25	34475	Hali Brownell	342.24	0.00	342.24	Financially Voided	Posted	Vendor	HALI BROWNELL	55216
07/08/25	34476	Hayley Zink	340.00	0.00	340.00	Financially Voided	Posted	Vendor	HAYLEY ZINK	55217
07/08/25	34477	Inside Passage Electric Coop	12,680.13	0.00	12,680.13	Financially Voided	Posted	Vendor	INSIDE PASSAGE ELEC	55218
07/08/25	34478	Inside Passage Electric Cooperative	1,592.95	0.00	1,592.95	Financially Voided	Posted	Vendor	IPEC WASTE HEAT	55219
07/08/25	34479	Jeanne Kitayama	955.38	0.00	955.38	Financially Voided	Posted	Vendor	JEANNE KITAYAMA	55220
07/08/25	34480	Jennifer Todd	157.70	0.00	157.70	Financially Voided	Posted	Vendor	JENNIFER TODD	55221
07/08/25	34481	Jessica Mulligan	140.40	0.00	140.40	Financially Voided	Posted	Vendor	JESSICA MULLIGAN	55222
07/08/25	34482	Jessie Soder	212.80	0.00	212.80	Financially Voided	Posted	Vendor	JESSIE SODER	55223
07/08/25	34483	Jolene Watkins	175.00	0.00	175.00	Financially Voided	Posted	Vendor	JOLENE WATKINS	55224
07/08/25	34484	Kelley Create	3,149.60	0.00	3,149.60	Financially Voided	Posted	Vendor	KELLEY CONNECT	55225
07/08/25	34485	Kristin Beltran	129.95	0.00	129.95	Financially Voided	Posted	Vendor	KRISTIN BELTRAN	55226
07/08/25	34486	LeAnn Mattson	174.00	0.00	174.00	Financially Voided	Posted	Vendor	LEANN MATTSON	55227
07/08/25	34487	Leland Barker	848.25	0.00	848.25	Financially Voided	Posted	Vendor	LELAND BARKER	55228
07/08/25	34488	Lizz Devenny	492.00	0.00	492.00	Financially Voided	Posted	Vendor	LIZZ DEVENNY	55229
07/08/25	34489	Margaret Hazen	114.00	0.00	114.00	Financially Voided	Posted	Vendor	MARGARET HAZEN	55230
07/08/25	34490	Megan Bishop	344.00	0.00	344.00	Financially Voided	Posted	Vendor	MEGAN BISHOP	55231
07/08/25	34491	Michelle Shatswell	276.50	0.00	276.50	Financially Voided	Posted	Vendor	MICHELLE SHATSWELL	55232
07/08/25	34492	Molly Kelly	328.00	0.00	328.00	Financially Voided	Posted	Vendor	MOLLY KELLY	55233
07/08/25	34493	Rachel Parks	156.80	0.00	156.80	Financially Voided	Posted	Vendor	RACHEL PARKS	55234
07/08/25	34494	Ralph Watkins	1,006.17	0.00	1,006.17	Financially Voided	Posted	Vendor	RALPH WATKINS	55235
07/08/25	34495	Renee Patrick	186.30	0.00	186.30	Financially Voided	Posted	Vendor	RENEE PATRICK	55236
07/08/25	34496	Rita Brouillette	1,042.10	0.00	1,042.10	Financially Voided	Posted	Vendor	RITA BROUILLETTE	55237

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Chatham School District

CHRISTINAF

Check Date	Check No.	Description	Amount	Printed Amount	Voided Amount	Entry Status	Original Entry Status	Bal. Account Type	Bal. Account No.	Entry No.
07/08/25	34497	SERRC	67,791.82	0.00	67,791.82	Financially Voided	Posted	Vendor	SERRC	55238
07/08/25	34498	Stacey Proctor	308.00	0.00	308.00	Financially Voided	Posted	Vendor	STACEY PROCTOR	55239
07/08/25	34499	Susan Schaff	710.00	0.00	710.00	Financially Voided	Posted	Vendor	SUSAN SCHAFF	55240
07/08/25	34500	Tonya Clark	500.00	0.00	500.00	Financially Voided	Posted	Vendor	TONYA CLARK	55241
07/08/25	34501	Trey Schneider	304.50	0.00	304.50	Financially Voided	Posted	Vendor	TREY SCHNEIDER	55242
07/08/25	34018	Equitable Equi-Vest Unit	3,975.00	3,975.00	0.00	Posted		Vendor	EQUITABLE	55243
07/08/25	34019	Equitable Equi-Vest Unit	3,975.00	3,975.00	0.00	Posted		Vendor	EQUITABLE	55244
07/08/25	34502	AK Communications Systems	2,008.85	2,008.85	0.00	Posted		Vendor	ACS	55245
07/08/25	34503	AK Hydroponic Gardens	5,125.00	5,125.00	0.00	Posted		Vendor	AK	55246
07/08/25	34504	Angoon Oil	620.67	620.67	0.00	Posted		Vendor	ANGOON OIL	55247
07/08/25	34505	Beverly McGee	492.00	492.00	0.00	Posted		Vendor	BEVERLY	55248
07/08/25	34506	Chantel Mulligan-Rear	190.90	190.90	0.00	Posted		Vendor	CHANTEL	55249
07/08/25	34507	City of Angoon	1,160.00	1,160.00	0.00	Posted		Vendor	CITY OF	55250
07/08/25	34508	CropKing, Inc.	203.46	203.46	0.00	Posted		Vendor	CROPKING, INC	55251
07/08/25	34509	Danielle Patrick	165.60	165.60	0.00	Posted		Vendor	DANIELLE	55252
07/08/25	34510	Deja Jarvis	170.00	170.00	0.00	Posted		Vendor	DEJA BARRIER	55253
07/08/25	34511	Delta Western	432.70	432.70	0.00	Posted		Vendor	DELTA	55254
07/08/25	34512	Duane J. Samato	585.00	585.00	0.00	Posted		Vendor	DUANE J.	55255
07/08/25	34513	Duncan O'Brien	324.00	324.00	0.00	Posted		Vendor	DUNCAN	55256
07/08/25	34514	Elm Robichaud	300.00	300.00	0.00	Posted		Vendor	ELM	55257
07/08/25	34515	Frank Coenraad	1,006.52	1,006.52	0.00	Posted		Vendor	FRANK	55258
07/08/25	34516	Grainger	454.61	454.61	0.00	Posted		Vendor	GRAINGER	55259
07/08/25	34517	Gustavus Dray, Inc.	5,022.74	5,022.74	0.00	Posted		Vendor	GUSTAVUS	55260
07/08/25	34518	Hali Brownell	342.24	342.24	0.00	Posted		Vendor	HALI	55261
07/08/25	34519	Hayley Zink	340.00	340.00	0.00	Posted		Vendor	HAYLEY ZINK	55262
07/08/25	34520	Inside Passage Electric Coop	12,680.13	12,680.13	0.00	Posted		Vendor	INSIDE PASSAGE ELEC	55263
07/08/25	34521	Inside Passage Electric Cooperative	1,592.95	1,592.95	0.00	Posted		Vendor	IPEC WASTE HEAT	55264
07/08/25	34522	Jeanne Kitayama	955.38	955.38	0.00	Posted		Vendor	JEANNE	55265
07/08/25	34523	Jennifer Todd	157.70	157.70	0.00	Posted		Vendor	JENNIFER	55266
07/08/25	34524	Jessica Mulligan	140.40	140.40	0.00	Posted		Vendor	JESSICA	55267
07/08/25	34525	Jessie Soder	212.80	212.80	0.00	Posted		Vendor	JESSIE SODER	55268
07/08/25	34526	Jolene Watkins	175.00	175.00	0.00	Posted		Vendor	JOLENE	55269
07/08/25	34527	Kelley Create	3,149.60	3,149.60	0.00	Posted		Vendor	KELLEY	55270
07/08/25	34528	Kristin Beltran	129.95	129.95	0.00	Posted		Vendor	KRISTIN	55271
07/08/25	34529	LeAnn Mattson	174.00	174.00	0.00	Posted		Vendor	LEANN	55272
07/08/25	34530	Leland Barker	848.25	848.25	0.00	Posted		Vendor	LELAND	55273
07/08/25	34531	Lizz Devenny	492.00	492.00	0.00	Posted		Vendor	LIZZ DEVENNY	55274
07/08/25	34532	Margaret Hazen	114.00	114.00	0.00	Posted		Vendor	MARGARET	55275
07/08/25	34533	Megan Bishop	344.00	344.00	0.00	Posted		Vendor	MEGAN BISHOP	55276
07/08/25	34534	Michelle Shatswell	276.50	276.50	0.00	Posted		Vendor	MICHELLE	55277
07/08/25	34535	Molly Kelly	328.00	328.00	0.00	Posted		Vendor	MOLLY KELLY	55278
07/08/25	34536	Rachel Parks	156.80	156.80	0.00	Posted		Vendor	RACHEL PARKS	55279
07/08/25	34537	Ralph Watkins	1,006.17	1,006.17	0.00	Posted		Vendor	RALPH	55280

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Wednesday, August 6, 2025

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Chatham School District

CHRISTINAF

Check Date	Check No.	Description	Amount	Printed Amount	Voided Amount	Entry Status	Original Entry Status	Bal. Account Type	Bal. Account No.	Entry No.
07/08/25	34538	Renee Patrick	186.30	186.30	0.00	Posted		Vendor	RENEE	55281
07/08/25	34539	Rita Brouillette	1,042.10	1,042.10	0.00	Posted		Vendor	RITA	55282
07/08/25	34540	SERRC	67,791.82	67,791.82	0.00	Posted		Vendor	SERRC	55283
07/08/25	34541	Stacey Proctor	308.00	308.00	0.00	Posted		Vendor	STACEY	55284
07/08/25	34542	Susan Schaff	710.00	710.00	0.00	Posted		Vendor	SUSAN SCHAFF	55285
07/08/25	34543	Tonya Clark	500.00	500.00	0.00	Posted		Vendor	TONYA CLARK	55286
07/08/25	34544	Trey Schneider	304.50	304.50	0.00	Posted		Vendor	TREY	55287
07/08/25	34545	Public Education Health Trust	36,515.90	36,515.90	0.00	Posted		Vendor	PEHT	55288
07/21/25	34546	Alaska Consulting & Training	2,605.00	2,605.00	0.00	Posted		Vendor	AK CONSULTING T	55292
07/21/25	34547	Alaska Power Company	2,041.46	2,041.46	0.00	Posted		Vendor	AK POWER	55293
07/21/25	34548	Alaska Seaplanes Service, LLC	8,689.53	8,689.53	0.00	Posted		Vendor	AK SEAPLANE SVC	55294
07/21/25	34549	Alaska Telephone Company	288.38	288.38	0.00	Posted		Vendor	ALASKA TELEPHONE CO	55295
07/21/25	34550	Alexandra Gorbacheva	500.00	500.00	0.00	Posted		Vendor	ALEXANDRA	55296
07/21/25	34551	Alyson Kenney	500.00	500.00	0.00	Posted		Vendor	ALYSON	55297
07/21/25	34552	Angoon Oil	357.74	357.74	0.00	Posted		Vendor	ANGOON OIL	55298
07/21/25	34553	Byte Networking, LLC	729.00	729.00	0.00	Posted		Vendor	BYTE	55299
07/21/25	34554	City of Angoon	1,160.00	1,160.00	0.00	Posted		Vendor	CITY OF	55300
07/21/25	34555	CropKing, Inc.	114.46	114.46	0.00	Posted		Vendor	CROPKING, INC	55301
07/21/25	34556	Duane J. Samato	585.00	585.00	0.00	Posted		Vendor	DUANE J.	55302
07/21/25	34557	Eric Benedict	1,981.78	1,981.78	0.00	Posted		Vendor	ERIC BENEDICT	55303
07/21/25	34558	Byte Networking, LLC	457.00	457.00	0.00	Posted		Vendor	FIBRE ALASKA	55304
07/21/25	34559	Frank Coenraad	600.00	600.00	0.00	Posted		Vendor	FRANK	55305
07/21/25	34560	Frontline Technologies Group LLC	13,373.13	13,373.13	0.00	Posted		Vendor	FRONTLINE EDUCATION	55306
07/21/25	34561	GCI	89.12	89.12	0.00	Posted		Vendor	GCI/ANCH	55307
07/21/25	34562	Haines Home Building	307.88	307.88	0.00	Posted		Vendor	HAINES HOME	55308
07/21/25	34563	Hilda Mendenhall	1,100.00	1,100.00	0.00	Posted		Vendor	HILDA	55309
07/21/25	34564	Home Depot Credit Svcs	664.44	664.44	0.00	Posted		Vendor	HOME DEPOT	55310
07/21/25	34565	Hoonah Indian Association	1,150.00	1,150.00	0.00	Posted		Vendor	HOONAH INDIAN ASSOC	55311
07/21/25	34566	Inside Passage Electric Coop	11,143.28	11,143.28	0.00	Posted		Vendor	INSIDE PASSAGE ELEC	55312
07/21/25	34567	Inside Passage Electric Cooperative	1,167.75	1,167.75	0.00	Posted		Vendor	IPEC WASTE HEAT	55313
07/21/25	34568	Ivan Ramey	2,130.00	2,130.00	0.00	Posted		Vendor	IVAN RAMEY	55314
07/21/25	34569	Jonathan Wunrow	5,500.00	5,500.00	0.00	Posted		Vendor	JONATHAN	55315
07/21/25	34570	Kelley Create	1,320.44	1,320.44	0.00	Posted		Vendor	KELLEY	55316
07/21/25	34571	Kootznahoo Inlet Lodge	3,476.00	3,476.00	0.00	Posted		Vendor	KOOTZNAHOO	55317
07/21/25	34572	Lisa Kookesh	1,741.78	1,741.78	0.00	Posted		Vendor	LISA KOOKESH	55318
07/21/25	34573	Lupine Leather & Beads	4,595.50	4,595.50	0.00	Posted		Vendor	LUPINE	55319
07/21/25	34574	Mud Hole Custom Tackle, Inc.	474.67	474.67	0.00	Posted		Vendor	MUD HOLE	55320
07/21/25	34575	Sedor Wedlandt Evans Filippi	4,385.10	4,385.10	0.00	Posted		Vendor	SEDOR WEDLANDT WA	55321
07/21/25	34576	State of Alaska (AMHS)	220.00	220.00	0.00	Posted		Vendor	STATE OF AK	55322
07/21/25	34577	Tommy TQL LLC	1,371.00	1,371.00	0.00	Posted		Vendor	TOMMY TQL	55323
07/21/25	34578	Veritiv Operating Company	540.80	540.80	0.00	Posted		Vendor	VERITIV - ANCH	55324
General Fund Checking			355,072.42	242,351.78	112,720.64					

Chatham School District

Finance Narrative – July 2025



Prepared by: Christina Ferguson, Contracted Business Manager

As of the end of July 2025, the district has entered the new fiscal year (FY26) with cautious optimism and a continued focus on fiscal responsibility. With one month of financial activity on record, approximately **1.5%** of the FY26 General Fund budget has been expended. The expenditures totaled **\$73,917.69** against an adopted annual budget of **\$4,855,610.00**.

General Fund Overview

The July report reflects early-year activity, including initial payrolls, insurance premiums, and contracted services. It is typical for July to present relatively low expenditure totals as major school-year operations are yet to begin. Key highlights from the report include:

- **Personnel Costs** (salaries and benefits) have started to post, including certified administrative and instructional salaries, along with support staff.
- **Professional & Technical Services** expenses reflect a total of **\$13,873.13**, mostly related to summer and administrative contracts across the district.
- Most supply, travel, and maintenance-related expenses are minimal or yet to be incurred as sites ramp up operations in August and September.

Revenue Activity

Total recorded revenue through July stands at **\$294,708**, representing the initial allocation from State Foundation Revenue. The district anticipates larger distributions, including Foundation Program Revenue and federal sources such as Impact Aid, to post in the coming months.

We continue to monitor **cash flow** closely. The timing of State disbursements and other reimbursements will be critical for operational continuity. The approved FY26 budget, which utilized a conservative revenue estimate based on existing Base Student Allocation (BSA), will be revisited as more fiscal information regarding recent State Legislature decisions is shared with the District.

Budget Alignment and Grant Management

Now that the year is underway, we are reviewing all postings to ensure that charges are aligned with their appropriate funding sources. This includes shifting eligible costs from the general fund to available

grants when permissible. These adjustments will be tracked closely to ensure that general fund reserves are preserved where possible.

Additionally, preliminary preparations have begun for the **FY25 audit**, scheduled for the week of **September 22, 2025**. We are working proactively to ensure all documentation is ready and accessible for auditors, aiming to avoid the delays experienced last year and to meet the State of Alaska's November 15 deadline.

Conclusion and Transition

This marks my first full financial narrative as the Business Manager for Chatham School District. I extend my thanks to Teri Hoover for her generous guidance during our transition period. I look forward to working with district leadership and stakeholders to maintain a strong financial foundation.

Please don't hesitate to reach out to me at christinaf@serrc.org with any questions or to request further clarification.

Current Policy

BP 3300 EXPENDITURES/EXPENDING AUTHORITY

Note: The following sample policy should be revised as appropriate to reflect district philosophy and needs. [A.S.14.14.060](#) and [14.14.065](#) provide that the borough assembly/city council, with the consent of the borough/city school district, may by ordinance delegate to the school district responsibility for a centralized treasury and/or accounting system. [A.S. 14.08.101](#) empowers regional school boards to establish their own fiscal procedures and exempts them from [A.S. 36.30](#) (State Procurement Code) and [A.S. 37.05](#) (Fiscal Procedures Act). [A.S. 14.08.111](#) requires the regional school board to designate employees authorized to direct disbursements from school funds of the School Board.

The Superintendent or designee may purchase supplies, materials and equipment in accordance with law. Prior School Board approval is required for purchases over \$10,000. _____

(cf. 3310 - Purchasing Procedures)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

(cf. 3460 - Financial Reports and Accountability)

Note: [A.S. 14.17.225](#) requires districts to operate under a balanced budget and provides that the state is not responsible for the debts of school districts.

The Superintendent or designee shall not authorize any proposed expenditure which exceeds the major budget classification allowance against which the expenditure is the proper charge unless an amount sufficient to cover the purchase is available in the budget for transfer.

(cf. 3100 - Budget)

(cf. 3110 - Transfer of Funds)

The School Board shall not recognize obligations incurred contrary to School Board policy and administrative regulations.

Legal Reference:

ALASKA STATUTES

[14.08.101](#) *Powers (Regional school boards)*

[14.08.111](#) *Duties (Regional school boards)*

[14.14.060](#) *Relationship between borough school district and borough*

[14.14.065](#) *Relationship between city school district and city*

[14.17.190](#) *Restrictions governing receipt and expenditure of money from public school foundation account*

[36.30.](#) *State Procurement Code*

[37.05](#) *Fiscal Procedures Act*

Revised 10/2021

Adopted 5/11/22

Chatham School District

Proposed Policy Update

BP 3300 EXPENDITURES/EXPENDING AUTHORITY

Note: The following sample policy should be revised as appropriate to reflect district philosophy and needs. [A.S.14.14.060](#) and [14.14.065](#) provide that the borough assembly/city council, with the consent of the borough/city school district, may by ordinance delegate to the school district responsibility for a centralized treasury and/or accounting system. [A.S. 14.08.101](#) empowers regional school boards to establish their own fiscal procedures and exempts them from [A.S. 36.30](#) (State Procurement Code) and [A.S. 37.05](#) (Fiscal Procedures Act). [A.S. 14.08.111](#) requires the regional school board to designate employees authorized to direct disbursements from school funds of the School Board.

The Superintendent or designee may purchase supplies, materials and equipment in accordance with law. Prior School Board approval is required for purchases over \$10,000.

With the exception that if the expending is specific to a grant whose funds and purchase is available and in alignment the goals. Then the Superintendent may move forward with purchases that are any price in order to meet grant budgets and spending deadlines.

This policy shall be reviewed with the board on an annual basis.

(cf. 3310 - Purchasing Procedures)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

Note: [A.S. 14.17.225](#) requires districts to operate under a balanced budget and ~~*(cf. 3460 - Financial Reports and Accountability)*~~ provides that the state is not responsible for the debts of school districts.

The Superintendent or designee shall not authorize any proposed expenditure which exceeds the major budget classification allowance against which the expenditure is the proper charge unless an amount sufficient to cover the purchase is available in the budget for transfer.

(cf. 3100 - Budget)

(cf. 3110 - Transfer of Funds)

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ALASKA STATUTES

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[14.14.060](#) *Relationship between borough school district and borough*

[14.14.065](#) *Relationship between city school district and city*

[14.17.190](#) *Restrictions governing receipt and expenditure of money from public school foundation account*

[36.30](#). *State Procurement Code*

[37.05](#) *Fiscal Procedures Act*

Revised 10/2021

Adopted 5/11/22

Revised 08/12/2025

Chatham School District

Chatham School District (9) Public School District - FY 2026 - ESEA Consolidated - Rev 0 - Application Development

A. Coordination with Other Federal Programs

This plan has been formulated, as appropriate, in coordination with other programs under ESEA and other Acts. Check all that apply. [Section 1112(a)(1)(B)]

*** A.1. ESEA Programs**

- Title I-A - Improving Basic Programs Operated by LEAs
- Title I-C - Education of Migratory Children
- Title I-D - Prevention & Intervention Programs for Children & Youth Who are Neglected, Delinquent, or At-risk
- Title II-A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III-A - English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV-A - Student Support and Academic Enrichment Grants
- Title IV-B - 21st Century Community Learning Centers
- Title V - Flexibility and Accountability (REAP-Flex, SRSA, and RLIS)
- Title VI - Indian, Native Hawaiian, and Alaska Native Education

*** A.2. Other Acts**

- Individuals with Disabilities Education Act
- Rehabilitation Act of 1973
- Carl D. Perkins Career and Technical Education Act of 2006
- Workforce Innovation and Opportunity Act
- Head Start Act
- McKinney-Vento Homeless Assistance Act
- Adult Education and Family Literacy Act
- Other

B. High Quality Education for All Students

Monitoring Student Progress

Provide a description of how the district will monitor students' progress in meeting the challenging State academic standards by-

* **B.1.** Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. [Section 1112(b)(1)(A)]

CSD strives to create provide a well-rounded program of instruction to meet the academic needs of all students. Academic success starts with good teaching.

1. Hiring practices focus on obtaining highly effective teachers.
2. Effective use of curriculum, assessments, and interventions. The Chatham curriculum is designed to support all learners. With consultation with teachers, administrators and parents, researched based reading and math instructional materials were selected to augment the district's reading and math curriculum maps. the curriculum maps provide a continuum of learning with identified outcomes for K-12 students. The curriculum maps are aligned with Alaska State Standards and are supported with instructional materials that offer differentiation, intervention supports and direct instruction to meet students where they are academically.
 - Professional development for teachers and paraprofessionals in effective instruction and implementation of grade level curriculum. Two teachers and a paraprofessional attend the RTI conference.
 - Use of a variety of assessments, to better understand academic growth include AK STAR, Map (K-12), and iReady (K-12).
 - Understanding of how to use Interventions, specifically those related to RTL, behavioral supports, and iReady. Provide teachers time to meet throughout the year to discuss interventions and assessments.
3. Title I funded paraprofessionals support students in ELA and math and addresses the needs of students to help them prepare for post secondary education or job training.
4. Working with the parents and the community as partners in their child's education is an essential part of the Chatham School District plan of supporting students. We partner with parents in numerous ways from opportunities to learn cultural art, dance, and language alongside their children but to have a voice in programming and curricular choices for instruction. Through the use of surveys parents are given the opportunity to share their concerns and insights about school issues. Parents are invited to be part of our curriculum adoption and review committees, as well as participate in strategic planning and budget committees. The superintendent also holds annual community Roundtable with each of the district's four sites to share information and receive critical feedback on ways the district can better serve our students and families.

* **B.2.** Identifying students who may be at risk for academic failure. [Section 1112(b)(1)(B)]

Students' academic needs are identified through review of the AK STAR and MAP (K-12) and iReady (K-12) assessments. The AK STAR assessment is reviewed each fall, and MAP scores are reviewed three times per year (fall, winter, spring) to assess student achievement and growth. iReady assessments in math and reading and the running records associated are used districtwide throughout the year. The curriculum, instruction, interventions, teachers' expectations, and schoolwide decorum are all considered in addressing individual academic needs. Needs may include individual or small group instruction,

specific interventions, or behavioral support. A focus on attendance, effectiveness of instruction, interventions, referral, and communication with parents is included in this discussion.

* **B.3.** Providing additional educational assistance to individual students that the district or school determines need help in meeting the challenging State academic standards. [Section 1112(b)(1)(C)]

Using MAP testing data, teachers and administrators annually review the academic progress of students at all schools. iReady assessments in math and reading and the running records are used district-wide throughout the year.

Gustavas K-12 receives small group/ individual instruction based on assessments.

Klukwan K-8 is a targeted assistance program. In addition to regular classroom instruction that includes whole class, small group, and individual support students receive support through reading intervention programs iReady and Amira Learning, an AI-powered reading assistant to improve student reading fluency.

Academic support for Angoon K-12 targeted students is enhanced by two paraprofessionals focusing on math and ELA.

* **B.4.** Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. [Section 1112(b)(1)(D)]

The district is working to adopt a multi-faceted approach that combines both instructional strategies and support systems.

Professional development, including DEED resources and training and in-district mentors, support K-12 teachers and paraprofessionals in deepening their understanding of instructional strategies that support learning with a wide range of student needs and strengths. PD Includes RTI training for 2 teachers and one paraprofessional yearly. Behavioral support training occurs during the fall inservice and collaboration throughout the year to develop these skills.

Data-Driven Assessment and Monitoring

The district implements formative and summative assessments aligned with state standards to track student progress at multiple points throughout the year. The district is improving data analytics tools to monitor student achievement data, and communicate with stakeholders in real-time.

Coordination and Integration

If determined appropriate by the district, the district will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning opportunities.

* **B.5.** If appropriate, describe how the district will coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. [Section 1112(b)(12)(A)]

Teachers and staff provide career and technical education counseling for middle and high school students that includes collaborating with regional opportunities through AVTEC and Jobs Corp. Teachers and administrators work with all three schools in the implementation of their Improvement plans and uses this opportunity to share career and technology information with teachers. Staff work with all high school students to create career and academic

portfolios to support post high school transitions. CSD is pursuing opportunities for high school students to get on the job training with local organizations, mainly the Central Council of the Tlingit and Haida Indian Tribes (CCHITA), the Southeast Alaska Regional Health Consortium (SEARHC), and city services in their communities.

* **B.6.** If appropriate, describe how the district will coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. [Section 1112(b)(12)(B)]

Teachers and administrative staff provide career and technical education counseling for middle and high school students that includes collaborating with regional opportunities through AVTEC and Jobs Corp. Staff work with set small pods of students at all three schools in the development and monitoring of their career and academic portfolios and use this opportunity to share career and technology information. CSD is pursuing opportunities for high school students to get on the job training with local organizations, mainly the Central Council of the Tlingit and Haida Indian Tribes (CCHITA), the Southeast Alaska Regional Health Consortium (SEARHC), and city services in their communities.

C. Equitable Access to Excellent Educators

*** C.1. Identify and Address Disparities**

Describe how the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers. [Section 1112(b)(2)]

The district makes every attempt to hire teachers that are certified in all areas of instruction. Whenever possible experienced teachers are placed in schools with the greatest academic needs. State mentors are applied for all first and second year teachers, and all new teachers are assigned a school based mentor. The district will make changes in assignment when needed to ensure that the most experienced, certified, and effective teachers are placed in schools with the highest representation of low income students.

Due to small teaching staff, there can be situations where a teacher is assigned to teach a class outside of his or her field of certification. The district provides support as is appropriate to help teachers become certified, most often through successfully passing a Praxis exam. If the teacher does not become certified within the two-year window, they are reassigned and allowed to teach only those classes in which they are certified.

The district makes a determination of teacher effectiveness primarily through the annual evaluation process which includes classroom observations throughout the year, both scheduled and casual walkthroughs that provide administrators with information regarding student management and decorum, quality and pacing of instruction, understanding of curriculum, and use of formal and informal assessments. State and district assessments and discipline referrals can also be reviewed to determine if students are learning in a positive environment.

*** C.2. Ensuring Certified Teachers**

Describe how the district will ensure that all teachers working in a Title I program meet applicable State certification. [Section 1111(g)(2)(J)]

New teachers are hired based upon the needs of the schools and the applicant's certification(s). Ideally all teachers will teach classes within their certification, but due to small teaching staff, the need can arise that requires one to teach a class outside of his or her field of certification. This is permitted for a period of up to 2 years only, and parents are notified of this within the Federal guidelines of parents' right to know. Within the two year timeframe, the district encourages and provides support if needed, to take the Praxis test and apply for certification in that subject area. Building administration makes a note of new certification requirement dates and certification expiration dates, and reminds teachers months in advance.

*** C.3. Ensuring Paraprofessionals Meet Standards**

Describe how the district will ensure that all instructional paraprofessionals working in a Title I program meet Alaska's paraprofessional standards. [Sections 1111(g)(2)(J)&(M)]

All paraprofessionals working in Title I program must meet Alaska's paraprofessional standards, **prior to hire**. If programs need require that a paraprofessional be hired that does not meet these requirements, they must be met by the end of the school year. Currently all three paraprofessionals have passed the test or have the prerequisite hours to meet paraprofessional standards. As paraprofessionals are not hired without having met paraprofessional standards, there is no policy on making sure they meet standards by the end of the year.

*** C.4. Systems of Professional Growth and Improvement**

Provide a description of the district's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders. [Section 2102(b)(2)(B)]

The three schools of Klukwan, Angoon, and Gustavus are located in separate communities. Angoon and Gustavus are accessible by plane or the state ferry only. Klukwan is on the road system connected to Haines. The size and remoteness of the schools creates a challenge for the teaching staff, particularly new teachers, who can easily feel isolated. Induction support includes applying for state mentors for every 1st and 2nd year teacher in the CSD. Every new teacher has an experienced teacher as an on-site mentor throughout the year and longer if needed or asked for.

The superintendent liaises with site principals and district stakeholders including parents and tribal representatives to address student needs and be a partner in the community. This information is used in professional development for teachers, especially those new to the community. The community of Angoon has a program to enhance the students and teachers understanding of the culture of their community. The program takes place the first week of school and is taught by local Tribal members. Although it is designed mainly for students, all teachers, particularly those teachers new to Angoon, the opportunity to learn about their new home and the culture of their students. New teachers have the opportunity to spend three days with community members prior to the beginning of the school year to learn about the local people and the culture.

Support is available through district training, the RTI Conference, ASDN courses, mentoring by State mentors and/or school based mentors. Two teachers and a paraprofessional travel to Anchorage for the State RTI conference training. It is the role of this team each year to bring new information from the conference back to support their staff and continue the process of integrating these techniques into their ELA instruction.

The district uses information from the teacher evaluations, the teachers' surveys, student data and district goals to determine professional development needs. Beginning in the fall, professional development needs are discussed during teacher meetings and/or in-services and teachers can respond by email. Principals provide additional support needed to help the new teacher teach with confidence and develop supportive and positive relationships with students. Professional development is reflective, ongoing, and based on teachers' strengths and skills.

*** C.5. Systems for Building Capacity of Teachers**

Provide a description of the district's systems for building the capacity of teachers and opportunities to develop meaningful teacher leadership. [Section 2102(b)(2)(B)]

CSD has focused on creating meaningful opportunities for teacher leadership teams to provide support to the staff in effective instructional methods and techniques through the Advisory Board Leadership at each site and the administrative leadership team. Three staff attend the RTI conference. Teachers are encouraged to rotate so a mix of new and veteran teachers are attending these conferences and bringing information back to their schools. These become an

opportunity for building capacity as teacher leaders. Other district committees include the curriculum committee, a team of 6 - 7 teachers, and the safety committee. Title II funds are targeted for contracted professional development.

*** C.6. Improve Skills of Educators in Identifying Students**

Describe how the district is helping teachers, principals, or other school leaders improve their skills in identifying students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)]

Along with mandated trainings, during the fall in-service the district provides training in use of the iReady Diagnostics leveled reading program that can address specific student needs i.e. student learning styles, students with special learning needs, and LEP students. In the fall and January inservices, professional development is provided to teach responsive and trauma informed best practices to staff.

CSD teachers are provided opportunities in the fall and throughout the school year to discuss data, improve their skills in using data to make decisions about instruction, identifying students with specific learning needs, or when to refer students for SpEd or other testing. It is an ongoing district focus to help teachers better understand how to use data to inform their instruction.

Fall in-service training provides an opportunity to review the AK STAR, MAP, classroom and other data inform instructional decisions. The SpEd teacher provides information regarding appropriate referrals. Title II funds are targeted for contracted professional development that will support teaching strategies that address a wide range of learning needs and strengths.

*** C.7. Improve Skills of Educators in Serving Students**

Describe how the district is helping teachers, principals, or other school leaders improve their skills in providing instruction based on the needs of students with specific learning needs (i.e. children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels). [Section 2101(d)(2)(J)]

Fall in-service includes time to examine the AK STAR and MAP assessments and develop academic goals for the year that focus instruction; review RTI methodologies, iReady reading program that can address specific student needs, address learning styles and individual reading levels. Teachers are paid additional for their training and collaboration time around best instructional practices. Other professional development opportunities include student support training and RTI conferences to learn instructional techniques that can be used to address specific student needs, whether that is low literacy or gifted and talented.

Title II funds are targeted for contracted professional development that will support teaching strategies to address a wide range of learning needs and strengths.

D. Support and Engagement

Homeless Children and Youth

*** D.1. Homeless Children & Youth - Services**

Describe the services the district will provide homeless children and youths, including services provided with Title I-A funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act [Section 1112(b)(6)]

CSD sets aside \$200 to support homeless students. This fund, along with support for individual needs, with the goal that students who are experiencing homelessness to enroll, participate, and succeed at school at the same level as their peers. Funds may be used for school supplies, fees, backpacks, cold or wet weather gear, sanitary supplies, college applications/SAT fees, sports physicals and uniforms, CTE class fees, class trip fees, immunization/ID fees. Use of funds is based on the goal of eliminating barriers for children and youth that may exist as a result of homelessness.

*** D.2. Homeless Children & Youth - Identification**

Describe the procedure used by the homeless liaison to identify homeless students and assess their needs. Include any community agencies, organizations, and other resources regularly contacted to assist with the identification of homeless children and youth. [Section 722(g)(1)(B)]

The OCS office that works with the communities within the CSD is located in Juneau. If parents or students do not let the schools know they are homeless or doubled up, the district relies on school staff, SEARHC (health clinic) and the VPSO (village police) to help identify students who might meet this definition of homeless. The superintendent shares the following information with community agencies: 1) Definition of homelessness to include doubling up. 2) Support available to students and families that are experiencing homelessness. 3) Homeless Liaison and contact information.

The superintendent and Student Support team together to assess the academic and personal needs of the homeless student. The principal at each site works with the district liaison to make a plan for the academic, personal, behavioral needs. If the homeless student was not previously attending a CSD school, they can enroll immediately even if school records from their prior school are not yet available

*** D.3. Homeless Children & Youth - Support for School Personnel**

Describe the training/professional development that was or will be provided to district staff and school personnel (principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten their awareness of the specific needs of homeless children and youth, including runaway and homeless children and youth. Include the dates or timeframe and the types of staff that received training. [Section 722(g)(1)(D)]

All classified and certified staff receive training on the McKinney-Vento Homeless Assistance Act as part of mandatory trainings provided in August/September. Topics include the M-V definition of homelessness, and staff roles in identifying potential warning signs of homelessness. Year-round signage is posted with information on how to support students experiencing homelessness. Throughout the year, conversations regarding students and their living situations occur as concerns or questions arise. Any situations that district personnel become aware of are reported such as "doubling up" if it is in response to financial or other issues normally associated with homelessness and would allow that student access to homeless services or considerations. The Southeast Alaska Regional Health Consortium (SEARHC) also helps identify homeless students. Supports will be in place to ensure that a homeless child receives meaningful support to stay on track for graduation, completing college applications and FASFA applications.

D.4. Homeless Children & Youth - Access to Services

Describe procedures that ensure that:

Homeless children have access to public preschool programs as provided to other children in the district; Homeless children and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are

available at the State and local levels. [Section 722(g)(1)(F)]

*

Homeless children have access to public preschool programs as provided to other children in the district. Homeless children and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including every effort to identify and remove barriers that prevent youth from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.

CSD district has adopted the following policies regarding homeless students:

- Homeless children and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services including credit for full or partial coursework that was satisfactorily completed while attending a prior school will be accepted within the CSD.
- Homeless children who would otherwise have access to special programs will not be denied access to special programs such as academic or extracurricular activities including summer school, advanced placement, online learning.

D.5. Homeless Children & Youth - Strategies to Address Other Problems

Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by:

Requirements of immunization and other required health records;

Residency requirements;

Lack of birth certificates, school records, or other documents;

Guardianship issues; or

Uniform or dress code requirements [Section 722(g)(1)(H)]

*

It is the policy of the CSD that enrollment of homeless children and youth will not be delayed due to lack of immunization or other required health records, residency requirements, lack of birth certificates, school records or other documents, or guardianship issues.

*** D.6. Homeless Children & Youth - Policies to Remove Barriers**

Demonstrate that the district has developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, including barriers to enrollment and retention due to outstanding fees or fines, or absences. [Section 722(g)(1)(I)]

The CSD district includes policies that address McKinney-Vento regulations addressing the interests of homeless children and youth. The policy includes the identification, reporting, and removing the barriers to enrollment, retention, or absences, that a homeless student may otherwise experience. This policy is reviewed annually as part of the annual training. Any revisions or updates that need to be made as the result of changes to Federal regulations or district procedures will be addressed with the School Board in a timely basis.

*** D.7. Homeless Children & Youth - Assistance from Counselors**

Describe how homeless children and youth will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths in college. [Section 722(g)(2)(K)]

When a homeless student is identified, the Superintendent (homeless contact for CSD) and the Student Support team work together to develop a plan for support that may include, but is not limited to the following: counseling to address the social emotional challenges of homelessness, support in accessing on-line courses if needed, assistance for college readiness, and help completing FAFSA.

Foster Care Children

ESSA requires districts to help ensure the educational stability of students in foster care by 1) Allowing them to remain in their school of origin when it is in the student's best interest (regardless of changes in housing); 2) Coordinating with the Social Security Act Title IV-E Agency (Office of Children's Services) to provide transportation to the school of origin; and 3) Facilitating expedited enrollment in a new school when it is determined in the student's best interest to change schools. [Section 1111(g)(1)(E)] Note: The "school of origin" is the school in which the child was enrolled immediately prior to being placed into foster care, and thereafter, immediately prior to any change in foster care placement.

*** D.8. Foster Care Children - OCS Point of Contact & Transportation Agreements**

A copy of the district's Memorandum of Agreement **and** Transportation Agreement with the Office of Children's Services has been uploaded on the Related Documents page. The document(s) must establish the current Point of Contact for each agency, describe how the educational stability of students in foster care will be supported, and clarify how transportation to the student's school of origin will be arranged and funded.

*** D.9. Foster Care Children - Educational Stability**

For district students in the OCS Foster Care system, describe how the district learns of the student's foster care status, where the information is recorded or stored, and how the information is shared with necessary school staff.

The school is notified of a child's move into the Foster Care system through the OCS liaison in the Juneau OCS office, contact person from the tribe and/or SEARHC. Information shared with the school will include the caseworker contact information, type of placement (foster home or relative), school and health records, medications administered by the school nurse, or other information deemed relevant to meet the educational needs of the child. Only the superintendent and school principal have access to this information and will be shared with additional school personnel on a need to know basis. The files are stored in a locked cabinet in the superintendent's office. Based on regulations outlined in FERPA, which all school personnel are responsible for upholding, the privacy of the child is respected and safeguarded.

*** D.10. Foster Care Children - Transportation to School of Origin**

For district students in the OCS Foster Care system, describe the transportation methods used to enable the child to attend their school of origin (unless the child's foster placement is in a new community that is not connected by road to their school of origin or is more than 50 miles away by road).

Gustavus and Angoon are accessible only by ferry and air but Klukwan is located on a road system and has a school bus. This is used for transporting students who live along the road to and in Mosquito Lake and attend school in Klukwan. Some of the children from Mosquito Lake choose to attend the schools in Haines and there is a bus route in place to support those students. With this option, the district could be flexible in creating a transportation plan for a student with a distant placement. If the child attends Klukwan and is placed in foster care in Haines, they could remain in Klukwan school. In Angoon all families live within a mile radius of the school. However, a community van drives around each morning and picks up students who would like a ride. Gustavus is much more spread out and, in lieu of a school bus, parents who drive their child(ren) to school are given gas vouchers by the school. If a student goes into FC, their foster family, neighbor, or other community member who drives him or her will be notified of the opportunity to receive this reimbursement.

*** D.11. Foster Care Children - Expedited Enrollment**

Describe how the district staff help ensure a student in foster care exiting or entering the district has expedited enrollment, even if records normally required for enrollment are unavailable.

Court guardianship paperwork is available in the front office if needed. When school records are not available, the district contacts the sending district via phone. The district moves forward to enroll the student and will allow the student to begin attending classes prior to the arrival of the actual school records. The district will make adjustments to class placements, if needed, once previous school records are obtained.

As a foster student exits the school the district administration ensures all necessary records are forwarded to their new school in a timely manner to reduce the interruption to the child's education.

Engagement and Transitions

D.12. Parent & Family Engagement

The district shall implement effective parent and family engagement as required by Section 1116. [Section 1112(b)(7)]

District Parent and Family Engagement Policy [Section 1116(a)]

School Parent and Family Engagement Policies [Section 1116(b)]

Annual Title I Meetings [Section 1116(c)]

School-Parent Compacts [Section 1116(d)]

Building Capacity for Involvement [Section 1116(e)]

* Describe the strategies the district will use to implement effective parent and family engagement required under Section 1116. Include a description of how the district will regularly evaluate and revise the parent engagement policies and activities as described in Section 1116. [Section 1112(b)(7)]

The CSD Title I Parent Engagement Policy has been developed and approved by the school board outlining how parents and schools will work together to support academic success for all students and support them on their journey to fulfilling careers and contributing members of their communities.

As part of the Parent Engagement Policy, a Title I School-Parent Compact for each child in Angoon, and Title I served students in Klukwan, is signed by the teachers and sent home to parents. The compact, signed by both parties, is kept at the school. The compact states the importance of families and schools working together to support student success and includes a set of agreements that result in an outline for collaboration. They include the schools commitment to keeping parents informed of how well their child is doing academically, socially, and emotionally and concerns in any of these areas if they arise. Teachers commit to keeping parents informed of behaviors that may be impacting their child's success, and letting parents know how they can help their child at home by setting expectations for attendance, homework, class behavior, and attitude towards learning. Parents commit to keeping teachers informed about changes at home that may be impacting their child's performance at school, creating home expectations and schedules that support attendance, completing homework, and reading with their child every day.

The parent engagement policy and compact are reviewed annually by the Title I committee with input from teachers, staff and parents, with the opportunity for revisions included. A revision to the Parent Involvement Policy is presented to the Board for consideration and approval.

The CSD website includes links to the CSD Parent Involvement Policy and CSD Parent Involvement Plan. The parent involvement plan outlines how the teachers and administrators will communicate with parents throughout the year through information posted to the website, phone calls, emails, texts, Zoom calls or letters home, and how parents can contact their child's teacher. It includes the teachers' responsibilities to share information about the curriculum and instructional materials and instructs how parents can talk with teachers to access resources to better understand what their child is learning and participate more fully from home.

Twice annually, Klukwan and Angoon participate in on-line Title I meetings. Parents from both schools attend these meetings to learn about the Title I programs, learn how they can be involved in their child's education at school and at home, and provide feedback.

*** D.13. Early Learning**

If applicable, describe how the district will support, coordinate, and integrate services provided under Title I, Part A with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [Section 1112(b)(8)]

CSD has a preschool program in Klukwan and preschoolers are included in a PK-2 classroom. Angoon has the Tlingit and Haida Head Start that collaborates with CSD for Spring Week allowing preschoolers to participate in a Kindergarten classroom for an hour each day during the week as part of the transition into kindergarten.

Children who will be attending preschool in the fall are given the opportunity to visit the classroom and meet the teacher in the spring prior to their enrollment. **In the two preschool sites teachers meet parents and talk about what their child's day will be like and how to prepare over the summer for transitioning into the new school.**

D.14. Effective Transitions

The district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable -
through coordination with institutions of higher education, employers, and other local partners; and
through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. [Section 1112(b)(10)]

* Describe of how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education.

The Student Support team serves students transitioning to kindergarten, sixth, and ninth grades. Teachers and administrative teams support students with career and academic portfolio development and management. Particularly at the 6-12 grades the teachers are involved in facilitating transitions from middle to high school and high school through graduation to specialized training or college/university. This model and procedures are in place at all schools, with input and assistance from the administrative team when needed. This is facilitated by the principals at Klukwan and Gustavus, and by the director of distance learning in the distance school.

Students transitioning from elementary into middle school do a walkthrough of the secondary school each spring. During which time school schedules and expectations for 6th grade are shared with the students. For students transitioning from middle to high school there are no formal transition activities

needed. The size of the school is such that students have the same teachers in all grades 7 - 12 and their schedule does not change. It is a seamless transition.

*** D.15. Discipline Reduction**

Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Section 1112(b)(11)]

The district will support efforts to reduce the overuse of exclusionary discipline practices by implementing a multi-tiered approach focused on data analysis, targeted interventions, professional development, and resource allocation.

The district collects and analyzes disciplinary data. Schools with high rates of exclusionary discipline will be identified for additional support, with a focus on understanding root causes and patterns that may contribute to disproportionality in discipline.

At all schools, the district promotes evidence-based alternatives to exclusionary discipline, such as restorative justice practices, PBIS and behavioral support programs. These approaches emphasize relationship-building, teaching appropriate behaviors, and repairing harm, which can reduce the need for suspensions and expulsions.

Teachers, administrators, and support staff receive ongoing professional development on responsive classroom management, trauma-informed practices, and implicit bias. Training will equip educators with strategies to address behavioral issues within the classroom, fostering a supportive environment that keeps students engaged in learning.

The district continues to expand access to mental health services, counseling, and behavioral interventions. By addressing underlying social, emotional, or psychological needs, these services can reduce disruptive behaviors and provide students with positive coping mechanisms.

E. English Learners

All districts are required to identify, serve and assess English learners (ELs) under Title I, the Office of Civil Rights regulations, and Alaska state regulations. Per Alaska regulation 4 AAC 34.055, districts that have 8 or more identified EL students in any school must file a Plan of Service for EL Students.

* **E.1.** Indicate if the district is required to file a Plan of Service for EL students.

Yes

No

E.2. If yes, enter the expiration date of the Plan of Service and upload the plan on the Related Documents page.

F. School Improvement

The local educational agency will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI) and Targeted Support and

Improvement (TSI) under (1) and (2) of section 1111(d). [Section 1112(a)(3)]

F.1. Comprehensive Support and Improvement

The district shall, for each CSI school identified, develop and implement, in partnership with stakeholders, a comprehensive support and improvement plan to improve student outcomes that:

is informed by all indicators of the accountability system, including student performance against the long-term goals;

includes evidence-based interventions;

is based on a school-level needs assessment;

identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;

is approved by the school, district, and State educational agency; and

upon approval and implementation, is monitored and periodically reviewed by the State educational agency. [Section 1111(d)(1)(B)]

* Describe how the district will carry out its responsibilities regarding Comprehensive Support and Improvement (CSI).

N/A

F.2. Targeted Support and Improvement

The district -

shall provide notification to each TSI school with respect to which subgroup or subgroups of students in such school are consistently underperforming as determined by the state ESSA plan. [Section 1111(d)(2)(A)(ii)]

will ensure that each TSI school, in partnership with stakeholders (including principals and other school leaders, teachers and parents), develops and implements a school-level targeted support and improvement plan to improve student outcomes based on the indicators in the statewide accountability system, for each underperforming subgroup of students that-

is informed by all indicators of the accountability system, including student performance against the long-term goals;

includes evidence-based interventions;

is approved by the district prior to implementation;

is monitored, upon submission and implementation, by the district; and

results in additional action following unsuccessful implementation of such plan after a district-determined number of years. [Section 1111(d)(2)(B)]

will ensure that for a TSI school that is identified in which any subgroup of students, on its own, would lead to identification as a CSI school (in the lowest 5% of Title I schools) shall also identify resource inequities (which may include a review of district and school level budgeting), to be addressed through implementation of the TSI plan. [Section 1111(d)(2)(C)]

* Describe how the district will carry out its responsibilities regarding Targeted Support and Improvement (TSI).

N/A

Budget

Chatham School District (9) Public School District - FY 2026 - ESEA Consolidated - Rev 0 - Title I-A

Account Code	Total
310 - Certificated Salaries	\$0.00
320 - Non-Certificated Salaries	\$70,000.00
360 - Employee Benefits	\$39,131.39
380 - Housing Allowance/Subsidy	\$0.00
390 - Transportation Allowance	\$0.00
410 - Professional & Technical	\$0.00
420 - Staff Travel	\$0.00
425 - Student Travel	\$0.00
430 - Utility Services	\$0.00
440 - Other Purchased Services	\$0.00
450 - Supplies/Materials/Media	\$14,110.00
490 - Other Expenses (Dues and Fees)	\$0.00
495 - Indirect	\$5,422.61
480 - Tuition & Stipends (Students)	\$0.00
510 - Equipment	\$0.00
540 - Other Capital Outlay Expenses	\$0.00
Total	\$128,664.00
Adjusted Allocation	\$127,882.00
Remaining	(\$782.00)

Budget Item

Chatham School District (9) Public School District - FY 2026 - ESEA Consolidated - Rev 0 - Title I-A

320 - Non-Certificated Salaries - \$70,000.00 ▼

Budget Item		Narrative Description
Account Code:	320 - Non-Certificated Salaries	(1) 1.0 FTE paraprofessional providing support to students at Angoon, Stella Estrada
Purpose Code:	BG - Basic Grant	
Optional Sub-Code:		
Location Code:	Angoon School (90010)	
Quantity:	1.00	
Cost:	\$35,000.00	
Line Item Total:	\$35,000.00	
Item Key	1206656	
Account Code:	320 - Non-Certificated Salaries	(1) 1.0 FTE classroom aide (Hali Brownell) to work with targeted students at Klukwan reading and math
Purpose Code:	BG - Basic Grant	
Optional Sub-Code:		
Location Code:	Klukwan School (90090)	
Quantity:	1.00	
Cost:	\$35,000.00	
Line Item Total:	\$35,000.00	

Item Key 1214478

Total for 320 - Non-Certificated Salaries:	\$70,000.00
Total for all other Account Codes:	\$58,664.00
Total for all Account Codes:	\$128,664.00
Adjusted Allocation:	\$127,882.00
Remaining:	(\$782.00)

Budget Item

Chatham School District (9) Public School District - FY 2026 - ESEA Consolidated - Rev 0 - Title I-A

360 - Employee Benefits - \$39,131.39



Budget Item		Narrative Description
Account Code:	360 - Employee Benefits	Classified Paraprofessional PERS (Public Employees Retirement System), FICA, Medicare, Unemployment, WC, health/life insurance.
Purpose Code:	BG - Basic Grant	
Optional Sub-Code:		
Location Code:	Klukwan School (90090)	
Quantity:	1.00	
Cost:	\$23,538.39	
Line Item Total:	\$23,538.39	
Item Key	1206661	
Account Code:	360 - Employee Benefits	
Purpose Code:	BG - Basic Grant	
Optional Sub-Code:		
Location Code:	Angoon School (90010)	
Quantity:	1.00	
Cost:	\$15,593.00	
Line Item Total:	\$15,593.00	

Item Key 1206660

Total for 360 - Employee Benefits:	\$39,131.39
Total for all other Account Codes:	\$89,532.61
Total for all Account Codes:	\$128,664.00
Adjusted Allocation:	\$127,882.00
Remaining:	(\$782.00)

Budget Item

Chatham School District (9) Public School District - FY 2026 - ESEA Consolidated - Rev 0 - Title I-A

450 - Supplies/Materials/Media - \$14,110.00

Budget Item		Narrative Description
Account Code:	450 - Supplies/Materials/Media	<p>Instructional materials supporting IA instruction, including texts:</p> <p>Novels and Literature: Classic and contemporary novels can complement social studies, history, or language arts lessons. Examples include:</p> <p>Nonfiction and Biographies: These offer real-world insights and historical context, often used in social studies and history.</p> <p>Primary Source Documents: Original texts like speeches, letters, and official documents provide firsthand insights, especially in history and social studies.</p> <p>Informational Texts and Articles: News articles, scientific papers, or opinion pieces help students engage with current events and develop critical thinking.</p> <p>Graphic Novels and Illustrated Books: Often used to engage reluctant readers or simplify complex subjects. Poetry and Short Stories: These texts allow exploration of language, emotion, and cultural themes, commonly used in language arts.</p> <p>Science and Math-Related Nonfiction: Supplementary texts for STEM subjects provide context, real-world applications, and stories of scientists and mathematicians.</p> <p>Multimedia Resources: Documentaries, educational videos, podcasts, and virtual field trips are often used to provide visual and auditory context for various subjects.</p> <p>Consumables: Paper (lined paper, construction paper, colored paper, graph paper) Pencils and Pens Markers, Crayons, and Colored Pencils Glue Sticks and Glue Bottles Erasers Scissors (though not strictly consumable, often lost or need replacing) Tape (masking tape, Scotch tape, painter's tape) Staples and Staple Removers Sticky Notes Highlighters Paint Brushes Clay and Modeling Materials</p>
Purpose Code:	BG - Basic Grant	
Optional Sub-Code:		
Location Code:	Angoon School (90010)	
Quantity:	1.00	
Cost:	\$6,955.00	
Line Item Total:	\$6,955.00	
Item Key	1206662	

Charcoal, Pastels, Chalk
Beads, Feathers, Glitter
Yarn and String
Goggles and Gloves
Graphing Paper
Counters and Blocks
Dice and Cubes
Math Worksheets and Practice Books
Printer Ink and Paper
Dry-Erase Markers (for whiteboards)
USB Drives or External Drives
Headphone Covers or Disposable Headphones
Batteries
Workbooks and Activity Books
Flashcards
Worksheet Printouts
Reading Logs or Journals

Visual Math Manipulatives:
Base Ten Blocks
Cuisenaire Rods
Pattern Blocks
Fraction Circles, Bars, and Tiles
Number Lines
Geoboards
Unifix Cubes
Tangrams
Algebra Tiles
Rekenrek
Attribute Blocks

Software and online instructional subscriptions:
Learning and Practice Tools
Assessment and Adaptive Learning Platforms
STEM-Focused Platforms
Language Learning Tools
General Educational and Classroom Tools
Literacy and Reading Tools

Account Code: 450 - Supplies/Materials/Media	Instructional materials supporting IA instruction that only Targeted Assistance-eligible students can be supported with.
Purpose Code: BG - Basic Grant	Instructional materials supporting IA instruction, including texts:
Optional Sub-Code:	Novels and Literature: Classic and contemporary novels can complement social studies, history, or language arts lessons. Examples include:
Location Code: Klukwan School (90090)	Nonfiction and Biographies: These offer real-world insights and historical context, often used in social studies and history.
Quantity: 1.00	Primary Source Documents: Original texts like speeches, letters, and official documents provide firsthand insights, especially in history and social studies.
Cost: \$6,955.00	Informational Texts and Articles: News articles, scientific papers, or opinion pieces help students engage with current events and develop critical thinking.
Line Item Total: \$6,955.00	Graphic Novels and Illustrated Books: Often used to engage reluctant readers or simplify complex subjects. Poetry and Short Stories: These texts allow exploration of language, emotion, and cultural themes, commonly used in language arts.
Item Key: 1206663	Science and Math-Related Nonfiction: Supplementary texts for STEM subjects provide context, real-world applications, and stories of scientists and mathematicians.
	Multimedia Resources: Documentaries, educational videos, podcasts, and virtual field trips are often used to provide visual and auditory context for various subjects.
	Consumables: Paper (lined paper, construction paper, colored paper, graph paper) Pencils and Pens Markers, Crayons, and Colored Pencils Glue Sticks and Glue Bottles Erasers Scissors (though not strictly consumable, often lost or need replacing) Tape (masking tape, Scotch tape, painter's tape) Staples and Staple Removers Sticky Notes Highlighters Paint Brushes Clay and Modeling Materials Charcoal, Pastels, Chalk Beads, Feathers, Glitter Yarn and String Goggles and Gloves

Graphing Paper
 Counters and Blocks
 Dice and Cubes
 Math Worksheets and Practice Books
 Printer Ink and Paper
 Dry-Erase Markers (for whiteboards)
 USB Drives or External Drives
 Headphone Covers or Disposable Headphones
 Batteries
 Workbooks and Activity Books
 Flashcards
 Worksheet Printouts
 Reading Logs or Journals

 Visual Math Manipulatives:
 Base Ten Blocks
 Cuisenaire Rods
 Pattern Blocks
 Fraction Circles, Bars, and Tiles
 Number Lines
 Geoboards
 Unifix Cubes
 Tangrams
 Algebra Tiles
 Rekenrek
 Attribute Blocks

 Software and online instructional subscriptions:
 Learning and Practice Tools
 Assessment and Adaptive Learning Platforms
 STEM-Focused Platforms
 Language Learning Tools
 General Educational and Classroom Tools

Literacy and Reading Tools
 Set Aside for Homeless Students can be used for school supplies, hygiene supplies, warm weather gear.

Account Code: 450 - Supplies/Materials/Media

Purpose Code: H - Homeless

Budget Item

Chatham School District (9) Public School District - FY 2026 - ESEA Consolidated - Rev 0 - Title I-A

495 - Indirect - \$5,422.61



Budget Item | **Narrative Description**

Account Code:	495 - Indirect
Purpose Code:	BG - Basic Grant
Optional Sub-Code:	
Location Code:	Klukwan School (90090)
Quantity:	1.00
Cost:	\$2,881.70
Line Item Total:	\$2,881.70
Item Key	1206659

Automatically generated Indirect Cost amount

Account Code:	495 - Indirect
Purpose Code:	BG - Basic Grant
Optional Sub-Code:	
Location Code:	Angoon School (90010)
Quantity:	1.00
Cost:	\$2,532.11
Line Item Total:	\$2,532.11

Automatically generated Indirect Cost amount

Item Key	1206657	Automatically generated Indirect Cost amount		
Account Code:	495 - Indirect			
Purpose Code:	H - Homeless			
Optional Sub-Code:				
Location Code:	Chatham School District (9)			
Quantity:	1.00			
Cost:	\$8.80			
Line Item Total:	\$8.80			
Item Key	1206665			
		Total for 495 - Indirect:		\$5,422.61
		Total for all other Account Codes:		\$123,241.39
		Total for all Account Codes:		\$128,664.00
		Adjusted Allocation:		\$127,882.00
		Remaining:		(\$782.00)

Program Details

Chatham School District (9) Public School District - FY 2026 - ESEA Consolidated - Rev 0 - Title I-A

Purpose of Title I-A

The purpose of Title I-A is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. [Section 1001]

A. Title I-A Targeted Assistance Programs - (as applicable)

* **A.1.** For all schools served with a targeted assistance program (marked "TA" on the Building Eligibility page), describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services. The academic criteria used to select students to receive Title I-A services should include multiple sources such as student performance on local assessments and the annual state summative assessment in English Language Arts and Math for students in grades 3-HS. [Section 1112(b)(9)]

For district sites identified as "targeted" the district uses multiple methods to identify students who are eligible for additional support services. Assessments used are the AK STAR which is the state required summative assessments used to monitor growth over the school year. NWEA MAP assessment is the diagnostic tool used to drill down to specific skill and learning that relate to grade level proficiency. DIBELS, iReady and mCLASS are used as universal screeners to early identify students who may need additional support. These assessments along with teacher referrals and parent input will be used to determine which students will receive targeted assisted support. Staff and the principal are involved in the formal review of student data with additional input sought from parents.

Title I-A funding partially supports a 1.0 FTE paraprofessional to work with students in the targeted assistance program at Klukwan.

A.2. Provide a general description of the targeted services to students in all schools marked as targeted assistance. Include information on the type and time of service provided, such as in-class support, pull-out interventions, before or after school programs, summer programs, and professional development for educators. Include the number and type of staff funded by Title I-A at each school, as applicable. [Section 1112(b)(5)]

Targeted services will be provided for students identified for targeted services in ELA and/or math. Interventions will be designed by the classroom teacher and provided by paraprofessional support usually in-class in small groups or individually as needed. Paraprofessional support is delivered under the direct supervision of a certified teacher. The iReady and Amira assessments and interventions will be used both in class and for pull-out interventions.

Teachers and administrators review AK STAR scores, MAP assessments and classroom measures in the fall to identify students in all subgroups that are below proficient or may be at risk of not meeting standards at their grade level and a plan for support is identified. This may include individual or small group instruction, specific interventions, or student support. A focus on attendance, effectiveness of instruction, interventions, referral, and communication with parents is included in this discussion.

Materials purchased to be used only by Targeted Assistance students.

Instructional materials supporting IA instruction, including texts: Novels and Literature: Classic and contemporary novels can complement social studies, history, or language arts lessons. Examples include: Nonfiction and Biographies: These offer real-world insights and historical context, often used in social studies and history. Primary Source Documents: Original texts like speeches, letters, and official documents provide firsthand insights, especially in history and social studies. Informational Texts and Articles: News articles, scientific papers, or opinion pieces help students engage with current events and develop critical thinking. Graphic Novels and Illustrated Books: Often used to engage reluctant readers or simplify complex subjects. Poetry and Short Stories: These texts allow exploration of language, emotion, and cultural themes, commonly used in language arts. Science and Math-Related Nonfiction: Supplementary texts for STEM subjects provide context, real-world applications, and stories of scientists and mathematicians. Multimedia Resources: Documentaries, educational videos, podcasts, and virtual field trips are often used to provide visual and auditory context for various subjects. Consumables: Paper (lined paper, construction paper, colored paper, graph paper) Pencils and Pens Markers, Crayons, and Colored Pencils Glue Sticks and Glue Bottles Erasers Scissors (though not strictly consumable, often lost or need replacing) Tape (masking tape, Scotch tape, painter's tape) Staples and Staple Removers Sticky Notes Highlighters Paint Brushes Clay and Modeling Materials Charcoal, Pastels, Chalk Beads, Feathers, Glitter Yarn and String Goggles and Gloves Graphing Paper Counters and Blocks Dice and Cubes Math Worksheets and Practice Books Printer Ink and Paper Dry-Erase Markers (for whiteboards) USB Drives or External Drives Headphone Covers or Disposable Headphones Batteries Workbooks and Activity Books Flashcards Worksheet Printouts Reading Logs or Journals Visual Math Manipulatives: Base Ten Blocks Cuisenaire Rods Pattern Blocks Fraction Circles, Bars, and Tiles Number Lines Geoboards Unifix Cubes Tangrams Algebra Tiles Rekenrek Attribute Blocks Software and online instructional subscriptions: Learning and Practice Tools Assessment and Adaptive Learning Platforms STEM-Focused Platforms Language Learning Tools General Educational and Classroom Tools Literacy and Reading Tools

A.3. Describe the process for annually reviewing and evaluating the effectiveness of the services provided by Title I-A in targeted assistance programs and revising those services based on the evaluation. [Section 1115(b)(3)]

Klukwan teachers and the principal review MAP assessments to chart the academic progress of TA students in ELA and math. The spring MAP assessment is compared with the first administration to see student gains, review the effectiveness of the interventions and instruction provided and make decisions about how best to target future TA support. Growth in reading levels and iReady assessments will also be used to assess student progress in areas of ELA.

For interventions provided to students a review of the effectiveness takes place on a scheduled basis depending on the intervention. For behavior interventions they are reviewed daily, weekly, and monthly. Academic interventions are designed with regular progress monitoring.

B. Title I-A Schoolwide Programs - (as applicable)

* **B.1.** Provide a general description of how the schoolwide programs will ensure that all low-achieving students in all subgroups, including economically disadvantaged students, racial/ethnic subgroups, English learners, students with disabilities, migratory children, and homeless students are receiving assistance to increase their level of achievement. [Section 1114(b)(7)(A)]

In FY25, 70 students were enrolled in the Angoon school, and over 90% were low income. AK STAR and MAP assessments and classroom based assessments are used to make instructional decisions regarding whole class and small group instruction, or possible referral for SpEd. The iReady and Amira programs are effective for regular instruction and interventions. The school team meets at least twice during the year, in August and January to formally review assessments and plan for instruction. Based on these assessments, the 1.0 FTE Title I funded school Teaching Aide will be assigned to work with individual and small groups, either in-class or during pull-out instruction when not disruptive.

Angoon's schools continue to focus on the areas of emphasis identified by the with a continued emphasis in the following areas:

1. Curriculum and interventions matched to the needs of individual students.
2. Increased parent engagement particularly in the middle and high school.
3. Using data more effectively

For interventions provided to students, a review of the effectiveness takes place on a scheduled basis depending on the intervention. For behavior interventions they are reviewed daily, weekly, and monthly. Academic interventions are designed with regular progress monitoring.

B.2. Provide a general description of the use of Title I-A funds at each schoolwide school. [Section 1112(b)(5)]

Title I-A funds partially support one paraprofessional at Angoon and to provide academic support to students in ELA and math, under the supervision of the classroom teacher.

Interventions are identified by the classroom teacher and provided by paraprofessional support usually in-class in small groups or individually as needed. Paraprofessional support is delivered under the direct supervision of a certified teacher. Instructional materials supporting IA instruction, including texts, consumables, manipulatives, software, online instructional subscriptions recommended by the school team will be used by the assistant for this support.

B.3. For all schools served with an existing schoolwide plan (marked SW-Exist on the school Building Eligibility page), describe the process for annually reviewing and evaluating the effectiveness of the schoolwide plans and revising the needs assessment and schoolwide plans as necessary based on the results of the evaluation. [Section 1114(b)(3)]

Angoon staff, as part of their Title I Schoolwide planning process each year, review AK STAR and MAP assessment data as well as individual classroom assessment data, behavior records, on-schedule graduation records and teacher referrals. Curriculum and instructional practices along with professional development and training are reviewed to determine to what extent students are proficient in the standards addressed during the school year. The question of whether instruction met the individual learning needs of students is carefully considered and what changes to instruction, professional development, or interventions may bring greater benefit. Angoon's Schoolwide Planning Committee identified a continued need for the following:

1. Curriculum to meet the needs of all students.
2. Increased parent engagement particularly in the middle and high school.
3. Learn more effective use of data

The paraprofessional provides additional support to individuals and small groups in ELA and math.

B.4. For all schools served with a new schoolwide plan (marked SW-New on the school Building Eligibility page), describe the process used to complete the needs assessment for the school and to create the schoolwide plan based on the needs assessment. [Section 1114(b)]

N/A

C. Other Uses of Funds - (as applicable)

* Describe any other information on how the district proposes to use funds to meet the purposes of this part, and that the district determines appropriate to provide.

C.1. Describe how the district proposes to use funds to assist schools in identifying and serving gifted and talented students. [Section 1112(b)(13)(A)]

N/A

C.2. Describe how the district proposes to use funds to assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. [Section 1112(b)(13)(B)]

N/A

C.3. Describe any other information on how the district proposes to use funds to meet the purposes of this part. [Section 1112(b)(13)]

N/A