



March 26, 2027

Ms. Jackie Hanson, Superintendent
Craig City School District
PO Box 800
Craig, AK 99921

Dear Ms. Hanson,

Attached you will find Service Contract DCRS 27-12-001 in the amount of \$110,282.15 for School Psychology, Speech-Language Therapy, Physical Therapy, and Occupational Therapy services for the 2026-27 school year, as well as the corresponding invoice.

If acceptable, please use the DocuSign field to electronically sign. The signed contract will be automatically returned to us. We require the signed contract be returned before services are provided.

Thank you for choosing SERRC - Alaska's Educational Resource Center. We will do everything to ensure that you receive the best services available.

Kind regards,

A handwritten signature in blue ink, appearing to read 'Chris Reitan', with a long horizontal flourish extending to the right.

Chris Reitan
Executive Director

Standard Provisions

1.) SERRC shall not be held responsible for delay or failure to perform hereunder when such delay or failure is due to fire, flood, epidemic, strikes, act of God or the public enemy, unusually severe weather, legal act of public authority, or delays or defaults caused by public carrier, which cannot reasonably be forecast or provided against.

2.) Each party shall perform any services under this agreement as an independent contractor. Each party shall be responsible exclusively with respect to its respective employees. Each party shall provide for employment-related benefits and deductions that are required by law, including but not limited to federal income tax deductions, workers' compensation coverage, and retirement system contributions, as applicable.

3.) Each party shall be responsible, to the extent required by law, only for the act, omissions, and/or negligence of its own officers, employees, or agents. Each party shall indemnify and hold harmless the other party, its officers, employees, and agents only from and against any and all claims, damages, and expenses resulting from the sole negligence of that party. Otherwise, each party is responsible for its own percentage of fault. Each party should maintain its own Commercial General Liability, Cyber Liability, Workman's Compensation, Umbrella Liability, Property, and Automotive insurance policy to cover services incorporated herein.

4.) Except as otherwise expressly provided in this agreement, SERRC disclaims any and all promises, representation and warranties, express or implied, with respect to the Supported Systems, corrections and the services provided hereunder, including promises, representations and warranties as to condition, the existence of any latent or patent defects, merchantability or fitness for any particular purpose, non-infringement, or any implied warranty of information content or system integration. Without limiting the generality of the foregoing disclaimer, SERRC does not warrant that its advice, systems configuration, or programming on behalf of the Customer will be error free.

5.) For a period on 1 (one) month following delivery of the hereunder listed Service, SERRC shall have an obligation to correct demonstrated errors in the operation of the Supported Systems which may appear as a result of incorrect provision of Service.

6.) SERRC shall not have any obligation to correct errors in the operation of the Supported Systems if the programming code, configuration, or wiring has been modified by Customer or by any other party.

7.) SERRC disclaims all liability whatsoever to Customer or any other party for any act or omission that may result in consequential, indirect, incidental, special, or such other damages including but not limited to, any loss of performance, functionality, or data resulting from equipment, software, malware, configuration, or overall systems component interaction.

8.) Each party shall, to the extent required by law, provide services in a manner compliant with Federal and State Special Education regulations as per the Alaska State Special Education Handbook.

9.) This agreement constitutes the entire agreement between the parties. No waiver, consent, modification or change of terms or provisions of this agreement shall bind the parties unless in writing and signed by SERRC and DISTRICT. Such waiver, consent, modification, or change, if made, shall be effective only in the specific instance and for the specific purpose given. There are no understandings, agreements, or representations, oral or written, not specified herein regarding this agreement.



Southeast Regional Resource Center
 210 Ferry Way
 Juneau, AK 99801
 Phone: 907.586.6806

Invoice Number
 1143

Contract Number
 DCRS_27-12-001

Craig City School District
 Ms. Jackie Hanson, Superintendent
 PO Box 800
 Craig, AK 99921

Invoice Number	Invoice Date	Transaction Description	Amount
1143	7/1/26	<p>School Psychology (5 On-Site Days, 10 Office Days, 9 Virtual Days, 5 Trips)</p> <p>Speech-Language Therapy (8 On-Site Days, 19 Office Days, 58.5 Virtual Days, 4 Trips)</p> <p>Physical Therapy (2 On-Site Days, 2 Office Days, 1.5 Virtual Days, 2 Trips)</p> <p>Occupational Therapy (5 On-Site Days, 5 Office Days, 3.5 Virtual Days, 5 Trips)</p> <p style="text-align: center;">Contract Terms</p> <p>No less than 50% of agreed amount shall be due by September 30, 2026; 25% due by December 31, 2026; 25% due by March 31, 2027.</p> <p style="text-align: right;">Less POW Island Cost-Sharing Discount</p>	<p>\$145,941.07</p> <p style="text-align: right;">\$ (35,658.92)</p> <p style="text-align: right;">Please Pay This Amount \$110,282.15</p>



Description of SERRC Special Education Services and Service-Related Provisions FY27

SERRC's team of special education and related service providers includes school psychologists, speech-language pathologists, physical therapists, occupational therapists, school counselors, special education coordinators, teachers, trainers, and support-providers. Each provider is highly-qualified in their field and licensed to provide services in the state of Alaska.

School Psychology

SERRC's school psychologists conduct standardized assessments as part of student evaluations and reevaluations; provide comprehensive, data-based student reports; and make informed recommendations regarding eligibility and student supports. Additionally, our psychologists are able to assist with Functional Behavior Assessments and provide guidance on behavioral interventions, as well as progress monitoring and data collection, as needed.

Speech-Language Therapy

SERRC's Speech-Language Pathologists (SLPs) work collaboratively with school staff in-person or virtually to support students who have a variety of communication needs, including fluency, pragmatic language, articulation and phonology disorders, receptive and expressive language disorders, or voice disorders. SLPs are able to provide regular direct services for speech (articulation), language, fluency, and functional communication skills, and/or program supervision; administer appropriate student assessments to determine speech or language delays; reassess students who have met current speech/language goals or who require reevaluation; and complete comprehensive student reports that include updates on student progress, strategies for at school and home, and new goals/evaluation information (if applicable). SLPs may also work with students who have complex communication needs associated with other disabilities such as autism, brain injury, or physical impairments.

Physical Therapy

SERRC's Physical Therapists (PTs) work collaboratively with school staff to assess students' abilities to physically negotiate their educational environment, including classrooms, lunch room, gym, hallways, and interior/exterior stairs and ramps. PTs assess and evaluate student need for and/or adjustments to adaptive equipment; demonstrate exercises, exercise modifications, and proper positioning and handling techniques to students and staff; provide hands-on assessment for improved accuracy of muscle testing and range of motion measurements; complete evaluations/reevaluations using standardized procedures; and are available to consult with families to discuss concerns and opportunities to carry over classroom exercises to the home environment.

Occupational Therapy

SERRC's Occupational Therapists (OTs) provide direct and/or consultative student services and training for staff, either in-person or virtually. Services and training address students' access to education in the areas of fine-motor and visual-motor coordination, visual perception skills, sensory processing skills, self-care and social skills, cognitive skills and executive functioning, vocational skills, assistive technology, and environmental modifications.

Education Specialists and Special Education Program Support

SERRC's Education Specialists work in a wide variety of capacities within districts to support special education programs.

Our special education coordinators work with district administrators, teachers, and staff to ensure appropriate delivery of specialized academic instruction and special education related services; ensure compliance with local and federal special education laws and regulations; coordinate with special education teachers to ensure special education procedures are completed in a timely and accurate manner; work with teachers and administrators to ensure all student needs are being met; participate in ESER and IEP meetings as appropriate; complete reports for the Department of Education (DEED); provide information to district personnel for completion of DEED reports, as requested (such as fall and summer OASIS, Supplemental Workbook, Indicators 8 and 14, state disproportionality reports, etc.); provide input, as requested, into Title VIB and 619 grant budgets; work with district staff to update assurances; prepare for DEED compliance monitoring; and coordinate with related service providers and school site personnel to ensure that services (both onsite and remote) take place as outlined in contracts and IEPs.

Our special education teachers of record are able to facilitate ESER and IEP meetings; complete special education paperwork as required by state and federal laws in a timely and accurate manner; train special education paraprofessionals; conduct assessments for initial evaluations and reevaluations; provide information to district administration for the accurate completion of state and federal reporting; maintain on-site permanent and working files; provide support and consultation to special and general education teachers and paraprofessionals provide support and recommendations for IEP implementation.

SERRC's special education team is also available to provide additional support, as needed, including paperwork support, file reviews, teacher mentoring, paraprofessional training, and more.

School Counseling

SERRC's School Counselors provide comprehensive support to students by addressing their social-emotional, behavioral, and academic needs. Our counselors work collaboratively with school staff, families, and community partners to foster student success. Services include individual, small group, and whole class support, including social-emotional lessons, short-term counseling, group counseling, and classroom instruction that promotes academic success and helps students develop critical skills essential for life and work. Counselors also provide guidance lessons to support positive decision-making, conflict resolution, and emotional regulation. Additionally, SERRC's School Counselors offer training and support for staff regarding classroom management strategies and provide resources that promote student well-being.

Provisions

Service providers conduct assessments as part of initial evaluations or reevaluations. They deliver comprehensive quarterly reports documenting progress on current goals, as well as any recommendations for updates to goals or student supports.

Within 21 days of their last day onsite in your district, our service providers deliver any assessment results and recommendations, as well as a report of service (ROS) for each school site visited. These reports are placed in a secure, password-protected, online repository for retrieval by the district representative(s). Service providers are not permitted to give reports directly to district personnel. Report completion may be impacted by delayed return of staff or parent rating scales. If assessment results or ROS are needed sooner than 21 days following service, a rush may be requested and we will do our best to accommodate.