



SOUTHEAST ISLAND SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting
Tuesday, February 24, 2026

VISION STATEMENT

Students are equipped to realize their dreams and aspirations.

MISSION STATEMENT

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

AGENDA

MEETING: 12:00 PM
LOCATION: Howard Valentine Coffman Cove School and via Zoom
618 Howard Valentine Drive
Coffman Cove, Alaska 99918
VIRTUAL URL: <https://us02web.zoom.us/j/89452224722?pwd=rnvTmPYhDiQ9vTIYGTICpFAIWcnzvb.1>

1. CALL TO ORDER
2. ROLL CALL
3. PLEDGE OF ALLEGIANCE
4. DISTRICT VISION, MISSION, AND GOALS
5. APPROVAL OF AGENDA
6. WELCOME TO VISITORS
7. PUBLIC COMMENT 5
8. CONSENT AGENDA: (Items listed under CONSENT AGENDA are considered to be routine by the School Board and will be approved in one motion unless a Board Member requests that an item be considered separately.)
 - A. Approval of January 20, 2026, Meeting Minutes 7
 - B. Acceptance of the February 2026 Financial Report 11
 - C. Approval of Employment
 1. FY 2026 Classified Employment: Terry West (Paraprofessional, Kasaan)
 2. FY 2026 Extracurricular Contracts: Korrisa Oatman (Middle School Volleyball, Thorne Bay)
 3. FY 2026 Teacher Contract, pending receipt of required documentation: Daniel Nelson (CTE Teacher, District-wide)
 4. FY 2027 Administrator Contracts: Jessica Heisler (Thorne Bay Principal & District Secondary Curriculum/Academic Support Administrator), Robbin Perkins (District Special Services)

Coordinator: Special Education, Testing, Assistant Dean of Students)

5. FY 2027 Teacher Contracts: Sharlet Collins, Michael Congdon, Sonya Cook, Steven Cunningham, Melissa Dougherty, Donna Nixon, Melanie Pitka, Julie Vasquez, Ginger White

6. FY 2027 Teacher Contract Addendums: Sonya Cook (Extended Contract Addendum)

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10. UNFINISHED BUSINESS

A. Action on Administrative/Board Reports

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e. Whale Pass	273

13. ADVANCE PLANNING

A. March 2026 Regular Meeting: 3rd Wednesday is March 18, 2026 (Location: Whale Pass School)

14. PUBLIC COMMENT	277
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15. BOARD COMMENT

16. EXECUTIVE SESSIONS

17. ADJOURNMENT

MEETING CONDUCT

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

Parliamentary Procedure

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

Quorum

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

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

Abstentions

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

(cf. 9270 - Conflict of Interest)

Public Participation

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

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

MEETING CONDUCT (continued)

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

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

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

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

Legal Reference:

ALASKA STATUTES
29.20.020 Meetings public

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



**SOUTHEAST ISLAND SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR MEETING
January 20, 2026**

MINUTES

Location: Barry Craig Stewart Kasaan School, 117 Kasaan St., Kasaan, Alaska
and via Zoom audio/video conference from other locations

1. CALL TO ORDER

Board President Tony Lovell called the meeting to order at 12:34 PM

2. ROLL CALL

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

Student Representative: William Keys attended via audio/video conference. Meliah Cook was absent.

Quorum: yes

3. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was recited.

4. DISTRICT VISION, MISSION, AND GOALS

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

5. APPROVAL OF AGENDA

Motion: Mr. Blair moved to approve the agenda

Second: yes

Student Representative (Preferential Vote): Yea: 1; Nay: 0; Absent: 1

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

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

6. WELCOME TO VISITORS

Board President Tony Lovell welcomed all visitors attending in person and via Zoom.

7. PUBLIC COMMENT

Tyler Poelstra, the Mayor of the community of Edna Bay provided public comment regarding the Edna Bay School and community of Edna Bay. Sheila Nyquest provided comment recognizing former students and their contributions to their communities.

8. CONSENT AGENDA

Motion: Mr. Blair moved to approve the Consent Agenda, including: approval of the November 19, 2025 regular meeting minutes and the December 17, 2025, special meeting minutes; acceptance of the January 2026 financial report; and approval of the contracts including FY 2026 extracurricular archery contracts for Amanda Baker, Evan Carver, Sharlet Collins, Michael Congdon, Michelle Dempsey, Terri Kohn, and Patrick Trischman; the FY 2026 middle school wrestling extracurricular contract for Robert Houck; the FY 2026 martial arts extracurricular contract for Michelle Dempsey; FY 2026 Native Youth Olympics extracurricular contracts for Sharlet Collins, Melissa Dougherty; the FY 2026 teacher contract, pending receipt of required documentation, for Michaela Larsen; the FY 2027 administrator contracts for Jennifer Andis and Astrid Richard-Cook; the FY 2027 teacher contracts for Jennifer Andis, Cassandra Christopherson, Joseph Harrington, April Hoy, Laureen Lapan, Philip Lusted, Jay Mihal, and Mackenzie Slayton.

Second: yes

Student Representative (Preferential Vote): Yea: 1; Nay: 0; Absent: 1

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

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

9. ADMINISTRATIVE/BOARD REPORTS

Rod Morrison presented the Superintendent's report. Topics included: teacher contracts, recent engagements, upcoming events, action items, grants, the UAS Grow Your Own Teacher Program, magnet programs, school funding, and maintenance staffing.

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

Lead Teacher Mike Congdon shared highlights about Barry Craig Stewart Kasaan School. Lead Teacher Mackenzie Slayton shared highlights about Howard Valentine Coffman Cove School. Principal Sheila Nyquest shared highlights about Thorne Bay School. Lead Teacher Laurie Lapan shared highlights about Whale Pass School and the Early Childhood Education program. Contracted Business Manager Lucienne Smith shared highlights from the Business Department. Superintendent Rod Morrison shared highlights from the Maintenance Department. State & Federal Programs/Grants Coordinator Astrid Richard-Cook shared highlights from the State & Federal Programs/Grants Department.

William Keys presented his Student Representative Report.

Reports from the Superintendent, Area Administrator & CTE Project Coordinator, Barry Craig Stewart Kasaan School, Howard Valentine Coffman Cove School, Thorne Bay School, Whale Pass School, Activities Department, Business Department, Child Nutrition Program, Maintenance Department, Special Programs, State & Federal Programs/Grants Department, Technology Department, and from

Student Representatives Meliah Cook and William Keys were included in the board meeting packet for review.

10. UNFINISHED BUSINESS

Motion: Mr. Blair moved to approve Board Policy 2210 Administrative Leeway in Absence of Board Policy, Board Policy 2230 Representative and Deliberative Groups, Board Policy 2250 Teacher-in-Charge/Principal/Lead Teacher's Designee, Board Policy 2300 Conflict of Interest.

Second: yes

Student Representative (Preferential Vote): Yea: 1; Nay: 0; Absent: 1

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

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

11. NEW BUSINESS

Motion: Mr. Blair moved to accept the Fiscal Year 2025 Audited Financial Statements.

Second: yes

Student Representative (Preferential Vote): Yea: 1; Nay: 0; Absent: 1

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

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

Motion: Mr. Blair moved to approve the Fiscal Year 2026 budget revision.

Second: yes

Student Representative (Preferential Vote): Yea: 1; Nay: 0; Absent: 1

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

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

Motion: Mr. Blair moved to move Board Policy 3000 Concepts and Roles, Board Policy 3100 Budget, Board Policy 3110 Transfer of Funds, Board Policy 3200 Revenue, Board Policy 3260 Materials Fees to a second reading.

Second: yes

Student Representative (Preferential Vote): Yea: 1; Nay: 0; Absent: 1

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

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

The Board members discussed the Thorne Bay employee housing construction services.

Motion: Mr. Blair moved to approve Tool B as the School Board Self-evaluation Tool.

Second: yes

Student Representative (Preferential Vote): Yea: 1; Nay: 0; Absent: 1

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

Resolved: motion failed (0-4-1)

Motion: Mr. Blair moved to approve Tool A as the Superintendent Evaluation Tool.

Second: yes

Student Representative (Preferential Vote): Yea: 0; Nay: 1; Absent: 1
Board Vote: Yea: 0; Nay: 4; Absent: 1
Resolved: motion failed (0-4-1)

The Board members discussed the Edna Bay School.

12. INFORMATION ITEMS

The Board reviewed the information items in the packet, including the AASB Event Calendar, the Board's Calendar of Agenda Items, Advisory School Council Meeting minutes for Barry Craig Stewart Kasaan School, Howard Valentine Coffman Cove School, Thorne Bay School, and Whale Pass School, and Administrative Regulations AR 3100, Budget.

13. ADVANCE PLANNING

The next regular Board meeting was scheduled for Wednesday, February 18, 0026 at Howard Valentine Coffman Cove School with a work session starting at 11:30 am and the meeting starting at 12:30 pm.

14. PUBLIC COMMENT

No public comment was provided.

15. BOARD COMMENT

Molly Kimzey provided comment regarding her availability for the February meeting. William Tyrell provided comment regarding the meeting. Tony Lovell provided comment thanking attendees and expressing appreciation for work supporting the district.

16. EXECUTIVE SESSIONS

The Board did not enter executive session.

17. ADJOURNMENT

Motion: Mr. Blair moved to adjourn the meeting.

Second: yes

Student Representative (Preferential Vote): Yea: 1; Nay: 0; Absent: 1

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

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

Time: 2:49 PM

Board President

Date

Board Clerk

Date



SOUTHEAST ISLAND SCHOOL DISTRICT

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

MEMORANDUM

TO: SISD BOARD OF EDUCATION

THRU: Rodney Morrison, Superintendent

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

A handwritten signature in cursive script, appearing to read "Lucienne Smith".

Date: February 9, 2026

SUBJECT: FINANCIAL REPORT NARRATIVE

The following pages are the monthly February Board Reports.

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

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

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

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

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

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

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

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 2 / 26

Fund	Received		Estimated Revenue	Revenue %	
	Current Month	Received YTD		To Be Received	Received
100 GENERAL OPERATING FUND	0.00	3,075,759.37	6,152,891.00	3,077,131.63	50 %
205 PUPIL TRANSPORTATION FUND	0.00	142,960.00	262,473.00	119,513.00	54 %
255 FOOD SERVICE FUND	208.80	58,021.71	144,191.15	86,169.44	40 %
256 FRESH FRUIT & VEGETABLES	0.00	3,514.00	8,625.01	5,111.01	41 %
260 TITLE I-A BASIC	0.00	33,182.50	89,872.00	56,689.50	37 %
261 TITLE I-C MIGRANT	0.00	16,481.04	125,636.00	109,154.96	13 %
262 MIGRANT BOOKS	0.00	0.00	3,332.00	3,332.00	0 %
264 Title IVA INNOVATIVE	0.00	0.00	11,538.00	11,538.00	0 %
265 POSITIVE BEHAVIORAL INTERVENTION STRATEGIES	0.00	0.00	31,500.00	31,500.00	0 %
266 TITLE IIA PRINCIPAL/TEACHER RETENTION &	0.00	2,063.83	24,222.00	22,158.17	9 %
268 TITLE VI-B IDEA	0.00	4,392.04	54,777.00	50,384.96	8 %
270 TITLE VI-B SEC 619 PRESCHOOL DISABLED	0.00	0.00	4,436.00	4,436.00	0 %
271 CARL PERKINS	0.00	7,674.75	27,000.00	19,325.25	28 %
272 SAFETY & WELL BEING	0.00	15,277.16	16,000.00	722.84	95 %
273 HUNTER EDUCATION GRANT	0.00	0.00	17,693.90	17,693.90	0 %
280 AK LITERACY	0.00	31,984.49	35,000.35	3,015.86	91 %
281 CLSD 2024 COHORT	0.00	142,037.44	350,000.00	207,962.56	41 %
353 RURAL UTILITIES SERVICE	0.00	284,933.56	284,933.56	0.00	100 %
355 US FOREST SERVICE - TB GARN UNITS	0.00	0.00	373,500.00	373,500.00	0 %
358 SOAR - KLAWOCK	0.00	20,708.12	20,708.12	0.00	100 %
360 INDIAN EDUCATION	0.00	12,452.00	12,452.00	0.00	100 %
361 APEX - USDOE	0.00	215,000.00	499,904.00	284,904.00	43 %
363 ARISE - USDOE	0.00	215,000.00	499,793.00	284,793.00	43 %
365 REAP	0.00	1,904.00	1,904.00	0.00	100 %
369 UNDESIGNATED	0.00	-3,666.00	0.00	3,666.00	%
370 SUCCEED	0.00	316,197.77	346,766.00	30,568.23	91 %

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 2 / 26

Fund	Received		Estimated Revenue	Revenue %	
	Current Month	Received YTD		To Be Received	Received
372 ACHIEVE- PASS THRU FROM HYDABURG CSD	0.00	43,514.35	60,000.00	16,485.65	73 %
375 TEACHER HOUSING	7,150.00	46,366.96	110,000.00	63,633.04	42 %
380 ALASKA MICRO GRANTS	0.00	0.00	8,406.63	8,406.63	0 %
528 AHFC THORNE BAY HOUSING GRANT	0.00	571,014.81	700,000.00	128,985.19	82 %
711 STUDENT AGENCY FUND AGRICULTURE	30.00	1,344.00	1,344.00	0.00	100 %
Grand Total:	7,388.80	5,258,117.90	10,278,898.72	5,020,780.82	51 %

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 2 / 26

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Comm.
100 GENERAL OPERATING FUND	391,742.88	3,469,960.33	6,165,261.00	5,863,523.00	2,393,562.67	59%
205 PUPIL TRANSPORTATION FUND	13,916.54	78,873.44	149,313.00	166,913.00	88,039.56	47%
230 EARLY LITERACY K-3	-236.63	0.00	0.00	0.00	0.00	0%
237 ALASKA PRE ELEMENTARY PROGRAM	3,821.08	15,561.36	17,000.00	17,000.00	1,438.64	92%
255 FOOD SERVICE FUND	16,473.99	206,200.25	304,784.16	316,650.15	110,449.90	65%
256 FRESH FRUIT & VEGETABLES	0.00	10,722.40	1,078.13	8,625.01	-2,097.39	124%
260 TITLE I-A BASIC	9,135.44	48,300.83	96,279.06	96,279.06	47,978.23	50%
261 TITLE I-C MIGRANT	6,186.27	58,788.92	165,712.68	165,712.68	106,923.76	35%
262 MIGRANT BOOKS	0.00	114.00	3,332.00	3,332.00	3,218.00	3%
264 Title IVA INNOVATIVE	0.00	546.09	11,536.85	11,536.85	10,990.76	5%
265 POSITIVE BEHAVIORAL INTERVENTION	0.00	0.00	31,499.99	31,499.99	31,499.99	0%
266 TITLE IIA PRINCIPAL/TEACHER	-136.98	14,059.14	32,401.78	32,401.78	18,342.64	43%
268 TITLE VI-B IDEA	0.00	6,632.04	54,403.77	54,403.77	47,771.73	12%
270 TITLE VI-B SEC 619 PRESCHOOL	0.00	0.00	4,433.62	4,433.62	4,433.62	0%
271 CARL PERKINS	773.73	10,847.21	26,999.91	26,999.91	16,152.70	40%
272 SAFETY & WELL BEING	0.00	16,274.18	15,999.95	15,999.95	-274.23	102%
273 HUNTER EDUCATION GRANT	1,195.90	19,138.10	17,693.90	17,693.90	-1,444.20	108%
280 AK LITERACY	0.00	31,984.49	34,999.96	34,999.96	3,015.47	91%
281 CLSD 2024 COHORT	0.00	142,037.43	349,995.78	349,995.78	207,958.35	41%
353 RURAL UTILITIES SERVICE	0.00	311,001.70	460,912.00	460,912.00	149,910.30	67%
355 US FOREST SERVICE - TB GARN UNITS	0.00	51,990.00	373,500.00	373,500.00	321,510.00	14%
358 SOAR - KLAWOCK	6,160.16	31,366.06	47,277.60	47,277.60	15,911.54	66%
360 INDIAN EDUCATION	0.00	12,452.00	12,452.00	12,452.00	0.00	100%
361 APEX - USDOE	36,461.10	109,498.65	499,962.00	499,962.00	390,463.35	22%
363 ARISE - USDOE	13,624.08	45,972.25	498,571.00	498,571.00	452,598.75	9%

SOUTHEAST ISLAND SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 2 / 26

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Comm.
370 SUCCEED	26,684.72	271,924.12	394,723.00	394,723.00	122,798.88	69%
372 ACHIEVE- PASS THRU FROM HYDABURG	19,919.86	87,227.81	87,500.00	87,500.00	272.19	100%
375 TEACHER HOUSING	369.73	32,910.84	50,000.00	50,000.00	17,089.16	66%
380 ALASKA MICRO GRANTS	0.00	7,891.09	8,406.63	8,406.63	515.54	94%
528 AHFC THORNE BAY HOUSING GRANT	21,426.32	730,136.61	700,000.00	700,000.00	-30,136.61	104%
535 COPS SCHOOL VIOLENT PREVENTION- DOJ	0.00	94,634.11	130,855.00	130,855.00	36,220.89	72%
536 20-002 HOLLIS K-12 SCHOOL	0.00	5,500.00	0.00	0.00	-5,500.00	0%
537 AK HOMELAND SECURITY & EMERGENCY	0.00	36,502.75	32,490.23	32,490.23	-4,012.52	112%
711 STUDENT AGENCY FUND AGRICULTURE	-8.64	2,301.96	1,735.16	2,485.16	183.20	93%
Grand Total:	567,509.55	5,961,350.16	10,781,110.16	10,517,135.03	4,555,784.87	57%

100 GENERAL OPERATING FUND

Function / Object	Received		Estimated Revenue	Revenue	
	Current Month	Received YTD		To Be Received	% Received
000					
0000					
30 EARNINGS ON INVESTMENTS	0.00	7,184.26	0.00	-7,184.26	** %
40 OTHER LOCAL REVENUES	0.00	53,321.11	25,000.00	-28,321.11	213 %
48 STATE BROADBAND ASSISTANT GRANT	0.00	0.00	290,000.00	290,000.00	0 %
51 STATE-FOUNDATION PROGRAM	0.00	3,015,229.00	5,398,262.00	2,383,033.00	55 %
56 TRS On-Behalf	0.00	0.00	358,515.00	358,515.00	0 %
57 PERS On Behalf	0.00	0.00	64,252.00	64,252.00	0 %
250 TRANSFER FROM OTHER FUNDS	0.00	0.00	16,862.00	16,862.00	0 %
Function Total:	0.00	3,075,734.37	6,152,891.00	3,077,156.63	49 %
Org Total:	0.00	3,075,734.37	6,152,891.00	3,077,156.63	49 %
628 THORNE BAY					
700 STUDENT ACTIVITIES					
40 OTHER LOCAL REVENUES	0.00	25.00	0.00	-25.00	** %
Function Total:	0.00	25.00	0.00	-25.00	** %
Org Total:	0.00	25.00	0.00	-25.00	** %
Fund Total:	0.00	3,075,759.37	6,152,891.00	3,077,131.63	49 %
Grand Total:	0.00	3,075,759.37	6,152,891.00	3,077,131.63	49 %

Funds 100- 100

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL OPERATING FUND						
621 HOWARD VALENTINE						
100 REGULAR INSTRUCTION	11,236.46	87,123.44	245,627.00	165,221.00	78,097.56	52
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	7,793.28	43,484.76	68,726.00	70,138.00	26,653.24	61
400 SCHOOL ADMINISTRATION	1,832.46	7,913.67	9,981.00	9,981.00	2,067.33	79
600 OPERATIONS & MAINTENANCE	2,942.79	25,970.34	68,917.00	68,917.00	42,946.66	37
700 STUDENT ACTIVITIES	0.00	537.57	7,597.00	7,597.00	7,059.43	7
Org Total:	23,804.99	165,029.78	402,348.00	323,354.00	158,324.22	
624 KASAAN						
100 REGULAR INSTRUCTION	20,382.67	102,236.04	136,576.00	165,438.00	63,201.96	61
160 VOCATIONAL ED INSTRUCTION	24.25	1,677.74	1,500.00	1,500.00	-177.74	111
200 SPECIAL EDUCATION INSTRUC	3,609.24	15,439.38	26,855.00	32,868.00	17,428.62	46
400 SCHOOL ADMINISTRATION	2,243.90	8,287.99	9,981.00	9,981.00	1,693.01	83
600 OPERATIONS & MAINTENANCE	2,072.96	24,573.68	45,800.00	45,800.00	21,226.32	53
700 STUDENT ACTIVITIES	506.86	3,984.98	6,929.00	6,929.00	2,944.02	57
Org Total:	28,839.88	156,199.81	227,641.00	262,516.00	106,316.19	
625 NAUKATI						
100 REGULAR INSTRUCTION	15,695.23	107,146.28	217,710.00	191,974.00	84,827.72	55
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	12,367.77	58,028.23	66,379.00	96,777.00	38,748.77	59
400 SCHOOL ADMINISTRATION	1,091.39	5,430.16	9,981.00	9,981.00	4,550.84	54
600 OPERATIONS & MAINTENANCE	5,017.43	43,106.50	72,671.00	80,471.00	37,364.50	53
700 STUDENT ACTIVITIES	60.20	5,599.04	6,951.00	6,951.00	1,351.96	80
Org Total:	34,232.02	219,310.21	375,192.00	387,654.00	168,343.79	
628 THORNE BAY						
100 REGULAR INSTRUCTION	40,370.85	243,603.09	488,560.00	486,188.00	242,584.91	50
160 VOCATIONAL ED INSTRUCTION	0.00	569.91	3,000.00	3,000.00	2,430.09	18
200 SPECIAL EDUCATION INSTRUC	22,522.14	122,673.44	261,616.00	248,228.00	125,554.56	49
400 SCHOOL ADMINISTRATION	0.00	24,949.11	83,246.00	28,172.00	3,222.89	88
450 SCHOOL ADMIN SUPPORT SRVC	5,002.83	33,024.70	56,402.00	55,167.00	22,142.30	59
600 OPERATIONS & MAINTENANCE	4,986.09	95,030.12	231,059.00	247,482.00	152,451.88	38
700 STUDENT ACTIVITIES	9,493.57	65,038.32	35,287.00	35,287.00	-29,751.32	184
Org Total:	82,375.48	584,888.69	1,159,170.00	1,103,524.00	518,635.31	
632 WHALE PASS						
100 REGULAR INSTRUCTION	6,389.08	98,100.25	137,671.00	103,629.00	5,528.75	94
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	2,265.48	13,702.46	73,443.00	66,624.00	52,921.54	20
400 SCHOOL ADMINISTRATION	1,610.10	6,916.75	9,981.00	9,981.00	3,064.25	69
600 OPERATIONS & MAINTENANCE	2,431.37	45,558.81	42,637.00	54,152.00	8,593.19	84
700 STUDENT ACTIVITIES	72.07	3,113.08	6,451.00	6,451.00	3,337.92	48
Org Total:	12,768.10	167,391.35	271,683.00	242,337.00	74,945.65	
646 ALASKA TRAILS - DW CORRESPONDENCE						
100 REGULAR INSTRUCTION	0.00	831.01	0.00	0.00	-831.01	***
140 CORRESPONDENCE INSTRUC	19,545.58	185,109.01	298,732.00	330,684.00	145,574.99	55

Funds 100- 100

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL OPERATING FUND						
200 SPECIAL EDUCATION INSTRUC	583.81	3,531.98	7,956.00	7,956.00	4,424.02	44
700 STUDENT ACTIVITIES	20.00	20.00	0.00	0.00	-20.00	***
Org Total:	20,149.39	189,492.00	306,688.00	338,640.00	149,148.00	
649 DISTRICT WIDE						
100 REGULAR INSTRUCTION	9,230.67	75,333.85	135,198.00	135,198.00	59,864.15	55
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	50,993.00	0.00	0.00	0
200 SPECIAL EDUCATION INSTRUC	3,616.35	25,615.97	22,420.00	37,988.00	12,372.03	67
220 SPED SUPPORT SRVCS-STUDNT	4,440.54	56,199.19	154,056.00	80,859.00	24,659.81	69
300 SUPPORT SERVICES-STUDENTS	0.00	3,961.86	15,891.00	17,126.00	13,164.14	23
350 SUPPORT SERVICES-INSTRUCT	1,233.87	4,935.43	0.00	0.00	-4,935.43	***
352 LIBRARY SERVICES	0.00	0.00	645.00	645.00	645.00	0
353 Technology	9,501.91	103,226.59	190,405.00	190,405.00	87,178.41	54
354 INSERVICE	264.23	4,484.72	3,600.00	3,600.00	-884.72	124
400 SCHOOL ADMINISTRATION	222.42	32,088.07	87,351.00	32,637.00	548.93	98
450 SCHOOL ADMIN SUPPORT SRVC	4,309.45	30,201.05	56,277.00	55,042.00	24,840.95	54
511 BOARD OF EDUCATION	20,500.48	83,213.62	118,723.00	122,277.00	39,063.38	68
512 OFFICE OF SUPERINTENDENT	23,936.40	182,988.60	335,683.00	333,486.00	150,497.40	54
550 DISTRICT ADMIN SUPRT SRVC	19,577.13	276,109.07	394,706.00	332,840.00	56,730.93	82
600 OPERATIONS & MAINTENANCE	32,561.57	619,855.52	807,120.00	896,917.00	277,061.48	69
700 STUDENT ACTIVITIES	3,863.47	55,856.45	104,590.00	64,384.00	8,527.55	86
900 OTHER FINANCING USES	0.00	0.00	65,000.00	65,000.00	65,000.00	0
Org Total:	133,258.49	1,554,069.99	2,542,658.00	2,368,404.00	814,334.01	
667 HOLLIS (I)						
100 REGULAR INSTRUCTION	22,213.23	137,719.71	339,731.00	343,220.00	205,500.29	40
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	1,500.00	1,500.00	0
200 SPECIAL EDUCATION INSTRUC	14,322.02	80,273.46	185,937.00	192,222.00	111,948.54	41
400 SCHOOL ADMINISTRATION	1,583.93	6,769.58	9,981.00	9,981.00	3,211.42	67
600 OPERATIONS & MAINTENANCE	1,322.74	38,771.48	57,506.00	64,506.00	25,734.52	60
700 STUDENT ACTIVITIES	0.00	2,754.52	9,180.00	9,180.00	6,425.48	30
Org Total:	39,441.92	266,288.75	603,835.00	620,609.00	354,320.25	
669 PORT ALEXANDER						
100 REGULAR INSTRUCTION	13,981.09	141,540.28	208,316.00	151,505.00	9,964.72	93
160 VOCATIONAL ED INSTRUCTION	0.00	0.00	1,500.00	0.00	0.00	0
400 SCHOOL ADMINISTRATION	1,315.76	7,387.46	9,981.00	9,981.00	2,593.54	74
600 OPERATIONS & MAINTENANCE	1,575.76	18,282.01	50,499.00	50,499.00	32,216.99	36
700 STUDENT ACTIVITIES	0.00	80.00	5,750.00	4,500.00	4,420.00	1
Org Total:	16,872.61	167,289.75	276,046.00	216,485.00	49,195.25	
0.00Fund Total:	391,742.88	3,469,960.33	6,165,261.00	5,863,523.00	2,393,562.67	59 %
Grand Total:	391,742.88	3,469,960.33	6,165,261.00	5,863,523.00	2,393,562.67	59 %



Southeast Island School District

Superintendent's Report

Board Meeting: February 24, 2026

Prepared: February 22, 2026

Submitted by: Rod Morrison, Superintendent

District Goals

Collaboration

Strengthen and maintain collaborative relationships with the Board of Education and the district leadership team to support student success across the Southeast Island School District.

Public Trust

Build public trust and confidence through open, honest communication and by fostering positive connections across our communities.

Recent Engagements

January 21

SERCC Board Meeting – Juneau

January 22–25

RTI/MTSS Conference – Anchorage

January 30

District Inservice Day – Crisis Prevention Institute (CPI) Training
Trainer: Steve Cunningham

CPI is a specialized professional development program designed to equip educators with nonviolent strategies to prevent, de-escalate, and safely manage disruptive or potentially dangerous student behavior. The training emphasizes maintaining a safe and respectful learning

environment through effective verbal and non-verbal communication, while prioritizing the care, welfare, safety, and security of both students and staff.

February 2

Testified on HB 261

February 6

POW CTE Consortium Meeting – Generations Building, Klawock

Zach Stenson (AK Pathfinders) and SeaAlaska presented a joint POW CTE Consortium and RootED Alaska pilot opportunity designed to support high school seniors with postsecondary career and training pathways.

February 10

Coffman Cove – Family Engagement

February 13

Naukati Magnet School – Next Steps Planning Meeting

Participants: Jay Mihal, Cassandra Christophersen, Erine Jones, Kerri Jones, and Sharlet Collins

Upcoming Events

February 27 – March 2

Grow Your Own / Educators Rising (Ed Rising) – Partnership with UAF

Participants: Board Member Ben Blair and Teacher Ginger White

March 4–8

Kasaan Cultural Week

- **March 4:** Hollis, Naukati, Whale Pass, Kasaan, Coffman Cove, AK Trails
- **March 5:** Thorne Bay, Kasaan, AK Trails
- **March 6–7 (Friday–Saturday):** Open to all students and schools

Grant funding is available to support travel and staff time for participation on both open days.

March 21–28

Spring Break

Action Items

- **Panorama Education Surveys** – Connectedness and Climate Survey (see attached)

- **Port Alexander and Whale Pass Energy Audits** – Renew America’s Schools Grant (see attached)
 - Please note: The Whale Pass report contains an error in the listed price of firewood. A corrected and updated version will be provided.
 - **Superintendent and School Board Evaluations**
-

Conclusion

The Southeast Island School District remains committed to collaboration, community engagement, and student-centered excellence. Through strong partnerships with the Board of Education, staff, families, and community organizations, we continue to strengthen our systems, expand opportunities, and build a resilient future for our students and the communities we serve.

Thank you for your ongoing commitment to education and for being valued partners in our shared mission.

Respectfully submitted,

Rod Morrison
Superintendent
Southeast Island School District



Comprehensive Level 2 Energy Audit of the Port Alexander School

Prepared under contract with the Alaska Municipal League for the building owner:

Southeast Island School District
Rod Morrison, Superintendent
1010 Sandy Beach Rd
Thorne Bay, AK 99919
rmorrison@sisd.org
907-828-8256

Site Survey Date:
January 17, 2026

Prepared By:
James Fowler, PE, CEM
Energy Audits of Alaska
200 W 34th Ave
Suite 1018
Anchorage, AK 99503
jim@jim-fowler.com

Energy Audits of Alaska 

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Revision Tracking

New Release – February 15, 2026

Disclaimers

This energy audit is intended to identify and recommend potential areas of energy savings, estimate the value of the savings and approximate the costs to implement the recommendations. This audit report is not a design document and no design work is included in the scope of this audit. Any modifications or changes made to a building to realize the savings must be designed and implemented by licensed, experienced professionals in their fields. Lighting recommendations should all be first analyzed through a thorough lighting analysis to assure that the recommended lighting upgrades will comply with any State of Alaska Statutes as well as Illuminating Engineering Society (IES) recommendations. Lighting upgrades should be made by a qualified electrician in order to maintain regulatory certifications on light fixtures. Ventilation recommendations should be first analyzed by a qualified and licensed engineer experienced in the design and analysis of heating, ventilation and air-conditioning (HVAC) systems. The equipment identified in the energy efficiency measures (EEMs) is not necessarily recommended by the auditor, it is only included to establish a price point for payback calculations. Neither the auditor nor Energy Audits of Alaska bears any responsibility for work performed as a result of this report.

Payback periods for the energy efficiency measures (EEMs) in this analysis may vary from those forecasted due to the uncertainty of the final installed design, configuration, equipment selected, and installation costs, and the operating schedules and maintenance provided by the owner. Furthermore, EEMs are typically interactive, so implementation of one EEM may impact the cost savings from another EEM. The auditor accepts no liability for financial loss due to EEMs that fail to meet the forecasted savings or payback periods.

This audit meets the criteria of a Level 2 Energy Audit per the Association of Energy Engineers and per the ASHRAE definitions, and is valid for one year. The life of an audit may be extended on a case-by-case basis. This audit is the property of the client and the building owner although the data in this report may be used by the auditor for comparison purposes to other similar use buildings.

AkWarm-C© is a building energy modeling software developed under contract by the Alaska Housing Finance Corporation (AHFC).

Acknowledgements

Special thanks to Scott Randall, the school district maintenance director for providing building access and a tremendous amount of current and prior information on the subject buildings and Teri Kohn for providing utility data for the schools. Also, thanks to the Alaska Municipal League (AML) for outreach and contact support and to the US Department of Energy, providing funding to AML to allow contracting for the performance of this energy audit.

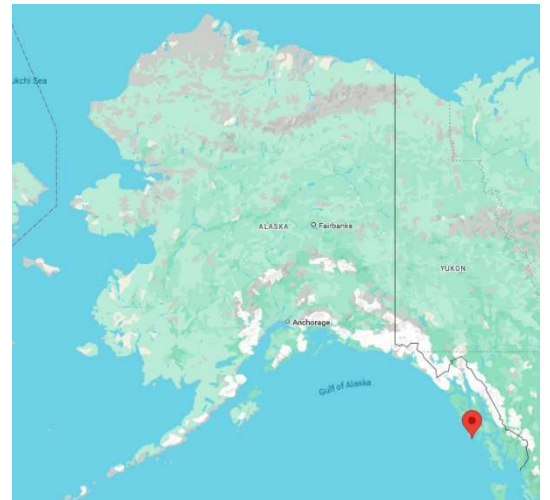
Project Location



Subject Building

Building contacts:
Rod Morrison, Superintendent
(907) 828-8256
rmorrison@sisd.org

NORTH



1. SUMMARY

This energy audit was performed by Energy Audits of Alaska as a contractor to the Alaska Municipal League, the grantee of a Renew America Schools Grant from the US Department of Energy.

Port Alexander is located on the southern tip Baranof Island in Southeast Alaska, approximately 150 air miles south of Juneau. It has a population of approximately 63 people. Electric power is provided by an on-site, diesel generator and diesel fuel is provided by Cascade Towing out of Petersburg.

The scope of the report is a comprehensive energy study, which included an analysis of the building shell, interior and exterior lighting systems, HVAC systems, and any process and plug loads. Water consumption by plumbing fixtures was measured or estimated but not evaluated in this analysis.

PA - The site survey took place on January 17th, 2026. The outside temperature during the day was approximately 43F and the relative humidity was 74%.

This is a Level 2 audit as defined by ASHRAE; it is a technical and economic analysis of potential energy saving projects in a facility. The analysis provides information on current energy consuming equipment, identifies technically and economically feasible energy efficiency measures (EEMs) for existing equipment and provides the client with sufficient information to judge the technical and economic feasibility of the EEMs evaluated. The Energy Conservation Measures (ECMs) identified in this audit are low cost or no cost measures, and although they have the potential to save significant consumption and cost, are not part of the technical and economic analysis. The “avoided costs” resulting from ECMs are discussed in Section 1.7, but are not included in the cost and savings calculations in this audit.

1.1 Guidance to the Reader

The 10 page Summary is designed to contain all the information the building owner/operator should need to determine which energy improvements should be implemented, approximately how much they will cost and their estimated annual savings and simple payback. The Summary discusses the subject building and provides summary tables with overall savings, costs and payback for all the EEMs evaluated for the facility covered in this audit.

Sections 2, 3, and 4 of this report and the Appendices, are back-up and provide much more detailed information should the owner/operator desire to investigate further. Sections 4.1 through 4.5 include additional auditor’s notes for the recommended EEMs.

Issues that the auditor feels are of particular importance to the reader are underlined and all abbreviations and acronyms used in this document are listed in Appendix G.

The efficiency measures evaluated for this building are summarized in Table 1.1 below.

Table 1.1 – Summary of Analysis			
	Cost	Savings	Payback
Efficiency Measures	\$55,387	\$5,964	9.3

All of the potential EEMS for this building were evaluated to provide the owner with a “menu” of potential improvements along with their financial aspects. Not all are recommended; the owner, in conjunction with AML, will evaluate the EEMs and determine which of them to implement based on their priorities and available funding. Please note that EEMs are interactive, so implementing a subset of all the EEMs will result in different savings than if all are implemented. See Section 2.3 and 4.2 for additional information regarding interactive EEMs.

1.2 Noteworthy Points & Immediate Action

- a. This facility generates its own electric power via an on-site diesel generator. Using a 30% generator efficiency and a diesel cost of \$4.76/gallon, the generator produces electricity at a calculated cost of \$0.41/kWh. This is the electric cost used to calculate electric costs and savings in this analysis.
- b. The energy simulation model could not be calibrated to actual diesel deliveries to the school for a number of reasons:
 - It is not clear if the school’s generator also provides power to the adjacent Bear Hall; if so, this would result in overstating the diesel used by the school
 - The generator run time during non-school hours including summer hours is unknown; and the school generator also powers the teacher house and its use and occupancy is unknown
 - The battery charge rate, the efficiency of the batteries and their ability to run the furnaces and provide heat to the building when the generator is off is unknown
- c. ECMs are no cost or low-cost energy conservation measures typically implemented by the building owner or the owner’s staff. The following ECMs are considered most important and additional, more general ECMs are listed in Section 1.7.
 - Clean dryer duct, it was heavily clogged with lint during the site survey, which is a potential fire hazard
 - Make sure all appliances, computers, monitors and printers are turned off when not in use
 - As appliances reach their end of life, replace with Energy Star versions
 - Consider using the Toyo stove in the high school classroom, it’s 87% thermal efficiency is higher than either of the furnaces
 - Repair or replace the bathroom exhaust fans in the elementary school to control humidity and the potential for mold; this will increase energy costs
 - Replace the missing aerator on the elementary school bathroom faucet
 - Insulate the high school attic hatch (photos above right)



- d. It is assumed that all non-specialized labor required to implement the EEM's evaluated, will be performed by School district personnel. A fully burdened labor rate of \$50/hr was used for this type of work and the labor rates used are indicated in Table 1.3. Additional cost estimation information is found in Appendix C.
- e. If all the EEMs are incorporated in this building, there will be a 41% reduction in energy costs, totaling \$5,964/year, with a simple payback of 9.3 years on the \$55,387 implementation cost.
- f. Electrical work such as bypassing light fixture ballasts and installing occupancy sensors may need to be performed by qualified electricians. It should be noted that regulatory listings on certain light fixtures may be invalidated if re-wiring is not performed by a qualified electrician.

1.3 Current Cost and Breakdown of Energy

Based on electricity and fuel oil prices in effect at the time of the audit, and using the calibrated AkWarm-C© energy model, the total predicted energy costs are \$14,393 per year. The breakdown of the annual predicted energy costs and fuel use for the buildings analyzed are as follows:

\$4,995 for Electricity¹
 \$227 for Propane
 \$9,171 for #1 Oil

Predicted Annual Fuel Use		
Fuel Use	Existing Building	With Proposed Retrofits
Electricity	12,179 kWh	10,488 kWh
Propane	38 gallons	38 gallons
#1 Oil	1,927 gallons	820 gallons

Table 1.2 below shows the existing rates and relative costs per MMBTU for each fuel used in this facility. For comparison purposes, it also shows the cost per MMBTU for heat generated by electric resistance heaters, standard efficiency boilers and furnaces and higher efficiency boilers and Toyo stoves as well as heat pumps and cord wood boilers. It is clear that the most cost effective way to generate heat in this community is via oil fired heat plants.

Table 1.2 - Energy Unit Costs and Comparison of Heating Costs						
	Unit	Cost/unit	Cost/MMBTU	Type of heating	Heating efficiency	Cost/MMBTU heating
Electricity - generated on site, 30% generator efficiency	kWh	\$0.4101	\$120.19	Resistance electric	100%	\$120.19
				Heat pump	COP=2.0	\$60.09
Fuel Oil	gallon	\$4.76	\$36.06	Standard AFUE boiler/water heater/furnace	80%	\$45.07
				87% efficient 3-pass cast iron boiler or Toyo Stove	87%	\$41.44

Figure 1.1 shows the distribution of energy costs across the different fuel types for this building. Figures 1.2, 1.3 and 1.4 show the breakdown of energy by end use for each fuel type used in the building, as calculated in the AkWarm-C energy simulation model.

¹ All electricity is produced by the on-site diesel generator

Figure 1.1

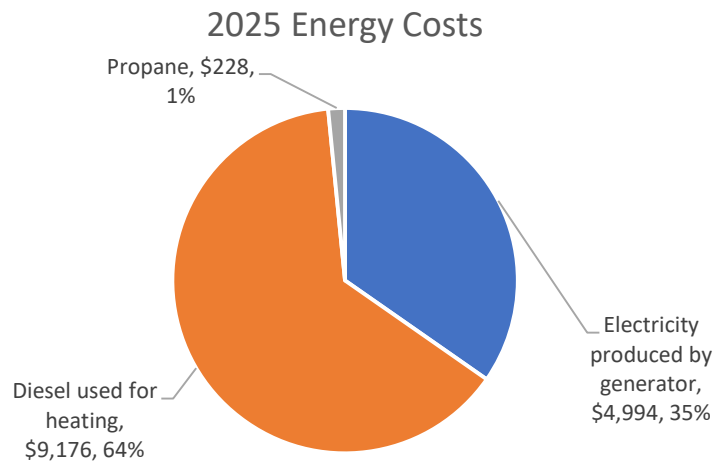


Figure 1.2

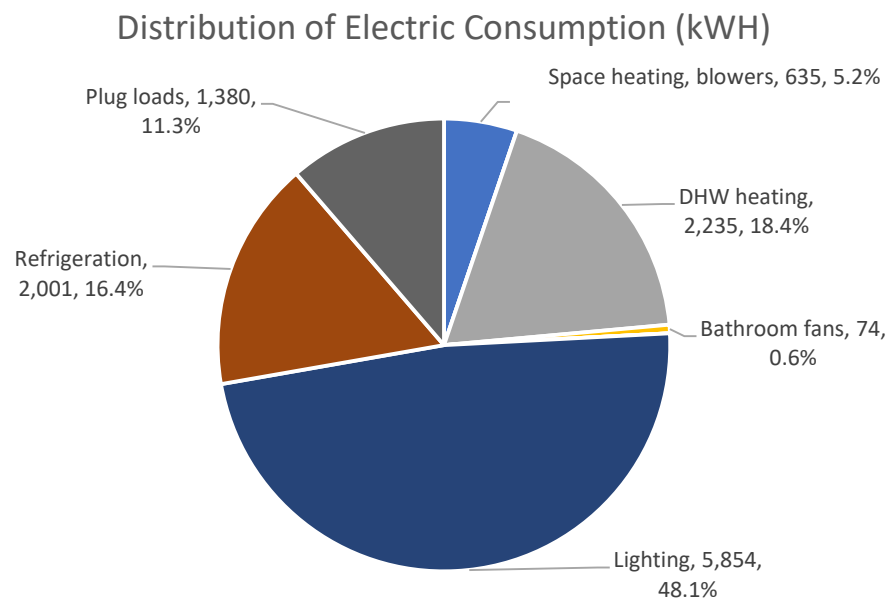


Figure 1.3

Distribution of Fuel Oil Consumption (gal)

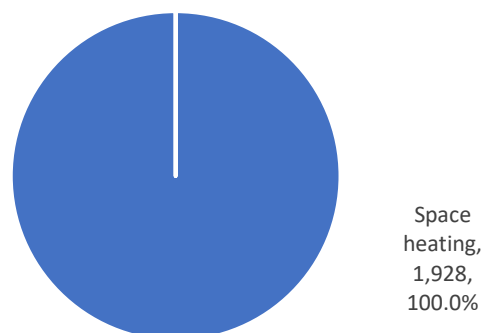
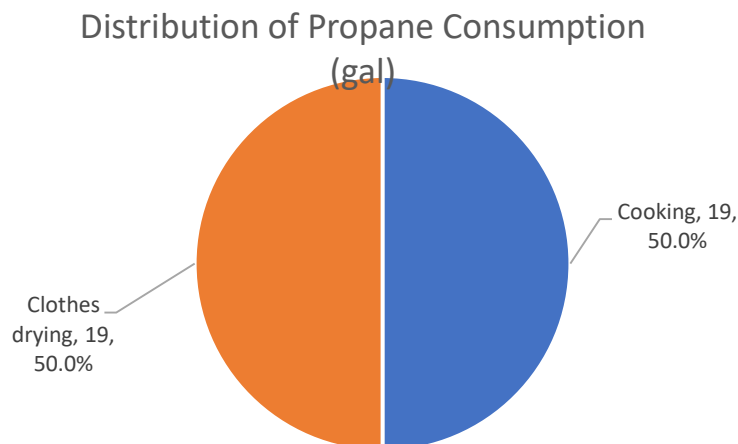


Figure 1.4



Based on this breakdown, it is clear that efficiency efforts should be focused primarily on reducing the energy consumed by space heating in this building.

1.4 Benchmark Summary

Benchmark figures facilitate the comparison of energy use between different buildings with similar use and occupancy and for the same building over time. The table below lists several benchmarks for the audited building. More details can be found in section 3.2 and Appendix B.

Building Benchmarks			
Description	EUI (kBtu/Sq.Ft.)	EUI/HDD (Btu/Sq.Ft./HDD)	ECI (\$/Sq.Ft.)
Existing Building	73.8	9.83	\$3.55
With Proposed Retrofits	36.4	4.84	\$2.08

EUI: Energy Use Intensity - The annual site energy consumption divided by the structure's conditioned area.
 EUI/HDD: Energy Use Intensity per Heating Degree Day.
 ECI: Energy Cost Index - The total annual cost of energy divided by the square footage of the conditioned space in the building.

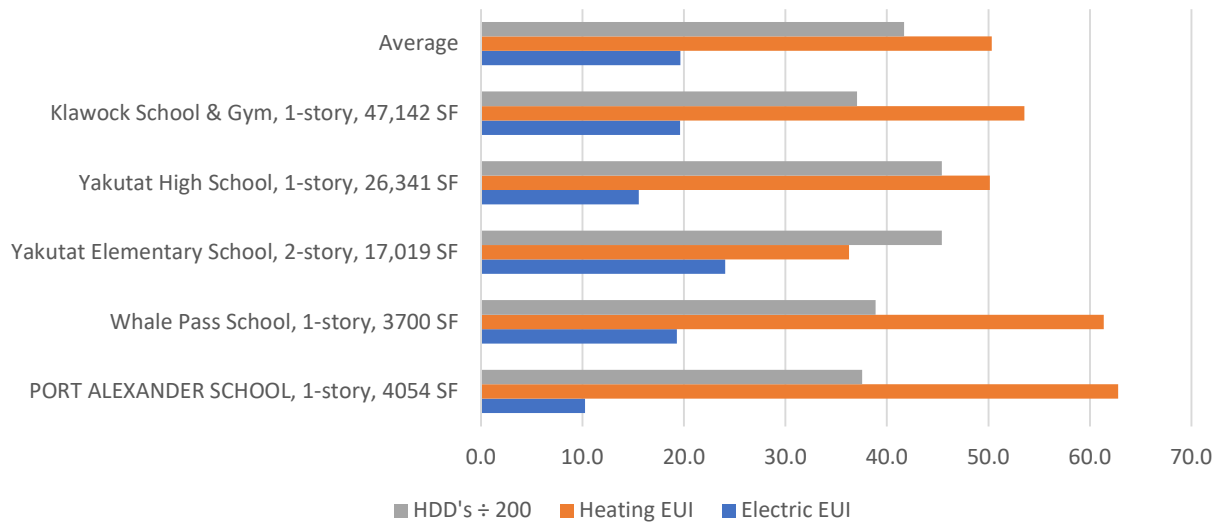
1.5 Energy Utilization Comparison

The subject building's heating and electric energy utilization indexes (EUIs) are compared to similar use buildings in the bar chart below. The subject building's heating EUI is 25% higher than the average and the highest of all the buildings and its electric EUI is 48% below the average and the lowest of all the buildings. The Heating Degree Days² (HDDs) are included to normalize the impact of weather differences in the regions where the comparison buildings are located. Additional discussion is provided in Appendix B.

² HDDs are a measure of the severity of cold weather on a daily basis, using a 65 degree base temperature; as an example, if the average daily temperature in one day is 60 degrees, then there are 5 HDDs during that day. The number of HDDs is divided by 200 to allow use of the same horizontal scale used by the EUI figures.

Figure 1.5

Schools - EUI Comparison (kBTU/SF)



1.6 Energy Efficiency Measures

A summary of the recommended EEMs and their associated costs are shown in Figure 1.6, and Figure 1.7 shows the reduction in cost, consumption and BTUs of electricity and fuel oil if all of the EEMs are incorporated.

Figure 1.6

	Installed Cost	Energy Savings	Simple Payback (yrs)
Envelope	\$9,250	\$472	19.6
HVAC related	\$44,655	\$5,216	8.6
Lighting	\$1,482	\$276	5.4
Totals	\$55,387	\$5,964	9.3

Figure 1.7

	Existing conditions		Proposed Conditions		Effective reduction in building energy consumption and costs
		kBTU of consumption		kBTU of consumption	
kWh Electric	12,179	41,567	10,488	35,796	14%
Gallons Fuel Oil	1,928	254,496	820	108,240	57%
Gallons Propane	38	3,488	38	3,488	0%
Building Energy Cost		\$14,393		\$8,430	41%

Table 1.3, Table 4.1, and section 4 summarize the energy efficiency measures analyzed for the Port Alexander School. Table 1.3 below shows estimates of annual energy savings, installed

costs, simple paybacks and the auditor's notes for each EEM. Table 4.1 shows annual energy savings and installed costs, CO2 savings, SIR and simple paybacks and Sections 4.3 through 4.5 provide some additional information.

EEMs #1 through #7 recommend setting back space temperatures in the 7 spaces described in the energy simulation model. The 7 spaces have only 2 thermostats and AkWarm-C does not allow a \$0 cost, so the 5 spaces without a thermostat were assigned a \$1 cost.

StdElectronic refers to the type of ballast in light fixtures; i.e. standard electronic.

Table 1.3 - All EEMs Evaluated

EEM No.	Category	Location	Existing Configuration	Improvement Description	Installed Cost	Annual Energy Savings	Simple Payback (yrs)	Notes
1	Setback temperatures	Common areas	Existing Unoccupied Heating Setpoint: 70.0 deg F	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Common areas space.	\$1	\$741	0.0	Replace the 2 thermostats with programmable, learning models, program for 60F setback temperatures during unoccupied periods. The fuel oil cost savings identified here assume that the furnaces are running on the batteries when the generator is off.
2		Kitchen	Existing Unoccupied Heating Setpoint: 70.0 deg F	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Kitchen space.	\$1	\$505	0.0	
3		Storage and mechanical	Existing Unoccupied Heating Setpoint: 70.0 deg F	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Storage and mechanical space.	\$1	\$425	0.0	
4		Bathrooms	Existing Unoccupied Heating Setpoint: 70.0 deg F	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Bathrooms space.	\$1	\$200	0.0	
5		Office	Existing Unoccupied Heating Setpoint: 70.0 deg F	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Office space.	\$1	\$128	0.0	
6	Setback Thermostat	Elementary school classrooms	Existing Unoccupied Heating Setpoint: 70.0 deg F	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Elementary school classrooms space.	\$325	\$1,103	0.3	
7	Setback Thermostat	High School classrooms	Existing Unoccupied Heating Setpoint: 70.0 deg F	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the High School classrooms space.	\$325	\$724	0.4	

8	Lighting - Power Retrofit	Storage & mechanical room lighting, incandescent A-type bulbs	2 INCAN A Lamp, Std 60W with Manual Switching	Replace with 2 LED 8W Module StdElectronic	\$10	\$7	1.4	Replace 60w incandescent bulbs with 8w LED bulbs, \$5 each.
9	Lighting - Power Retrofit	High school classroom lighting, T12-2lamp Flor	19 FLUOR (2) T12 4' F40T12 40W Standard StdElectronic with Manual Switching	Replace with 19 LED (2) 12W Module StdElectronic	\$1,168	\$233	5.0	Re-wire fixture to bypass ballast and provide line voltage to new end caps, estimated .75 hrs labor @ school district labor rate \$50/hr; replace 40w T12 lamps with 12w LED tube @ \$12 ea.
10	Air Tightening	Building wide, both buildings	Air Tightness estimated as: 3000 cfm at 50 Pascals	Perform air sealing to reduce air leakage by 15%.	\$2,200	\$271	8.1	Seal all floor, wall and ceiling penetrations, caulk all doors and windows (door sweeps and weather stripping already replaced with new); estimated 24 hours school district labor @ \$50/hr + \$1000 materials
11	Lighting - Power Retrofit	High school lighting, T8-2lamp Flor	4 FLUOR (2) T8 4' F32T8 32W Standard Instant StdElectronic with Manual Switching	Replace with 4 LED (2) 12W Module StdElectronic	\$246	\$32	7.7	Re-wire fixture to bypass ballast and provide line voltage to new end caps, estimated .75 hrs labor @ school district labor rate \$50/hr; replace 32w T8 lamps with 12w LED tube @ \$12 ea.
Subtotal cost effective EEMs					\$4,279	\$4,369	1.0	
<i>The following EEMs are not cost effective from a strict financial perspective, but are presented as part of a comprehensive energy audit for the owner's information</i>								
12	Building Shell - Window	North window, broken pane	Glass: Single, Glass; Frame: vinyl; Spacing between layers: less than 1/2"; Gas fill: air; Modeled U-Value: 0.94; Solar heat gain coefficient: 0.52	Replace existing window with U-0.30 vinyl window.	\$714	\$30	23.8	Replace glass module with new, estimated 6 hrs School District labor @ \$50/hr + \$400 materials
13	Building Shell - Ceiling Attic	High school attic	Framing Type: Standard; framing spacing: 24"; Insulation: R-30 FG batt, 9.5"; Modled R-Value: 30.8	Add R-21 blown cellulose insulation to attic with Standard Truss.	\$6,336	\$171	37.1	Remove all storage items and blow in R21 cellulose over existing batt insulation. Estimated contractor costs \$6300.
14	Lighting - Power Retrofit	High school bathroom lighting, T8-2lamp Flor 36"	FLUOR (2) T8 3' 25W with Manual Switching	Replace with LED (2) 12W Module StdElectronic	\$58	\$4	14.5	Re-wire fixture to bypass ballast and provide line voltage to new end caps, estimated .75 hrs labor @ school district labor rate \$50/hr; replace 36" fluorescent tube with max 12w LED tube @ \$20 ea.
15	HVAC And DHW	Building wide, both buildings	Inefficient furnaces past their end of life; un-insulated ducting in crawl space	New efficient furnaces, insulated ducting in crawl space	\$44,000	\$1,390	31.7	1.) Replace both furnaces with new, minimum 83% AFUE models with ECM blower motors, estimated cost \$20,000 each installed by contract labor. 2.) Insulate furnace ducting in the crawl spaces, estimated 40 hrs of City Labor @ \$50/hr + \$2000 materials
Total all EEMs					\$55,387	\$5,964	9.3	

Table 1.4 below is a breakdown of the annual energy cost across various energy end use types, such as Space Heating and Water Heating. The first row in the table shows the breakdown for the existing building. The second row shows the expected breakdown of energy cost for the building assuming all of the retrofits in this report are implemented. Finally, the last row shows the annual energy savings that will be achieved from the retrofits.

Table 1.4

Annual Energy Cost Estimate											
Description	Space Heating	Space Cooling	Water Heating	Ventilation Fans	Cooking	Clothes Drying	Lighting	Refrigeration	Other Electrical	Service Fees	Total Cost
Existing Building	\$9,432	\$0	\$916	\$31	\$114	\$114	\$2,401	\$820	\$566	\$0	\$14,393
With Proposed Retrofits	\$3,960	\$0	\$916	\$31	\$114	\$114	\$1,910	\$820	\$566	\$0	\$8,430
Savings	\$5,472	\$0	\$0	\$0	\$0	\$0	\$491	\$0	\$0	\$0	\$5,964

1.7 Energy Conservation Measures (ECMs)

No-cost and low-cost EEMs are called ECMs and are usually implemented by the owner or by the existing operations and maintenance staff (they are also called O & M recommendations). ECMs can result in cost and consumption savings, but they also prevent consumption and cost increases, which are more accurately called “avoided costs” rather than cost savings. Listed below are general ECMs, most of which are applicable to the subject building.

- 1) Ongoing Energy Monitoring-** Extensive research by a number of organizations has validated the value of building system monitoring as an effective means to reduce and maintain lower energy consumption. HVAC “performance drift” is the deterioration of an HVAC system over time, resulting from a number of preventable issues. Performance drift typically results in a 5% to 15 % increase in energy consumption. It is recommended to implement a basic energy monitoring system for this building, including installing a cumulative fuel oil meter on the oil day tank.

There is a range of simple to very complex building monitoring systems commercially available, most utilize a user-friendly internet or network-based dashboard. They range from a simple do-it-yourself approach utilizing a spreadsheet and graph to public domain packages to proprietary software and hardware packages. A partial listing follows:

BMON - AHFC has developed a building monitoring software to use with Monnit or other sensors. This software is free to any user, open source, can be modified to user needs, and can absorb and display data from multiple sources. It can manage multiple buildings, and can be installed by anyone with a little IT experience. This software is available at <https://code.ahfc.us/energy/bmon>. Contact: Carolyn Ramsey at the Research Information Center (RIC) Library at AHFC (907-330-8148, cramsey@ahfc.us)

Monnit – “product model” sensors are purchased (cost from \$500-\$1500) and installed, basic network-based dashboard is free. A more comprehensive, higher level of functionality, internet-based dashboard for a building of this size is \$60-\$100/year. <http://www.monnit.com/>

- 2) **Create an organizational “energy champion” and provide training.** It can be an existing staff person who performs a monthly walk-through of the building using an Energy Checklist similar to the sample below. Savings from this activity can vary from zero to 10% of the building’s annual energy cost.

ENERGY CHAMPION CHECKLIST - MONTHLY WALK THROUGH	initial
Check thermostat set points and programming	
Note inside and outside temperatures, is it too hot or cold in the building?	
Are computers left on and unattended?	
Are room lights on and unoccupied?	
Are personal electric heaters in use?	
Are windows open with the heat on?	
Review monthly consumption for electric, gas and/or oil	
Re-program any Toyo stoves after a power outage	

- 3) **Efficient Building Management:** Certain EEMs and ECMs are recommended not only to improve the energy efficiency and but also to reduce the cost of building management. These same suggestions can be used across multiple buildings. Some examples:
- a. All lights should be upgraded at the same time, all lamps should be replaced as a preventative maintenance activity (rather than as they fail, one at a time), lamp inventory for the entire building (or buildings) should be limited to a single version of an LED or fluorescent tube (if at all possible), and all appropriate rooms should have similar occupancy controls and setback thermostats.
 - b. Extra HVAC components such as zone valves, thermostats and circulation pumps should be maintained in inventory to allow trouble shooting and quick replacement of existing components.
 - c. The same components should be used in all buildings to minimize the number of different parts in inventory, these include zone valves, thermostats, circulation pumps, lamps, ballasts, occupancy sensors, etc.
- 4) **Air Infiltration:** Minimize infiltration in the building by sealing all wall, ceiling and floor penetrations and properly maintaining all entry and roll up doors and windows so they close and function properly. All switch, electrical outlet and light fixture junction boxes should be sealed. Weather-stripping should be maintained if it exists or added if it does not and all doors, windows and siding penetrations should be properly caulked. It is recommended that the organization have an IR camera so that infiltration and areas of defective insulation can be identified and repaired.

- 5) **Turn off plug loads** including computers, printers, faxes, etc. when leaving the room. For workstations where the occupant regularly leaves their desk, add an occupancy sensing plug load management device (PLMD) like the “Isole IDP 3050” power strip produced by Wattstopper.
- 6) **HVAC Maintenance** should be performed annually to assure optimum performance and efficiency of the boilers, circulation pumps, exhaust fans, zone valves, actuators and thermostats in this building. An unmaintained HVAC component like a boiler or furnace can reduce operating efficiency by 3% or more. Repeated occupant complaints regarding overheated or underheated spaces suggest that zone valves and thermostats should be checked for correct operation as a first line of troubleshooting. It is recommended that the organization have an IR camera to allow the diagnosis of failed zone valves, inoperative thermostats, clogged heating coils, etc.
- 7) **Vacant Offices & Storage Areas:** If there are multiple-person offices and/or other common spaces which are currently vacant, consider moving staff such that the vacant offices are all in one zone, and turn down the heat and turn off lighting in that zone
- 8) **Additional ECM recommendations:**
 - a. Purchase and use an electronic timer as a power strip for large copy/scan/fax machines and any other equipment that has a sleep cycle. During their sleep cycle, they can consume from 1 to 3 watts. This can cost from \$8-10/year per machine. Timers can be purchased for as little as \$15.
 - b. At their end of useful life (EOL), replace refrigeration equipment and commercial cooking equipment with Energy Star versions.
 - c. Keep refrigeration coils clean.
 - d. Keep heating coils in air handlers, unit heaters and fan coil units clean.
 - e. Utilize the programmable setback feature on most Toyo stoves, to reduce the unoccupied space temperatures.

2. AUDIT AND ANALYSIS METHODOLOGY

2.1 Program Description

This audit identifies and evaluates energy efficiency measures at the Port Alexander School. The scope of this project included evaluating building shell, lighting and other electrical systems, and HVAC equipment, motors and pumps. Measures were analyzed based on life-cycle-cost techniques, which include the initial cost of the equipment, life of the equipment, annual energy cost, and a discount rate of 2.0%/year in excess of general inflation.

2.2 Audit Description

Preliminary audit information including building plans (where available) and utility consumption data was gathered in preparation for the site survey. Interviews were conducted with the building owners, managers or staff to understand their objectives and ownership strategy and gather other information the auditor could use to make the audit most useful. The site survey

provides critical information in deciphering where energy is used and what savings opportunities exist within a building. The entire building was surveyed, including every accessible room and all energy consuming equipment, and the areas listed below were evaluated to gain an understanding of how the building operates:

- Building envelope (roof, windows, walls, etc.)
- Heating, ventilation, and air conditioning equipment (HVAC)
- Lighting systems and controls
- Building-specific equipment including refrigeration equipment
- Plug loads
- Process loads

Summaries of building occupancy schedules and operating and maintenance practices provided by the owner, were collected along with as much system and component nameplate information as was available.

2.3 Method of Analysis

The details collected from the Port Alexander School building enable a model of the building's overall energy usage to be developed – this is referred to as “existing conditions” or the “existing building” and is used as a baseline from which savings are calculated. The analysis involves distinguishing the different fuels used on site, and analyzing their consumption in different activity areas of the existing building.

AkWarm-C Building Simulation Model

An accurate model of the building performance is created by simulating the thermal performance of the walls, roof, windows and floors of the building, adding the HVAC systems, ventilation and any heat recovery, adding major equipment, plug loads, any heating or cooling process loads, the number of occupants (each human body generates approximately 450 BTU/hr. of heat) and the hours of operation of the building.

The Port Alexander School is made up of the following activity areas:

- 1) Elementary school classrooms: 1,222 square feet
- 2) High School classrooms: 880 square feet
- 3) Kitchen: 510 square feet
- 4) Office: 135 square feet
- 5) Bathrooms: 198 square feet
- 6) Storage and mechanical: 379 square feet
- 7) Common areas: 730 square feet

The methodology took a range of building-specific factors into account, including:

- Occupancy hours
- Local climate conditions
- Prices paid for energy

For the purposes of this study, the thermal simulation model was created using a modeling tool called AkWarm-C© Energy Use Software. The building characteristics and typical mean year weather data for the region were used to establish baseline space heating and cooling energy usage. The model was only calibrated to the actual propane delivery data, it could not be calibrated to fuel oil delivery or electric consumption for the reasons stated in Section 1.2.a and 1.2.b above. The uncalibrated model was used to calculate the impact of theoretical EEMs and is considered to represent the existing or baseline conditions.

Limitations of AkWarm© Models

The model is based on local, typical weather data available from the nearest national weather station. This data represents the average ambient weather profile as observed over approximately 30 years. As such, the monthly fuel use bar charts in Section 3.2 will not likely compare perfectly, on a monthly basis with actual energy billing information from any single year. This is especially true for years with extreme warm or cold periods, or even years with unexpectedly moderate weather.

The heating and cooling load model is a simple two-zone model consisting of the building's core interior spaces and perimeter spaces.

Financial Analysis

This analysis provides a number of tools for assessing the cost effectiveness of various EEMs. These tools utilize **Life-Cycle Costing**, which is defined in this context as a method of cost analysis that estimates the total cost of a project over its life. The total cost includes both the construction cost (also called "first cost") plus ongoing operating costs.

Savings to Investment Ratio (SIR) = Savings divided by Investment. The SIR can also be called the Benefit Cost ratio.

Savings includes the total discounted dollar savings considered over the life of the EEM. AkWarm© calculates projected energy savings based on occupancy schedules, utility rates, building construction type, building function, existing conditions, and climatic data uploaded to the program based on the zip code of the building. Changes in future fuel prices, as projected by the Department of Energy, are included over the life of the improvement. Future savings are discounted to their present value to account for the time-value of money (i.e. money's ability to earn interest over time). The **Investment** in the SIR calculation is the first cost of the EEM. An SIR value of at least 1.0 indicates that the project is cost-effective, i.e. total savings exceed the investment costs.

Simple payback is a cost analysis method whereby the investment cost of a project is divided by the first year's energy savings to give the number of years required to recover the cost of the investment. This may be compared to the expected time before replacement of the system or component will be required. For example, if a boiler costs \$12,000 and results in a savings of \$1,000 in the first year, the payback time is 12 years. If the boiler has an expected life of 10 years, it would not be financially viable to make the investment since the payback period of 12 years is greater than the projected life.

The Simple Payback calculation does not consider likely increases in future annual savings due to energy price increases, nor does it consider the need to earn interest on the investment (i.e. the time-value of money). Because of these simplifications, the SIR figure is considered to be a better financial investment indicator than the Simple Payback measure.

Measures are ranked and numbered by AkWarm© in order of decreasing SIR. The program first calculates individual SIR's and ranks them from highest to lowest. The software then implements the first EEM, re-calculates each subsequent measure and again re-ranks the remaining measures in order of their SIR. An individual measure must have an individual $SIR \geq 1$ to be considered financially viable on a stand-alone basis. AkWarm© goes through this iterative process until all appropriate measures have been evaluated and implemented in the proposed building model.

SIR and simple paybacks are calculated based on estimated first costs for each measure. First costs include estimates of the labor and equipment required to implement a change. Costs estimated by the auditor are considered to be accurate within +/-30% in this level of audit; they are derived from Means Cost Data, industry publications, the auditors experience and/or local contractors and equipment suppliers.

Interactive effects of EEMs:

It is important to note that the savings for each EEM is calculated based on implementing the most cost-effective measure first (highest SIR), then the EEM with the second highest SIR, then the third, etc. Implementation of an EEM out of the order in Tables 1.3 and 4.1 will affect the savings of the other EEMs.

If some of the EEMs are not implemented, savings for the remaining EEMs will be affected, in some cases positively, and in others, negatively. If all EEMs are implemented, their order of implementation is irrelevant, because the total savings after complete implementation will be unchanged. See Section 4.2 for additional detail.

Assumptions and conversion factors used in calculations:

The underlying assumptions used in the calculations made in this audit follow:

- 3413 BTU/kWh
- 60% load factor for all motors unless otherwise stated
- 138,000 BTU/gallon of #2 fuel oil
- 132,000 BTU/gallon of #1 fuel oil
- 91,800 BTU/gallon of propane

2.4 Limitations of Study

All results are dependent on the quality of input data provided, and can only act as an approximation. In some instances, several methods may achieve the identified savings. This report is not a design document and the auditor is not proposing designs, or performing design engineering. A design professional who is following the EEM recommendations and who is licensed to practice in Alaska in the appropriate discipline, shall accept full responsibility and liability for the design, engineering and final results.

Unless otherwise specified, budgetary estimates for engineering and design of these projects are not included in the cost estimate for each EEM; these costs can be approximated at 15% of the materials and installation costs. Project costs such as mobilization, travel, contractor overhead and profit are also not included in the EEM costs.

3. PORT ALEXANDER - EXISTING CONDITIONS

3.1. Building Description

The original portion (now used as the high school) of the single story 4,054 square foot Port Alexander School was constructed in 1980; the elementary school was added around 1987. It has a current enrollment of 17 students and 3 staff and is used from 8:00am until 4:30pm Monday through Thursday during the school year, which generally starts in mid-May and ends in mid-August.

Description of Building Shell

A set of 1984 plans for the elementary school were available for this building, but no plans were available for the original 1980 portion, now used as the high school. The available plans, the auditor's observations and information provided by on-site staff were used as the basis for the details described below.

Both buildings are constructed over crawl spaces enclosed with skirting. The floor joists have fiberglass batt in the joist cavities, estimated to have an insulation value of R-30 (photo of elementary school crawl space at right).



Walls are constructed with 2" x 6" studs, presumed to have R-19 batt in the stud cavities. Windows are double glazed with vinyl frames and are in average condition.

Entry doors are newly installed, metal, with ½ lites, assumed to have urethane cores. The exterior walls of the high school are finished with horizontal wood siding and the exterior walls of the elementary school are finished with shakes. The interior walls of both buildings are finished with gypsum. The elementary school appears to have a hot roof, presumed to have R-30 batt between joists and the high school has an attic with what appears to be R-30 batt between the ceiling joists. Both roof deck are painted metal over plywood sheathing. In general, the building envelope is in average condition.

Description of Heating and Cooling Plants

F1 - Elementary school

Nameplate Information:	Model T165 15-1 160 (manufacturer name not legible)
Fuel Type:	#1 Oil
Input Rating:	132,000 BTU/hr
Steady State Efficiency:	60 %
Idle Loss:	0.5 %

Heat Distribution Type:
Notes:

Air
Elementary school furnace: 1 gph input (132 MBH), nominal 105 MBH output, 80% thermal efficiency when new, de-rated to 60% for 40+ year age. SN S8425822. Williamson burner, model 02-746, assumed 1/7 HP

F2- High School (photo at right)

Nameplate Information:
Fuel Type:
Input Rating:
Steady State Efficiency:
Idle Loss:
Heat Distribution Type:
Notes:

Yukon Husky model LWO-112
#1 Oil or wood
140,000 BTU/hr
70 %
0.5 %
Air
High School furnace: dual fuel (wood and oil) 140 MBH input, 112 MBH nominal output, 80% thermal efficiency when new, de-rated to 70% for 24 year age. SN 10561. Burner CW-878200, assumed 1/7 HP



HWH - Elementary school

Nameplate Information:
Fuel Type:
Input Rating:
Steady State Efficiency:
Idle Loss:
Heat Distribution Type:
Boiler Operation:
Notes:

Rheem Model 6E50-D
Electricity
4500w
99.9 %
1.5 %
Water
All Year
50 gallon, (2) 4500w or 3800w elements

HWH - High school

Nameplate Information:
Fuel Type:
Input Rating:
Steady State Efficiency:
Idle Loss:
Heat Distribution Type:
Boiler Operation:
Notes:

Reliance model 6-20-SOMS 200
Electricity
1650w
99.9 %
1.5 %
Water
All Year
19 gallon, SN 1934116119482

Toyo Stove

Nameplate Information:
Fuel Type:
Input Rating:
Steady State Efficiency:
Idle Loss:

Laser 56
#1 Oil
22,000 BTU/hr
87 %
0 %

Heat Distribution Type: Air
Notes: Not in use. 22 MBH input, 19 MBH output, nominal 87% thermal efficiency; 45w burning.

Space Heating and Cooling Distribution Systems

Heat is distributed throughout both buildings by ducted forced air systems. Most of the ducting is located in the crawl spaces of each building; it is partially insulated under the elementary school and uninsulated under the high school.

Building Ventilation System

There is no mechanical ventilation in this building. Fresh air is provided by operable windows and infiltration.

HVAC Controls

Room temperature control is provided by a manual thermostat located in each building.

The Toyo stove is controlled by a remote bulb thermostat located adjacent to the unit, which modulates the heater's function based on the user settings. Most Toyo stoves have a programmable feature allowing the stove to be automatically set back to lower temperatures during unoccupied periods. This programmable feature (and the clock) must be re-programmed each time there is a power outage.

Domestic Hot Water System

DHW for the lavatories, showers, the kitchen sink and dishwasher is provided by an electric storage hot water heater located in each building. There does not appear to be a DHW re-circulation pump in use.

Lighting

The interior lighting consists primarily of 48" fixtures utilizing T8 LED lamps. Several fixtures have yet to be upgraded to LED, they utilize either T8 or T12 fluorescent lamps. Additionally, there are several A-type fixtures utilizing incandescent and LED bulbs. There are no interior lighting controls in use. The exterior lighting consists of LED pendant lighting over the play court and LED wall packs on the elementary school building; there are no lighting controls in use for the exterior lighting.

Major Equipment and Plug Loads

A list of major equipment and most plug loads is found in Appendix A.

3.2 Predicted Energy Use

3.2.1 Energy Usage / Tariffs

The only utility source data provided is tabulated in Appendix B. As previously mentioned, the AkWarm© model was not calibrated to match the actual, baseline utility data. The completed, uncalibrated AkWarm© model is used to predict the annual usage of each fuel. The electric usage and fuel usage profile charts (Figures 3.1 through 3.3) represent the predicted electric and fuel usage for the building before and after implementation of the recommended EEMs.

The utility companies providing energy to the subject building, and the class of service provided by each, are listed below:

Electricity: Self-Generated Power (diesel) - Residential
 Fuel Oil: Cascade Towing, Petersburg

The average cost for each type of fuel used in this building is shown below in Table 3.1. These figures do not include any surcharges, subsidies, taxes and utility customer charges, and as previously mentioned, the cost of electricity is calculated based on the generator efficiency and cost of diesel fuel:

Description	Average Energy Cost
Electricity	\$ 0.4101/kWh
Propane	\$ 6.00/gallon
#1 Oil	\$ 4.76/gallon

For any historical and comparative analysis in this document, the auditor used current tariff schedules obtained from the utility provider or from invoices provided by the owner. These current tariffs were used for all years to eliminate the impact of cost changes over the years evaluated in the analysis.

Electric utility providers measure consumption in kilowatt-hours (kWh) and maximum demand in kilowatts (kW). One kWh usage is equivalent to 1,000 watts running for one hour. One kW of electric demand is equivalent to 1,000 watts running at a particular moment.

Fuel oil consumption and deliveries and propane consumption and deliveries are measured in gallons.

3.2.1.1 Total Energy Use and Cost Breakdown

At current rates, Southeast Island School District pays approximately \$14,393 annually for electricity and other fuel costs for the Port Alexander School.

Figure 3.1 below reflects the estimated distribution of costs across the primary end uses of energy based on the AkWarm© computer simulation. Comparing the “Retrofit” bar in the figure to the “Existing” bar shows the potential savings from implementing all of the energy efficiency measures shown in this report.

Figure 3.1
Annual Energy Costs by End Use

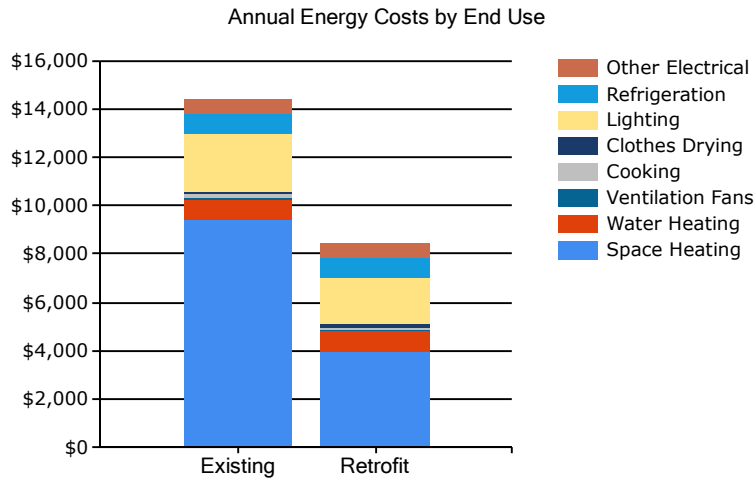


Figure 3.2 below shows how the annual energy cost of the building splits between the different fuels used by the building. The “Existing” bar shows the breakdown for the building as it is now; the “Retrofit” bar shows the predicted costs if all of the energy efficiency measures in this report are implemented.

Figure 3.2
Annual Energy Costs by Fuel Type

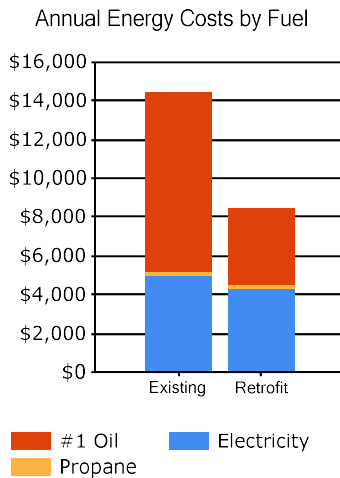
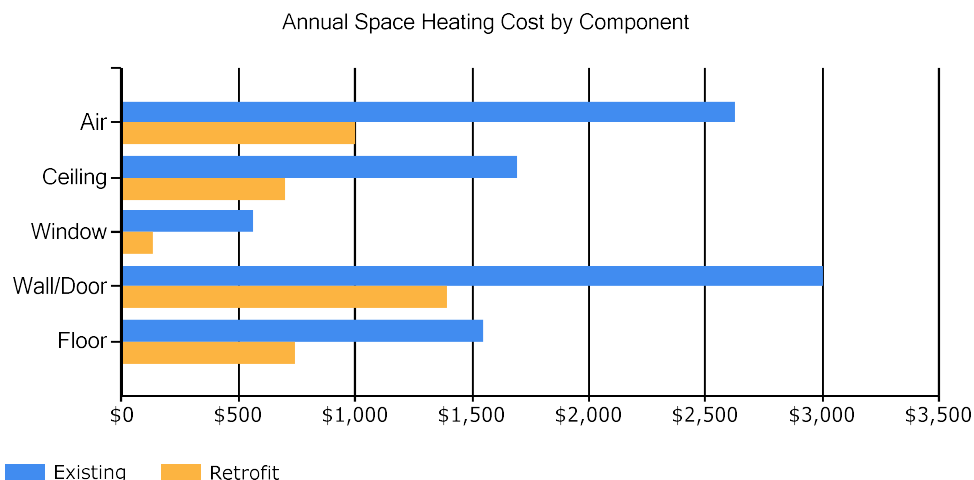


Figure 3.3 below addresses only Space Heating costs. The figure shows how each heat loss component contributes to those costs; for example, the figure shows how much annual space heating cost is caused by the heat loss through the Walls/Doors. For each component, the space heating cost for the Existing building is shown (blue bar) and the space heating cost assuming all retrofits are implemented (yellow bar) are shown.

Figure 3.3
Annual Space Heating Cost by Component



The tables below show the model’s estimate of the monthly fuel use for each of the fuels used in the building; this data is represented graphically in Figures 1.2 and 1.3. For each fuel, consumption is broken down across the energy end uses. Note, in the tables below “DHW” refers to Domestic Hot Water heating.

Electrical Consumption (kWh)												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Space_Heating	91	76	74	46	40	29	19	13	24	52	74	97
Space_Cooling	0	0	0	0	0	0	0	0	0	0	0	0
DHW	190	173	190	183	190	183	190	190	183	190	183	190
Ventilation_Fans	8	8	9	9	4	0	0	4	9	9	9	5
Cooking	0	0	0	0	0	0	0	0	0	0	0	0
Clothes_Drying	0	0	0	0	0	0	0	0	0	0	0	0
Lighting	619	648	711	688	344	0	0	344	688	711	688	413
Refrigeration	170	155	170	164	170	164	170	170	164	170	164	170
Other_Electrical	146	153	168	162	81	0	0	81	162	168	162	97

Fuel Oil #1 Consumption (Gallons)												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Space_Heating	271	227	220	141	124	91	63	46	78	158	222	287
DHW	0	0	0	0	0	0	0	0	0	0	0	0

Propane Consumption (Gallons)												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Cooking	2	2	2	2	1	0	0	2	2	2	2	2
Clothes_Drying	2	2	2	2	1	0	0	2	2	2	2	2

3.2.2 Energy Use Index (EUI)

EUI is a measure of a building's annual energy utilization per square foot of building. It is a good measure of a building's energy use and is utilized regularly for energy performance comparisons with similar-use buildings.

EUIs are calculated by converting all the energy consumed by a building in one year to BTUs and multiplying by 1000 to obtain kBtu. This figure is then divided by the building square footage.

"Source energy" differs from "site energy". Site energy is the energy consumed by the building at the building site only. Source energy includes the site energy as well as all of the losses incurred during the creation and distribution of the energy to the building. Source energy represents the total amount of raw fuel that is required to operate the building. It incorporates all transmission, delivery, and production losses, and allows for a more complete assessment of energy efficiency in a building. The type of energy or fuel purchased has a substantial impact on the source energy use of a building. The EPA has determined that source energy is the best measure to use for evaluation purposes and to identify the overall global impact of energy use. Both the site and source EUI ratings for the building are provided below.

The site and source EUIs for this building are calculated as follows. (See Table 3.4 for details):

$$\text{Building Site EUI} = \frac{(\text{Electric Usage in kBtu} + \text{Gas Usage in kBtu} + \text{similar for other fuels})}{\text{Building Square Footage}}$$

$$\text{Building Source EUI} = \frac{(\text{Electric Usage in kBtu} \times \text{SS Ratio} + \text{Gas Usage in kBtu} \times \text{SS Ratio} + \text{similar for other fuels})}{\text{Building Square Footage}}$$

where "SS Ratio" is the Source Energy to Site Energy ratio for the particular fuel.

Table 3.4
Port Alexander School EUI Calculations

Energy Type	Building Fuel Use per Year	Site Energy Use per Year, kBTU	Source/Site Ratio	Source Energy Use per Year, kBTU
Electricity	12,179 kWh	41,567	3.340	138,832
Propane	38 gallons	3,477	1.010	3,512
#1 Oil	1,927 gallons	254,320	1.010	256,863
Total		299,363		399,207
BUILDING AREA				
		4,054	Square Feet	
BUILDING SITE EUI				
		74	kBTU/Ft ² /Yr	
BUILDING SOURCE EUI				
		98	kBTU/Ft ² /Yr	
* Site - Source Ratio data is provided by the Energy Star Performance Rating Methodology for Incorporating Source Energy Use document issued March 2011.				

Table 3.5

Building Benchmarks			
Description	EUI (kBtu/Sq.Ft.)	EUI/HDD (Btu/Sq.Ft./HDD)	ECI (\$/Sq.Ft.)
Existing Building	73.8	9.83	\$3.55
With Proposed Retrofits	36.4	4.84	\$2.08
EUI: Energy Use Intensity - The annual site energy consumption divided by the structure's conditioned area.			
EUI/HDD: Energy Use Intensity per Heating Degree Day.			
ECI: Energy Cost Index - The total annual cost of energy divided by the square footage of the conditioned space in the building.			

4. ENERGY COST SAVING MEASURES

4.1 Summary of Results

The energy saving measures considered for this building are summarized in Tables 4.1 below and 1.3 above. The basis for the cost estimates used in this analysis is found in Appendix C and are noted in Table 1.3 above.

AkWarm-C does not allow a \$0 cost. The \$1 costs for EEMs #1 though #5 indicate that the costs for these EEMs are included in EEMs # 6 and #7.

Table 4.1 Port Alexander School, Port Alexander, Alaska ENERGY EFFICIENCY MEASURES EVALUATED							
Rank	Feature	Improvement Description	Annual Energy Savings	Installed Cost	Savings to Investment Ratio, SIR	Simple Payback (Years)	CO ₂ Savings
1	Setback Thermostat: Common areas	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Common areas space.	\$741 / 20.1 MMBTU	\$1	10607.09	0.0	3,326.7
2	Setback Thermostat: Kitchen	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Kitchen space.	\$505 / 13.7 MMBTU	\$1	7223.19	0.0	2,265.4
3	Setback Thermostat: Storage and mechanical	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Storage and mechanical space.	\$425 / 11.5 MMBTU	\$1	6081.50	0.0	1,907.3
4	Setback Thermostat: Bathrooms	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Bathrooms space.	\$200 / 5.4 MMBTU	\$1	2863.53	0.0	898.1
5	Setback Thermostat: Office	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Office space.	\$128 / 3.5 MMBTU	\$1	1835.05	0.0	575.5
6	Setback Thermostat: Elementary school classrooms	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Elementary school classrooms space.	\$1,103 / 30.0 MMBTU	\$325	48.56	0.3	4,949.7
7	Setback Thermostat: High School classrooms	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the High School classrooms space.	\$724 / 19.7 MMBTU	\$325	31.89	0.4	3,250.3

Table 4.1**Port Alexander School, Port Alexander, Alaska
ENERGY EFFICIENCY MEASURES EVALUATED**

Rank	Feature	Improvement Description	Annual Energy Savings	Installed Cost	Savings to Investment Ratio, SIR	Simple Payback (Years)	CO ₂ Savings
8	Lighting - Power Retrofit: Storage & mechanical room lighting, incandescent A-type bulbs	Replace with 2 LED 8W Module StdElectronic	\$7 / 0.0 MMBTU	\$10	4.42	1.5	36.6
9	Lighting - Power Retrofit: High school classroom lighting, T12-2lamp Flor	Replace with 19 LED (2) 12W Module StdElectronic	\$233 / -1.5 MMBTU	\$1,168	1.84	5.0	1,251.4
10	Air Tightening: Building wide, both buildings	Perform air sealing to reduce air leakage by 15%.	\$271 / 7.4 MMBTU	\$2,200	1.21	8.1	1,216.6
11	Lighting - Power Retrofit: High school lighting, T8-2lamp Flor	Replace with 4 LED (2) 12W Module StdElectronic	\$32 / -0.2 MMBTU	\$246	1.18	7.8	170.3
	TOTAL, cost-effective measures		\$4,368 / 109.6 MMBTU	\$4,279	14.00	1.0	19,847.8
The following measures were <i>not</i> found to be cost-effective from a strict financial perspective, but should still be considered as part of an overall energy upgrade strategy:							
12	North window, broken pane	Replace existing window with U-0.30 vinyl window.	\$30 / 0.8 MMBTU	\$714	0.77	23.9	134.0
13	High school attic	Add R-21 blown cellulose insulation to attic with Standard Truss.	\$171 / 4.6 MMBTU	\$6,336	0.70	37.0	768.3
14	Lighting - Power Retrofit: High school bathroom lighting, T8-2lamp Flor 36"	Replace with LED (2) 12W Module StdElectronic	\$4 / 0.0 MMBTU	\$58	0.64	14.3	21.8
15	HVAC And DHW	1.) Replace both furnaces with new, 83% AFUE models with ECM blower motors, estimated cost \$20,000 each installed by contract labor. 2.) Insulate furnace ducting in the crawl spaces, estimated 40 hrs of City Labor @ \$50/hr + \$2000 materials	\$1,390 / 36.9 MMBTU	\$44,000	0.45	31.7	6,261.4
	TOTAL, all measures		\$5,964 / 151.9 MMBTU	\$55,387	1.53	9.3	27,033.2

Table Notes:

¹ Savings to Investment Ratio (SIR) is a life-cycle cost measure calculated by dividing the total savings over the life of a project (expressed in today's dollars) by its investment costs. The SIR is an indication of the profitability of a measure; the higher the SIR, the more profitable the project. An SIR greater than 1.0 indicates a cost-effective project (i.e. more savings than cost). Remember that this profitability is based on the position of that Energy Efficiency Measure (EEM) in the overall list and assumes that the measures above it are implemented first.

² Simple Payback (SP) is a measure of the length of time required for the savings from an EEM to payback the investment cost, not counting interest on the investment and any future changes in energy prices. It is calculated by dividing the investment cost by the expected first-year savings of the EEM.

³ StdElectronic refers to the type of ballast, i.e. a standard electronic ballast

4.2 Interactive Effects of Projects

In general, all projects are evaluated sequentially so energy savings associated with one EEM would not also be attributed to another EEM. By modeling the recommended project sequentially, the analysis accounts for interactive effects among the EEMs and does not "double count" savings.

As previously mentioned, the savings for a particular measure are calculated assuming all recommended EEMs coming before that measure in Tables 1.3 and 4.1 are implemented. If some EEMs are not implemented, savings for the remaining EEMs will be affected.

4.3 Building Shell Measures**4.3.1 Insulation Measures**

Rank	Location	Existing Type/R-Value	Recommendation Type/R-Value
13	High school attic	Framing Type: Standard Framing Spacing: 24 inches Insulated Sheathing: None Bottom Insulation Layer: R-30 Batt:FG or RW, 9.5 inches Top Insulation Layer: None Modeled R-Value: 30.8	Add R-21 blown cellulose insulation to attic with Standard Truss.
Installation Cost	\$6,336	Estimated Life of Measure (yrs)	30
Breakeven Cost	\$4,465	Simple Payback (yrs)	37
		Savings-to-Investment Ratio	0.7
Auditors Notes: Remove all storage items and blow in R21 cellulose over existing batt insulation. Estimated contractor costs \$6300.			

4.3.2 Window Measures

Rank	Location	Size/Type, Condition	Recommendation			
12	North window, broken pane	Glass: Single, Glass Frame: Wood\Vinyl Spacing Between Layers: Half Inch Gas Fill Type: Air Modeled U-Value: 0.94 Solar Heat Gain Coefficient including Window Coverings: 0.52	Replace existing window with U-0.30 vinyl window.			
Installation Cost		\$714	Estimated Life of Measure (yrs)	20	Energy Savings (\$/yr)	\$30
Breakeven Cost		\$553	Simple Payback (yrs)	24	Energy Savings (MMBTU/yr)	0.8 MMBTU
			Savings-to-Investment Ratio	0.8		
Auditors Notes: Replace glass module with new, estimated 6 hrs School District labor @ \$50/hr + \$400 materials						

4.3.3 Door Measures (There were no improvements in this category)

4.3.4 Air Sealing Measures

Rank	Location	Existing Air Leakage Level (cfm@50/75 Pa)	Recommended Air Leakage Reduction (cfm@50/75 Pa)			
10	Building wide, both buildings	Air Tightness estimated as: 3000 cfm at 50 Pascals	Perform air sealing to reduce air leakage by 15%.			
Installation Cost		\$2,200	Estimated Life of Measure (yrs)	10	Energy Savings (\$/yr)	\$271
Breakeven Cost		\$2,652	Simple Payback (yrs)	8	Energy Savings (MMBTU/yr)	7.4 MMBTU
			Savings-to-Investment Ratio	1.2		
Auditors Notes: Seal all floor, wall and ceiling penetrations, caulk all doors and windows (door sweeps and weather stripping already replaced with new); estimated 24 hours school district labor @ \$50/hr + \$1000 materials						

4.4 Mechanical Equipment Measures

4.4.1 Heating/Cooling/Domestic Hot Water Measure

Rank	Recommendation					
15	1.) Replace both furnaces with new, 83% AFUE models with ECM blower motors, estimated cost \$20,000 each installed by contract labor. 2.) Insulate furnace ducting in the crawl spaces, estimated 40 hrs of City Labor @ \$50/hr + \$2000 materials					
Installation Cost		\$44,000	Estimated Life of Measure (yrs)	15	Energy Savings (\$/yr)	\$1,390
Breakeven Cost		\$19,817	Simple Payback (yrs)	32	Energy Savings (MMBTU/yr)	36.9 MMBTU
			Savings-to-Investment Ratio	0.5		
Auditors Notes:						

4.4.2 Ventilation System Measures (There were no improvements in this category)

4.4.3 Night Setback Thermostat Measures

Rank	Building Space	Recommendation			
1	Common areas	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Common areas space.			
Installation Cost	\$1	Estimated Life of Measure (yrs)	15	Energy Savings (\$/yr)	\$741
Breakeven Cost	\$10,607	Simple Payback (yrs)	0	Energy Savings (MMBTU/yr)	20.1 MMBTU
		Savings-to-Investment Ratio	10,607.1		
Auditors Notes:					

Rank	Building Space	Recommendation			
2	Kitchen	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Kitchen space.			
Installation Cost	\$1	Estimated Life of Measure (yrs)	15	Energy Savings (\$/yr)	\$505
Breakeven Cost	\$7,223	Simple Payback (yrs)	0	Energy Savings (MMBTU/yr)	13.7 MMBTU
		Savings-to-Investment Ratio	7,223.2		
Auditors Notes:					

Rank	Building Space	Recommendation			
3	Storage and mechanical	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Storage and mechanical space.			
Installation Cost	\$1	Estimated Life of Measure (yrs)	15	Energy Savings (\$/yr)	\$425
Breakeven Cost	\$6,082	Simple Payback (yrs)	0	Energy Savings (MMBTU/yr)	11.5 MMBTU
		Savings-to-Investment Ratio	6,081.5		
Auditors Notes:					

Rank	Building Space	Recommendation			
4	Bathrooms	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Bathrooms space.			
Installation Cost	\$1	Estimated Life of Measure (yrs)	15	Energy Savings (\$/yr)	\$200
Breakeven Cost	\$2,864	Simple Payback (yrs)	0	Energy Savings (MMBTU/yr)	5.4 MMBTU
		Savings-to-Investment Ratio	2,863.5		
Auditors Notes:					

Rank	Building Space	Recommendation			
5	Office	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Office space.			
Installation Cost	\$1	Estimated Life of Measure (yrs)	15	Energy Savings (\$/yr)	\$128
Breakeven Cost	\$1,835	Simple Payback (yrs)	0	Energy Savings (MMBTU/yr)	3.5 MMBTU
		Savings-to-Investment Ratio	1,835.0		
Auditors Notes:					

Rank	Building Space	Recommendation			
6	Elementary school classrooms	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the Elementary school classrooms space.			
Installation Cost	\$325	Estimated Life of Measure (yrs)	15	Energy Savings (\$/yr)	\$1,103
Breakeven Cost	\$15,782	Simple Payback (yrs)	0	Energy Savings (MMBTU/yr)	30.0 MMBTU
		Savings-to-Investment Ratio	48.6		
Auditors Notes:					

Rank	Building Space	Recommendation			
7	High School classrooms	Implement a Heating Temperature Unoccupied Setback to 60.0 deg F for the High School classrooms space.			
Installation Cost	\$325	Estimated Life of Measure (yrs)	15	Energy Savings (\$/yr)	\$724
Breakeven Cost	\$10,364	Simple Payback (yrs)	0	Energy Savings (MMBTU/yr)	19.7 MMBTU
		Savings-to-Investment Ratio	31.9		
Auditors Notes:					

4.5 Electrical & Appliance Measures

4.5.1 Lighting Measures

Rank	Location	Existing Condition	Recommendation		
8	Storage & mechanical room lighting, incandescent A-type bulbs	2 INCAN A Lamp, Std 60W with Manual Switching	Replace with 2 LED 8W Module StdElectronic		
Installation Cost	\$10	Estimated Life of Measure (yrs)	8	Energy Savings (\$/yr)	\$7
Breakeven Cost	\$44	Simple Payback (yrs)	1	Energy Savings (MMBTU/yr)	0.0 MMBTU
		Savings-to-Investment Ratio	4.4		
Auditors Notes: Replace 60w incandescent bulbs with 8w LED bulbs, \$5 each.					

Rank	Location	Existing Condition	Recommendation		
9	High school classroom lighting, T12-2lamp Flor	19 FLUOR (2) T12 4' F40T12 40W Standard StdElectronic with Manual Switching	Replace with 19 LED (2) 12W Module StdElectronic		
Installation Cost	\$1,168	Estimated Life of Measure (yrs)	12	Energy Savings (\$/yr)	\$233
Breakeven Cost	\$2,154	Simple Payback (yrs)	5	Energy Savings (MMBTU/yr)	-1.5 MMBTU
		Savings-to-Investment Ratio	1.8		
Auditors Notes: Re-wire fixture to bypass ballast and provide line voltage to new end caps, estimated .75 hrs labor @ school district labor rate \$50/hr; replace 40w T12 lamps with 12w LED tube @ \$12 ea.					

Rank	Location	Existing Condition	Recommendation		
11	High school lighting, T8-2lamp Flor	4 FLUOR (2) T8 4' F32T8 32W Standard Instant StdElectronic with Manual Switching	Replace with 4 LED (2) 12W Module StdElectronic		
Installation Cost	\$246	Estimated Life of Measure (yrs)	12	Energy Savings (\$/yr)	\$32
Breakeven Cost	\$290	Simple Payback (yrs)	8	Energy Savings (MMBTU/yr)	-0.2 MMBTU
		Savings-to-Investment Ratio	1.2		
Auditors Notes: Re-wire fixture to bypass ballast and provide line voltage to new end caps, estimated .75 hrs labor @ school district labor rate \$50/hr; replace 32w T8 lamps with 12w LED tube @ \$12 ea.					

Rank	Location	Existing Condition	Recommendation		
14	High school bathroom lighting, T8-2lamp Flor 36"	FLUOR (2) T8 3' 25W with Manual Switching	Replace with LED (2) 12W Module StdElectronic		
Installation Cost	\$58	Estimated Life of Measure (yrs)	12	Energy Savings (\$/yr)	\$4
Breakeven Cost	\$37	Simple Payback (yrs)	14	Energy Savings (MMBTU/yr)	0.0 MMBTU
		Savings-to-Investment Ratio	0.6		
Auditors Notes: Re-wire fixture to bypass ballast and provide line voltage to new end caps, estimated .75 hrs labor @ school district labor rate \$50/hr; replace 36" fluorescent tube with max 12w LED tube @ \$20 ea.					

APPENDICES

Appendix A – Major Equipment List

ALL SCHEDULES COMPILED FROM PLANS OR ON-SITE NAMEPLATE OBSERVATION, WHERE ACCESSIBLE e= estimated

EXHAUST FAN SCHEDULE				
SYMBOL	MOTOR MFGR/MODEL	CFM	MOTOR DATA HP/VOLTS/PH	REMARKS
EF	unknown	e80	e60w/120/1	High school and elementary school toilet rooms and high school laundry room exhaust fans, all on light switch

HEAT PLANT SCHEDULE				
SYMBOL	MFGR/MODEL	EFFICIENCY	MOTOR DATA HP/VOLTS/PH	REMARKS
F1	Model T165 15-1 160 (manufacturer not legible)	80% when new	.33/120/1	Elementary school furnace: 1 gph input (132 MBH), nominal 105 MBH output, 80% thermal efficiency when new, de-rated to 60% for 40+ year age. SN S8425822. Williamson burner, model 02-746, assumed 1/7 HP
F2	Yukon Husky model LWO-112	80% when new	.33/120/1	High School furnace: dual fuel (wood and oil) 140 MBH input, 112 MBH nominal output, 80% thermal efficiency when new, de-rated to 24 year age. SN 10561. Burner CW-878200, assumed 1/7 HP

HOT WATER HEATER SCHEDULE				
SYMBOL	MFGR/MODEL	GALLONS	NUMBER OF ELEMENTS	ELEMENT SIZE
HWH-1	Rheem Model 6E50-D	50	2	Located in Elementary school mechanical room; 4500w each; SN M351927274
HWH-2	Reliance Model 6-20-SOMS 200	19	2	Located in High School bathroom; 1650w each, SN 1934116119482

PLUMBING FIXTURES				
SYMBOL	FIXTURE	GPF	QUANTITY	REMARKS
	W.C.	3	3	tank type, manually operated
	Urinal	0.5	1	manually operated
	Shower	2	2	
	Lavatory	3+	1	missing aerator
	Lavatory	2.0	2	manually operated

PLUG LOAD SUMMARY				
SYMBOL	FIXTURE	QUANTITY	ESTIMATED CONSUMPTION	REMARKS
	Laptop	14	85w	
	Personal printers	1	85w	
	Medium printer	1	750w	
	personal heaters	2	1500w	
	Shredder	1	750w	
	4-slice Toaster	1	1500w	
	Personal coffee machine	1	1200w	
	Server	1	est 100w	
	Microwaves	2	1000w	
	Rival Crock pot	1		
	Electric tea pot	1	225 kWh/yr	
	Instapot	1		
	Vitamix blender	1		
	Mitsubish projector	1		
	Nebula Cosmos Laser projector	1	2.5A/115/1	
	Williams electronic keyboard	1		
	Dremel digilab 3D printer	1	2.3A/115/1	
	Whirlpool Dishwasher model WDF520PADB7	1	1.2A/115/1	
	Whirlpool 4-burner stove/oven, model WFG320M0BW0	1	5000-14,200 BTUH burners	Propane
	Whirlpool refrigerator, model EL88TRRWQ	1	750 kWh/yr	full, mfg 2011
	GE chest freezer FCM16SDJBWW	1	800 kWh/yr	full, more than 15 years old
	Haier chest freezer HF50CM23NFCM11SRBWW	1	225 kWh/yr	full, 5 cu ft
	Crosley chest freezer CFC051QW	1	225 kWh/yr	1/2 full, 7 cu ft
	Electrolux stacked clothes washer/dryer model FGX831CS1	1	14.5A/115/1 20,000 BTU/hr	Propane dryer
	Flat TV	1	250w	

Appendix B – Benchmark Analysis and Utility Source Data

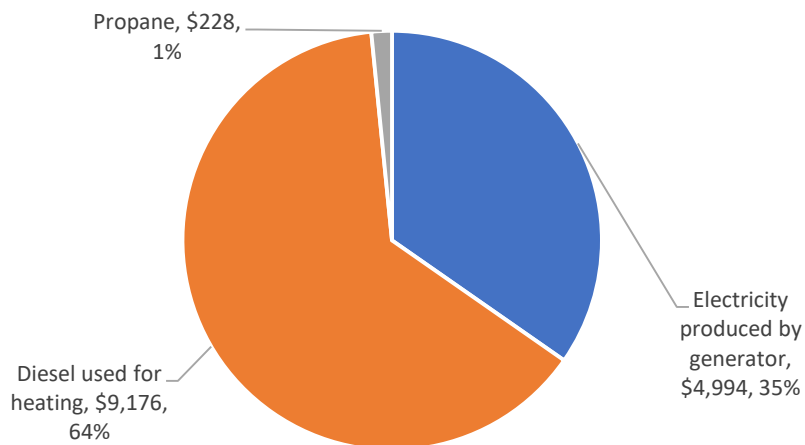
A benchmark analysis evaluates historical raw consumption and cost data for each energy type. The purpose of a benchmark analysis is to identify trends, anomalies, and irregularities which may provide insight regarding the building’s function and efficiency. Four years of diesel delivery data and one year of propane delivery information was provided by the school district. This facility generates its own electricity and is not on an electric grid, so no electric data could be provided. The diesel delivery data is listed in Figure B.1. Figure B.2 shows the distribution of energy costs for the building across the fuel uses and types, using May 2025 diesel costs and the AkWarm-C library cost for propane.

Figure B.1 – Diesel fuel deliveries

Port Alexander Diesel deliveries (gallons)			
FY22	FY23	FY24	FY25
4,037	5,304	3,847	3,363
Average 4,138			

Figure B.2

2025 Energy Costs and Distribution



Fuel Oil:

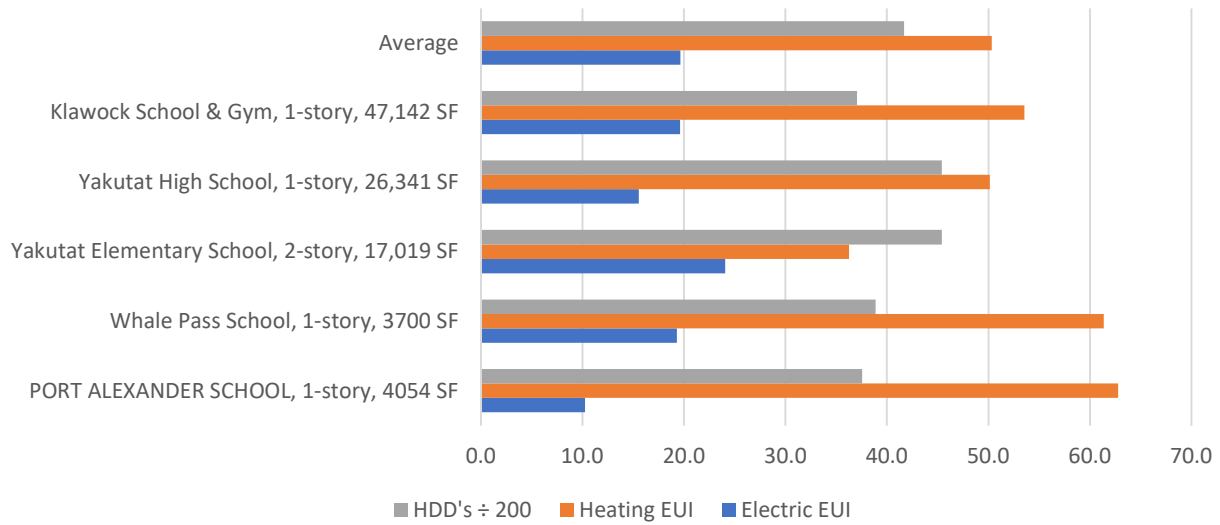
There is not a cumulative fuel meter on the furnaces or generator in this facility. Therefore, it is not possible to ascertain the actual use for heat and for power generation. The AkWarm-C simulation model was used to determine the distribution of diesel use; it is represented above in Figure B.2.

Comparing EUIs: As mentioned in Section 1.5, the subject building’s electric EUI is 48% below the average of all the buildings and the lowest of the 5 buildings. This is attributed to the fact that the other buildings operate on a 5-day week and this school has a 4-day week and the generator runs only during the school day, so there is no power consumption for 16 hours each day and over the 3-day weekends and most of the summer. The building’s heating EUI on the

other hand is 25% higher than the average and the highest of all the buildings, despite Port Alexander having the least number of HDDs. This is most likely attributed to the very old, low efficiency furnaces and the forced air distribution system, which is less efficient than a hydronic system and the unknown amount of fuel used to generate electricity.

Figure B.5

Schools - EUI Comparison (kBTU/SF)



Appendix C – Additional EEM Cost Estimate Details

EEM Cost Estimates

Installed costs for the recommended EEMs in this audit include the labor and equipment required to implement the EEM retrofit, but engineering (if required) and construction management costs are excluded; they can be estimated at 15% of overall costs. Cost estimates are typically +/- 30% for this level of audit, and are derived from and one or more of the following. Note that project costs such as mobilization, travel, contractor overhead and profit are not included in these cost estimates or labor rates

- The labor costs identified below
- Means Cost Data
- Industry publications
- The experience of the auditor
- Local contractors and equipment suppliers
- Specialty vendors

Labor rates used:

Certified Electrician

\$150/hr

This level of work includes bypassing ballasts and re-wiring end caps, changing street light heads, changing light fixtures, running new wires and installing ceiling or switch-mounted occupancy and/or daylight harvesting sensors, etc.

Common mechanical & electrical work performed by City personnel

\$ 50/hr

Includes replacing existing ballasts and fluorescent lamps, replacing ballasts and lamps in exterior HID wall packs, replacing doors, repairing damaged insulation, etc.

Certified mechanical work

\$150/hr

Work includes boiler replacement, new or modified heat piping and/or ducting, adding or modifying heat exchangers, replacing constant speed pumps with variable speed pumps, etc.

Maintenance activities performed by City personnel

\$50/hr

Includes maintaining light fixtures, door and window weather-stripping, changing lamps, replacing bulbs and HVAC filters, etc.

EEM	Unit	Labor (hrs)	City Labor rate	Labor cost	Parts cost (including shipping)	Total cost
T8 or T12 replacement: Remove or bypass ballast, replace end caps if required and re-wire for line voltage	per fixture	0.75	\$50	\$38		\$38
Replace 48" T8 or T12 with T8 LED	per lamp	0.75	\$50	\$38	\$12	\$50
Replace T8 or T12 U-tube with T8 LED	per lamp	0.75	\$50	\$38	\$15	\$53
Replace 24" T8 or T12 with T8 LED	per lamp	0.75	\$50	\$38	\$12	\$50
Replace 36" T8 or T12 with T8 LED	per lamp	0.75	\$50	\$38	\$12	\$50
Replace 96" T8 or T12 with T8 LED	per lamp	0.75	\$50	\$38	\$20	\$58
A-type incandescent or CFL, replace with LED	bulb	0	\$0	\$0	\$5	\$5
CFL Plug-in, 11w, 13w or 14w replace with 4.5w to 9w LED	bulb	0	\$0	\$0	\$5	\$5
CFL Plug-in, 23w, 26w or 32w replace with 12w to 15w LED	bulb	0	\$0	\$0	\$5	\$5
BR30 or BR36 incandescent or CFL, replace with LED	bulb	0	\$0	\$0	\$10	\$10
HPS or MH400w, cobra-head pole light, replace with 80w cobra-head	fixture	3	\$50	\$150	\$1,000	\$1,150
HPS or MH 50w, replace with 17w LED fixture with integral photocell	fixture	3	\$50	\$150	\$200	\$350
HPS or MH 100w, replace with 34w LED fixture	fixture	3	\$50	\$150	\$200	\$350
HPS or MH 250w, replace with 72w LED fixture	fixture	3	\$50	\$150	\$400	\$550
HPS or MH 400w, replace with 115w LED fixture	fixture	3	\$50	\$150	\$500	\$650
High Bay 250w HPS or MH fixture, replace fixture with LED fixture with integral occupancy sensing	fixture	3	\$50	\$150	\$600	\$750
High Bay 400w HPS or MH fixture, replace fixture with LED fixture with integral occupancy sensing	fixture	3	\$50	\$150	\$800	\$950
Switch mounted occupancy sensor	sensor	1	\$50	\$50	\$125	\$175
Ceiling mounted occupancy sensor	sensor	1	\$50	\$50	\$175	\$225
Dual technology occupancy sensor	sensor	1	\$50	\$50	\$195	\$245
200 MBH furnace/boiler or smaller, replacement						\$20,000
200-500 MBH boiler replacement						\$100,000
500-1300 MBH boiler replacement						\$125,000
Toyo type stoves with programmable setback feature: assume performed by owner at no cost		0		\$1	0	\$1
Programmable setback thermostats	per thermostat	1	\$50	\$50	\$175	\$225
Air Sealing				\$50/hr labor rate		
Blown in cellulose attic insulation				AkWarm-C library costs x 200%		
Replacement windows				AkWarm-C library costs x 200%		

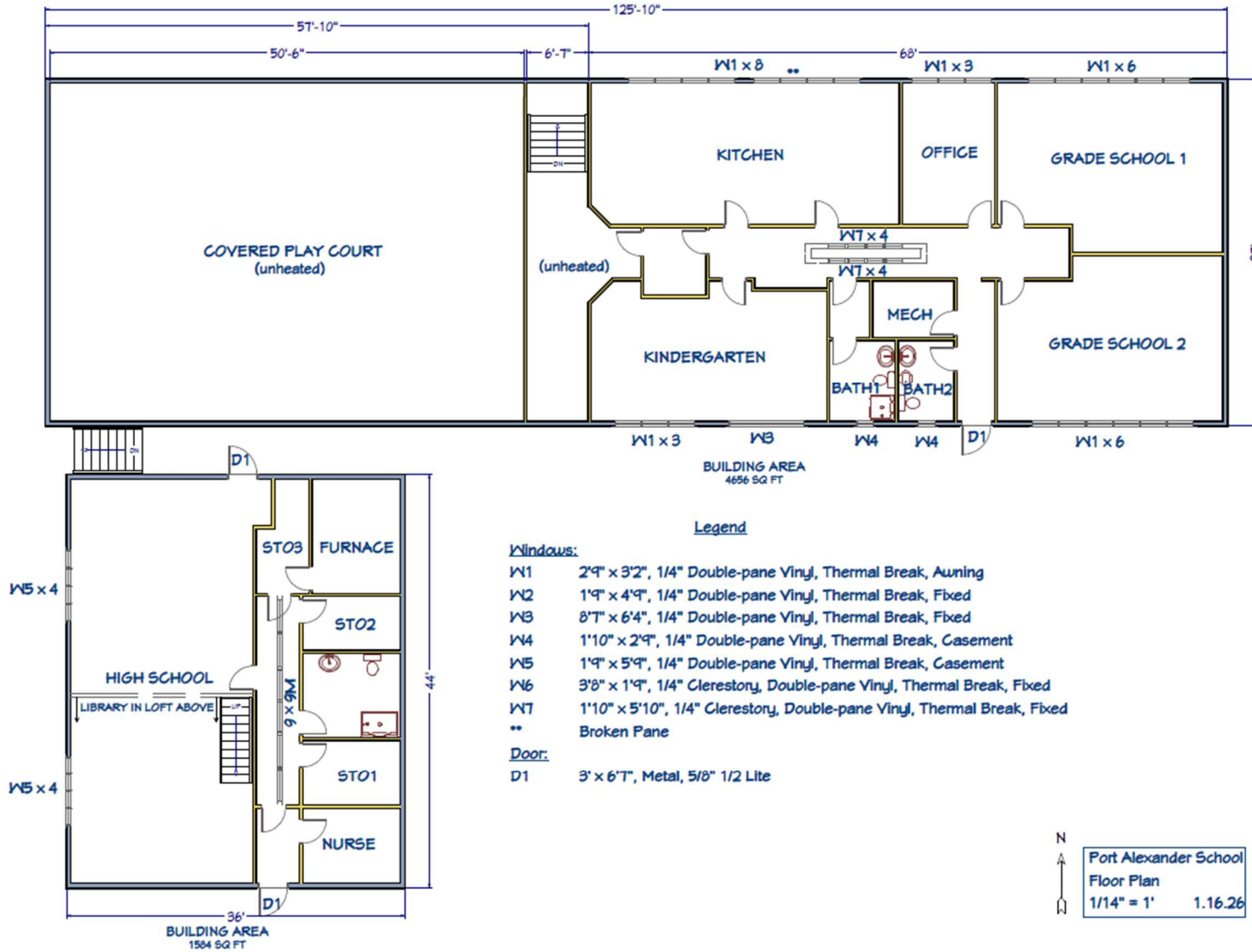
Appendix D – Project Summary & Building Schematics

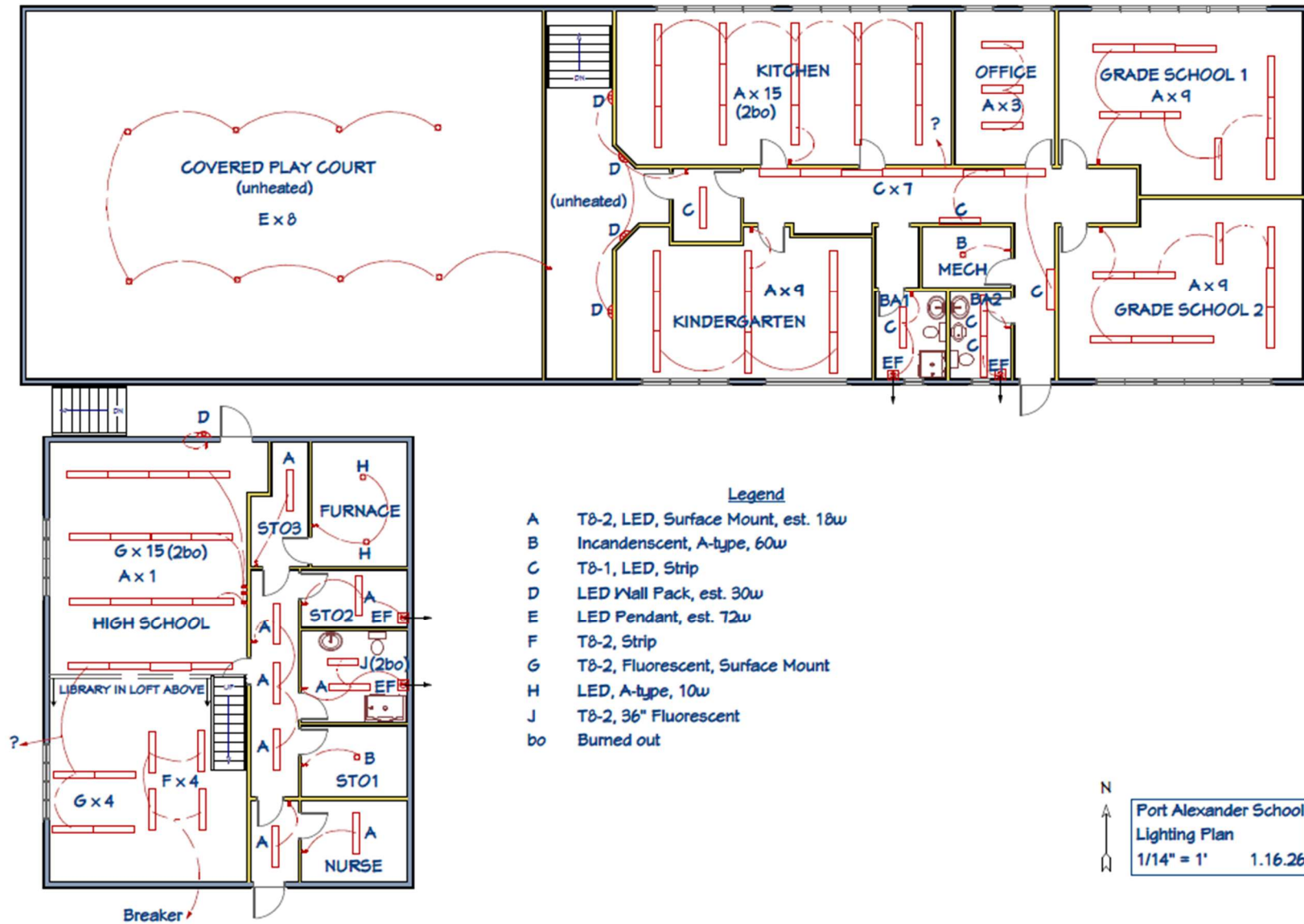
ENERGY AUDIT REPORT – PROJECT SUMMARY	
General Project Information	
PROJECT INFORMATION	AUDITOR INFORMATION
Building: Port Alexander School	Auditor Company: Energy Audits of Alaska
Address: PO Box 8170 (Boardwalk)	Auditor Name: Jim Fowler PE CEM
City: Port Alexander	Auditor Address: 200 W 34th Ave, Suite 1018 Anchorage, AK 99503
Client Name: Rod Morrison	Auditor Phone: (206) 954-3614
Client Address: 1010 Sandy Beach Rd Thorne Bay, AK 99919	Auditor FAX: () -
Client Phone: (907) 828-8256	Auditor Comment:
Client FAX:	
Design Data	
Building Area: 4,054 square feet	Design Space Heating Load: Design Loss at Space: 36,603 Btu/hour with Distribution Losses: 45,753 Btu/hour Plant Input Rating assuming 82.0% Plant Efficiency and 25% Safety Margin: 69,746 Btu/hour Note: Additional Capacity should be added for DHW and other plant loads, if served.
Typical Occupancy: 21 people	Design Indoor Temperature: 70 deg F (building average)
Actual City: Port Alexander	Design Outdoor Temperature: 14.2 deg F
Weather/Fuel City: Port Alexander	Heating Degree Days: 7,515 deg F-days
Utility Information	
Electric Utility: Self Generated Power (diesel) - Residential	Natural Gas Provider: None
Average Annual Cost/kWh: \$0.410/kWh	Average Annual Cost/ccf: \$0.000/ccf

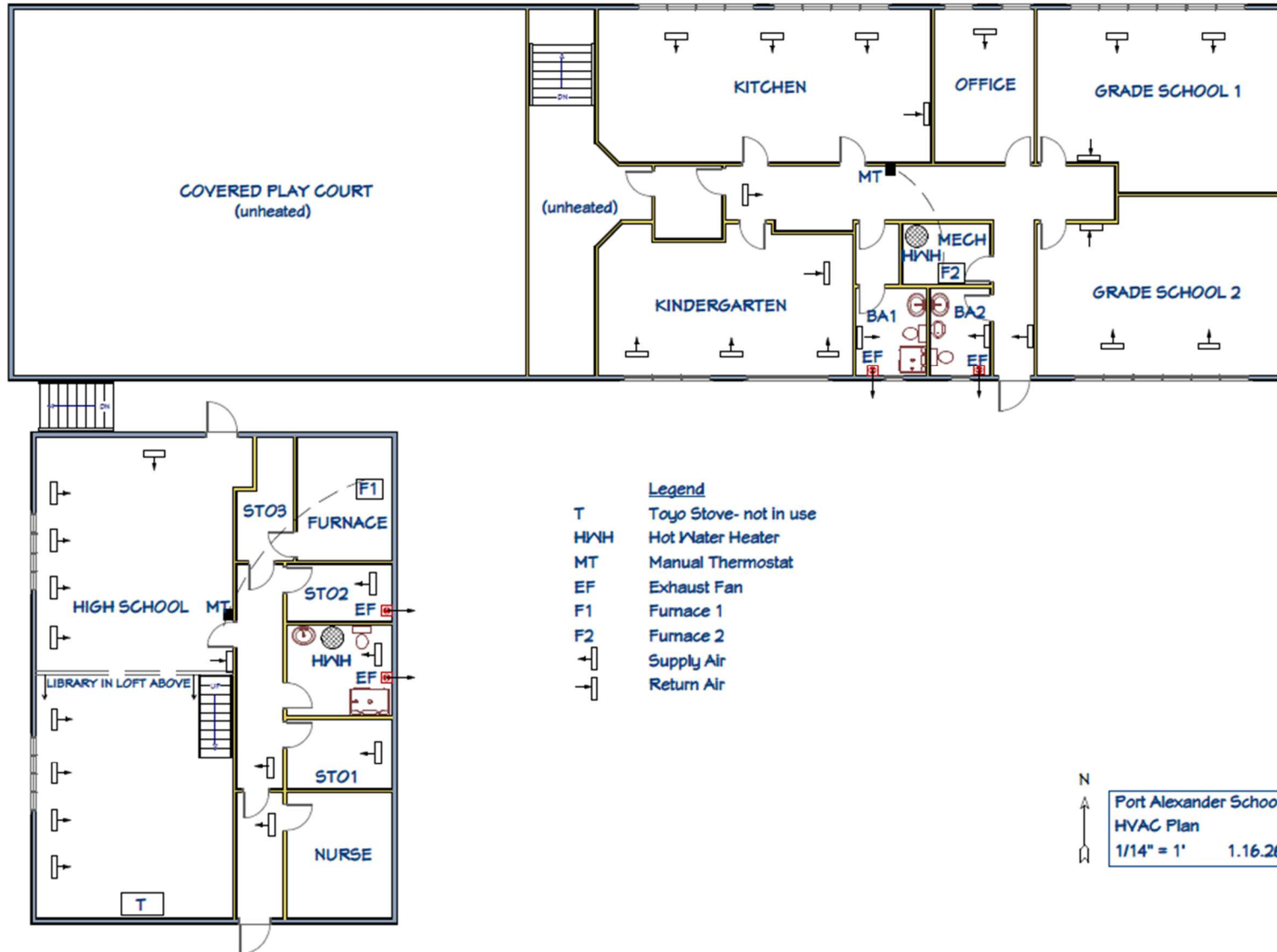
Annual Energy Cost Estimate											
Description	Space Heating	Space Cooling	Water Heating	Ventilation Fans	Cooking	Clothes Drying	Lighting	Refrigeration	Other Electrical	Service Fees	Total Cost
Existing Building	\$9,432	\$0	\$916	\$31	\$114	\$114	\$2,401	\$820	\$566	\$0	\$14,393
With Proposed Retrofits	\$3,960	\$0	\$916	\$31	\$114	\$114	\$1,910	\$820	\$566	\$0	\$8,430
Savings	\$5,472	\$0	\$0	\$0	\$0	\$0	\$491	\$0	\$0	\$0	\$5,964

Building Benchmarks			
Description	EUI (kBtu/Sq.Ft.)	EUI/HDD (Btu/Sq.Ft./HDD)	ECI (\$/Sq.Ft.)
Existing Building	73.8	9.83	\$3.55
With Proposed Retrofits	36.4	4.84	\$2.08
EUI: Energy Use Intensity - The annual site energy consumption divided by the structure's conditioned area. EUI/HDD: Energy Use Intensity per Heating Degree Day. ECI: Energy Cost Index - The total annual cost of energy divided by the square footage of the conditioned space in the building.			

BUILDING SCHEMATICS







Appendix E – Photographs & IR Images



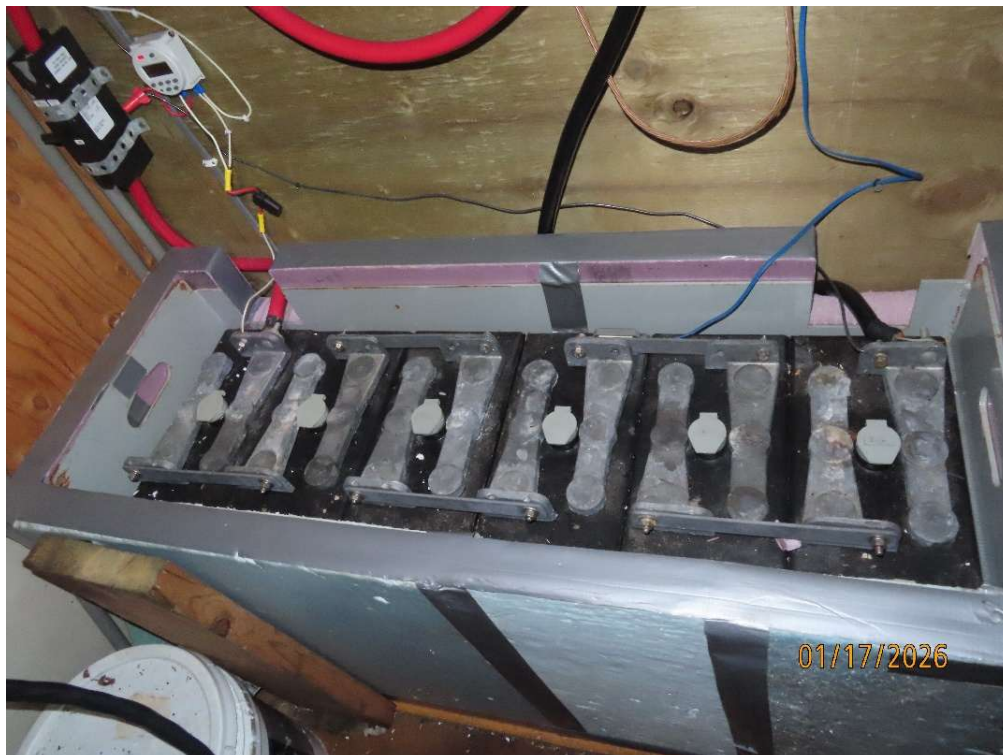
Bear Hall adjacent to the school, may share the generator output



Generator shed adjacent to the school building



Two generators shown, only one is functional



Existing battery system in generator shed



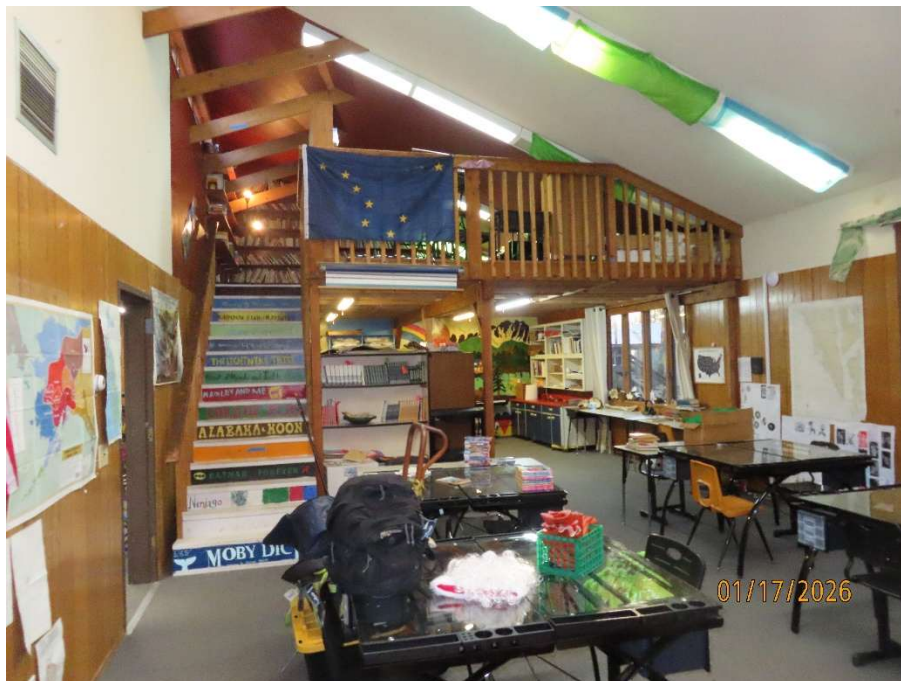
Clogged dryer vent



Outside play court is enclosed but not heated



40+ year old furnace in elementary school



Main classroom in high school building



One of the elementary school classrooms



Grades classroom in elementary school



Kitchen in elementary school



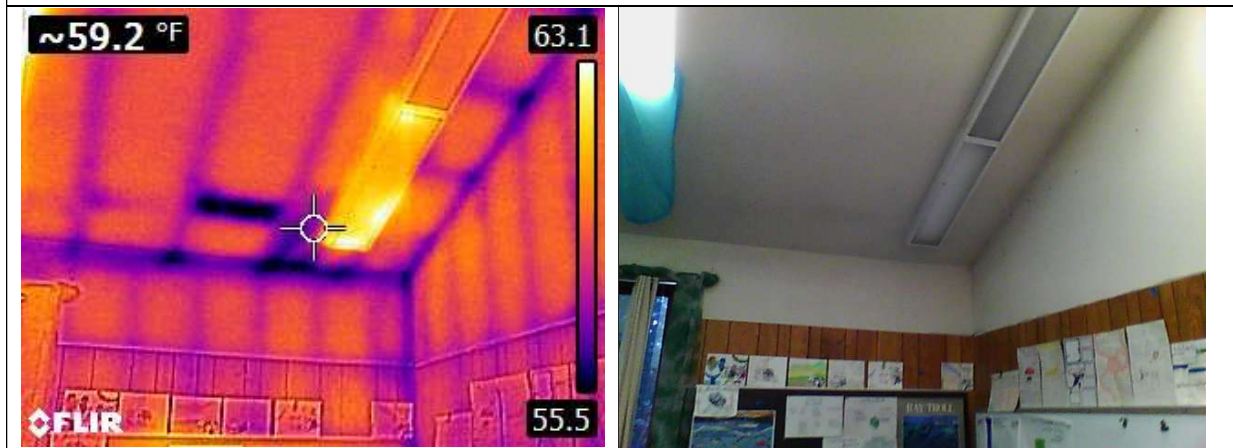
Elementary school thermostat in lockbox



1. Windows in elementary school in reasonably good condition



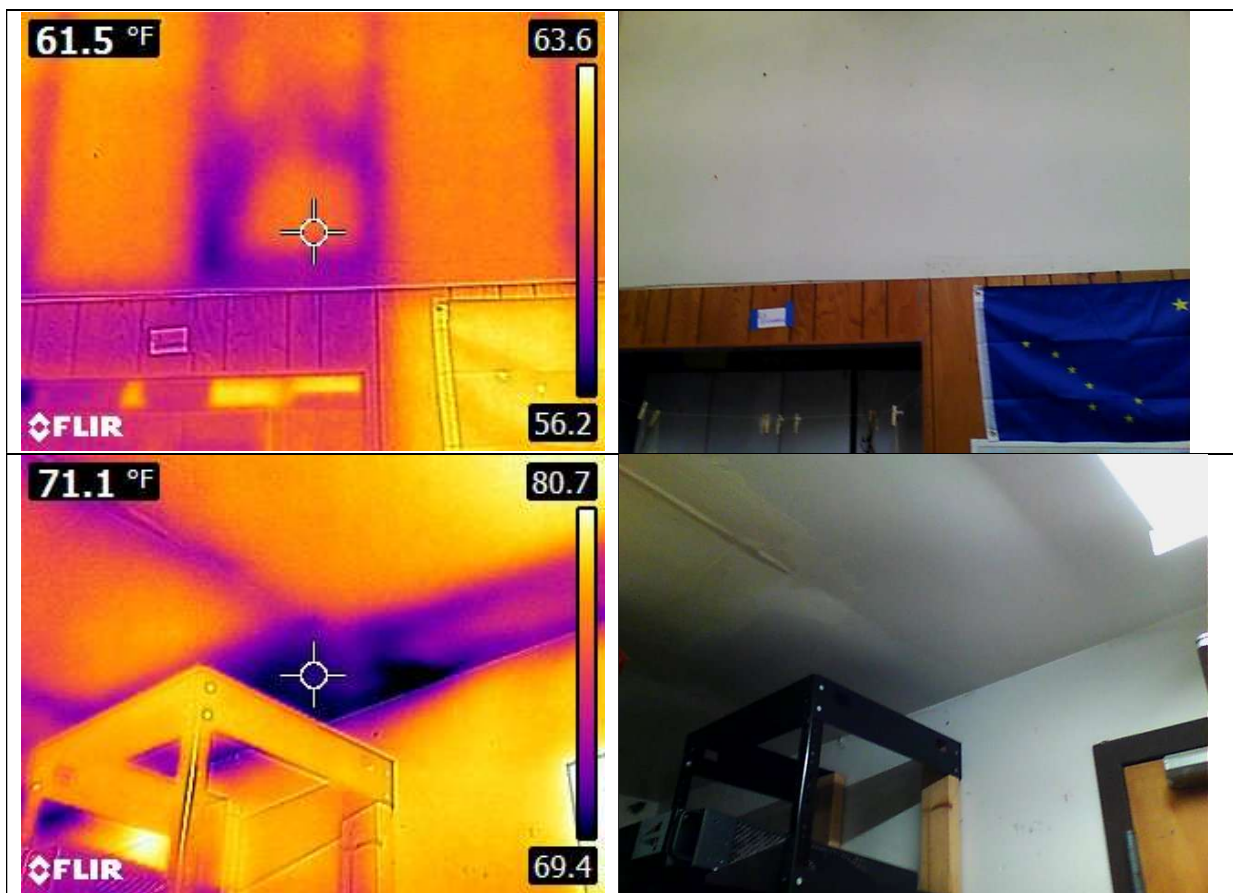
2. South windows in high school in reasonably good condition



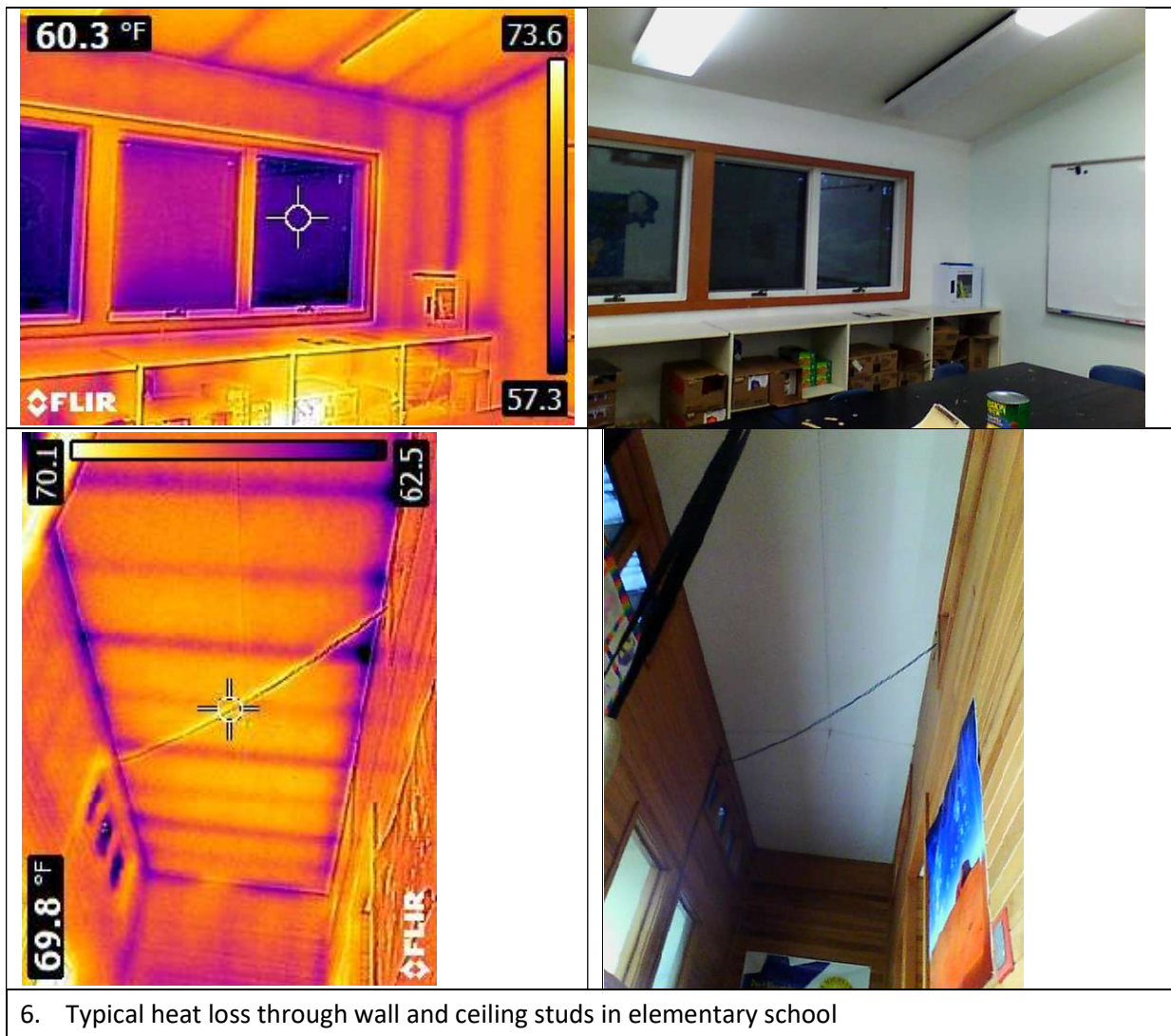
3. Normal heat loss through ceiling and wall studs; there is a small area of either missing insulation or former water damage in center of image



4. Substantial heat loss from uninsulated forced air heat ducting in the crawl space



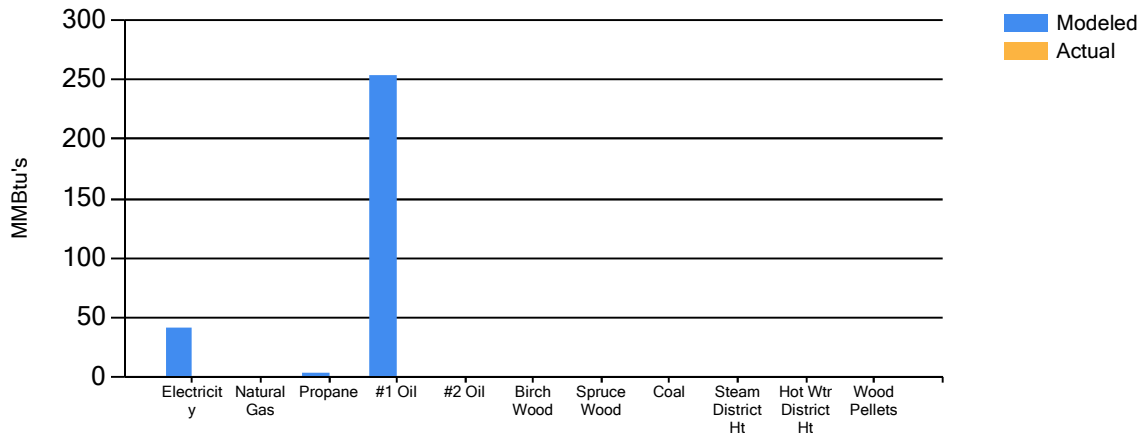
5. Several areas of damaged or missing insulation in the high school ceiling and walls



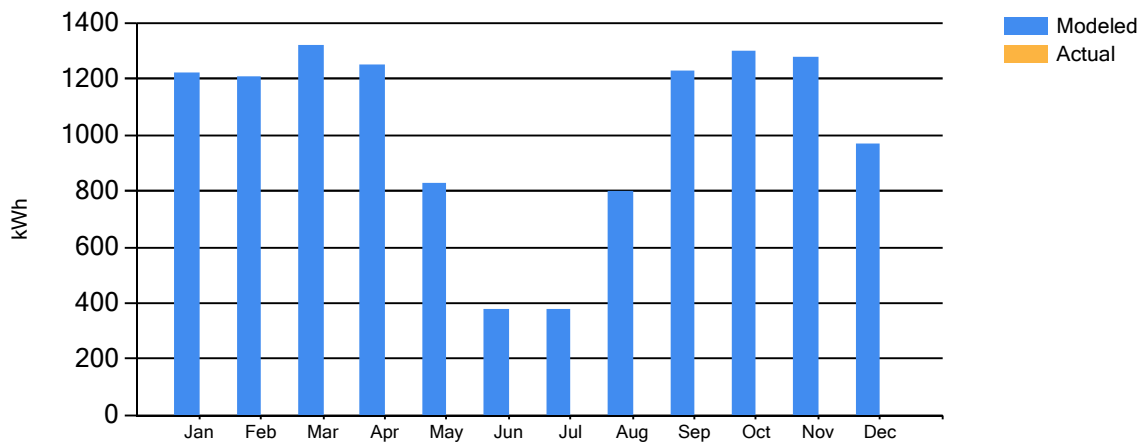
Appendix F – Actual Fuel Use versus Modeled Fuel Use

The Orange bars show Actual fuel use, and the Blue bars are AkWarm’s prediction of fuel use.

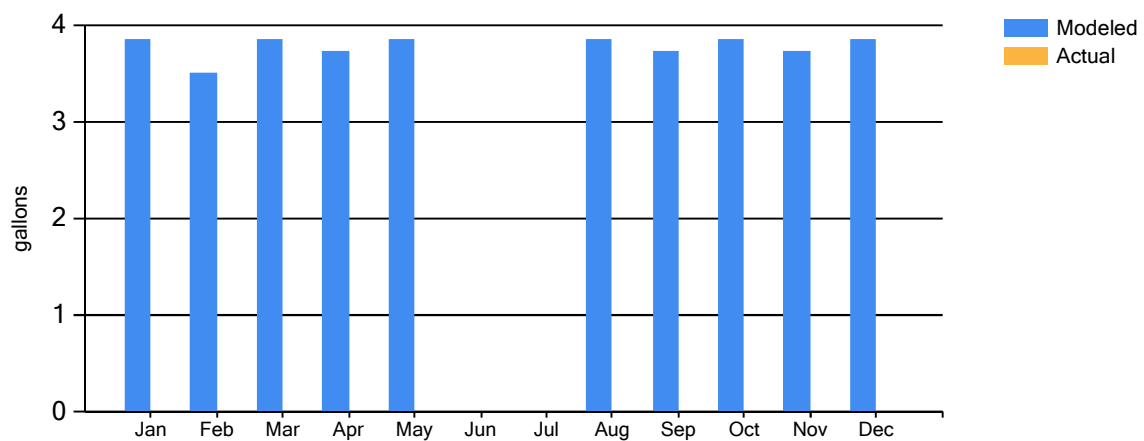
Annual Fuel Use



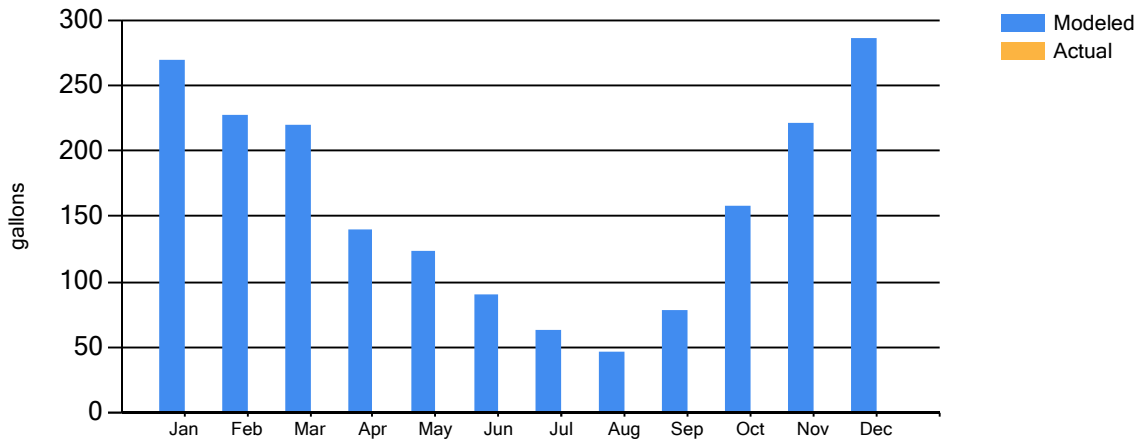
Electricity Fuel Use



Propane Fuel Use



#1 Fuel Oil Fuel Use



Appendix G – Abbreviations and Acronyms

A	Amps
ASHRAE	American Society of Heating Refrigeration and Air Conditioning Engineers
CFL	Compact fluorescent lamp
CFM	Cubic Feet per Minute
CO ₂ /CO ₂	Carbon Dioxide
DHW	Domestic Hot Water
ECI	Energy Cost Index
ECM	Energy Conservation Measure (no or low cost), also called O & M recommendations
EEM	Energy Efficiency Measure
EF	Exhaust Fan
EOL	End of Life
EPA	Environmental Protection Agency
EUI	Energy utilization (or use) Index
F	degrees Fahrenheit
Ft	Foot
gal	Gallons
gpf	Gallons per flush
gpm	Gallons per minute
GVEA	Golden Valley Electric Association
HDD	Heating Degree Day
HP	Horse Power
HPS	High Pressure Sodium
Hr/hr	Hour
HVAC	Heating Ventilation and Air Conditioning
HWH	Hot water heater
IR	Infra-Red
K	degrees Kelvin
kBTU	1000 BTU
kW	Kilowatt
kWh	Kilowatt-hour
LED	Light emitting diode
MBH	1,000 BTU/hour
Mfg	Manufactured
MMBTU	1,000,000 BTU
O & M	Operations and Maintenance
OSA	Outside Air
PCE	Power Cost Equalization
PLMD	Plug Load Management Device (occupancy sensing power strip)
PPM	Parts per million
REF	Return Air Fan
ROI	Return on Investment
SF	Square feet or Square foot
SIR	Savings to Investment Ratio
SqFt	Square Feet, or Square Foot
w	Watt
WC	Water Closet (toilet)



Comprehensive Level 2 Energy Audit of the Whale Pass School

Prepared under contract with the Alaska Municipal League for the building owner:

Southeast Island School District
Rod Morrison, Superintendent
1010 Sandy Beach Rd
Thorne Bay, AK 99919
rmorrison@sisd.org
907-828-8256

Site Survey Date:
January 18, 2026

Prepared By:
James Fowler, PE, CEM
Energy Audits of Alaska
200 W 34th Ave
Suite 1018
Anchorage, AK 99503
jim@jim-fowler.com

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Revision Tracking

New Release – February 15, 2026

Disclaimers

This energy audit is intended to identify and recommend potential areas of energy savings, estimate the value of the savings and approximate the costs to implement the recommendations. This audit report is not a design document and no design work is included in the scope of this audit. Any modifications or changes made to a building to realize the savings must be designed and implemented by licensed, experienced professionals in their fields. Lighting recommendations should all be first analyzed through a thorough lighting analysis to assure that the recommended lighting upgrades will comply with any State of Alaska Statutes as well as Illuminating Engineering Society (IES) recommendations. Lighting upgrades should be made by a qualified electrician in order to maintain regulatory certifications on light fixtures. Ventilation recommendations should be first analyzed by a qualified and licensed engineer experienced in the design and analysis of heating, ventilation and air-conditioning (HVAC) systems. The equipment identified in the energy efficiency measures (EEMs) is not necessarily recommended by the auditor, it is only included to establish a price point for payback calculations. Neither the auditor nor Energy Audits of Alaska bears any responsibility for work performed as a result of this report.

Payback periods for the energy efficiency measures (EEMs) in this analysis may vary from those forecasted due to the uncertainty of the final installed design, configuration, equipment selected, and installation costs, and the operating schedules and maintenance provided by the owner. Furthermore, EEMs are typically interactive, so implementation of one EEM may impact the cost savings from another EEM. The auditor accepts no liability for financial loss due to EEMs that fail to meet the forecasted savings or payback periods.

This audit meets the criteria of a Level 2 Energy Audit per the Association of Energy Engineers and per the ASHRAE definitions, and is valid for one year. The life of an audit may be extended on a case-by-case basis. This audit is the property of the client and the building owner although the data in this report may be used by the auditor for comparison purposes to other similar use buildings.

AkWarm-C© is a building energy modeling software developed under contract by the Alaska Housing Finance Corporation (AHFC).

Acknowledgements

Special thanks to Scott Randall, the school district maintenance director for providing building access and a tremendous amount of current and prior information on the subject buildings and Teri Kohn for providing utility data for the schools. Also, thanks to the Alaska Municipal League (AML) for outreach and contact support and to the US Department of Energy, providing funding to AML to allow contracting for the performance of this energy audit.

Project Location



Subject Building

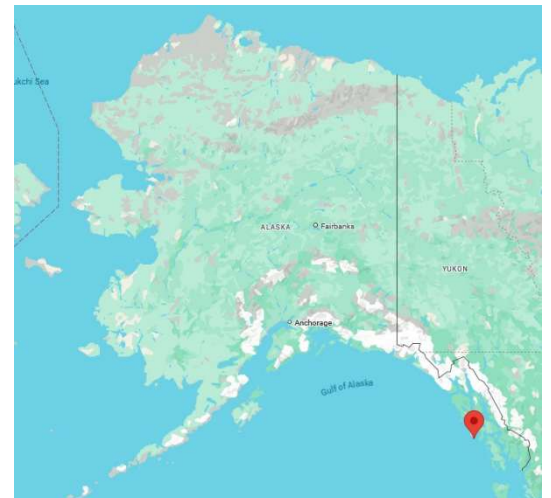
Building contacts:

Rod Morrison, Superintendent

(907) 828-8256

rmorrison@sisd.org

NORTH



1. SUMMARY

This energy audit was performed by Energy Audits of Alaska as a contractor to the Alaska Municipal League, the grantee of a Renew Americal Schools Grant from the US Department of Energy.

Whale Pass is located on Prince of Wales Island in Southeast Alaska, approximately 175 air miles south and east of Juneau. It has a population of approximately 96 people. Electric power is provided by the Alaska Power and Telephone (APT) Company, cord wood for the biomass boiler is provided by Shaan Seet, Inc and heating oil is provided by Petro Marine Services.

The scope of the report is a comprehensive energy study, which included an analysis of the building shell, interior and exterior lighting systems, HVAC systems, and any process and plug loads. Water consumption by plumbing fixtures was measured or estimated but not evaluated in this analysis.

The site survey took place on January 18th, 2026. The outside temperature during the day was approximately 34F and the relative humidity was 96%.

This is a Level 2 audit as defined by ASHRAE; it is a technical and economic analysis of potential energy saving projects in a facility. The analysis provides information on current energy consuming equipment, identifies technically and economically feasible energy efficiency measures (EEMs) for existing equipment and provides the client with sufficient information to judge the technical and economic feasibility of the EEMs evaluated. The Energy Conservation Measures (ECMs) identified in this audit are low cost or no cost measures, and although they have the potential to save significant consumption and cost, are not part of the technical and economic analysis. The “avoided costs” resulting from ECMs are discussed in Section 1.7, but are not included in the cost and savings calculations in this audit.

1.1 Guidance to the Reader

The 10 page Summary is designed to contain all the information the building owner/operator should need to determine which energy improvements should be implemented, approximately how much they will cost and their estimated annual savings and simple payback. The Summary discusses the subject building and provides summary tables with overall savings, costs and payback for all the EEMs evaluated for the facility covered in this audit.

Sections 2, 3, and 4 of this report and the Appendices, are back-up and provide much more detailed information should the owner/operator desire to investigate further. Sections 4.1 through 4.5 include additional auditor’s notes for the recommended EEMs.

Issues that the auditor feels are of particular importance to the reader are underlined and all abbreviations and acronyms used in this document are listed in Appendix G.

The efficiency measures evaluated for this building are summarized in Table 1.1 below.

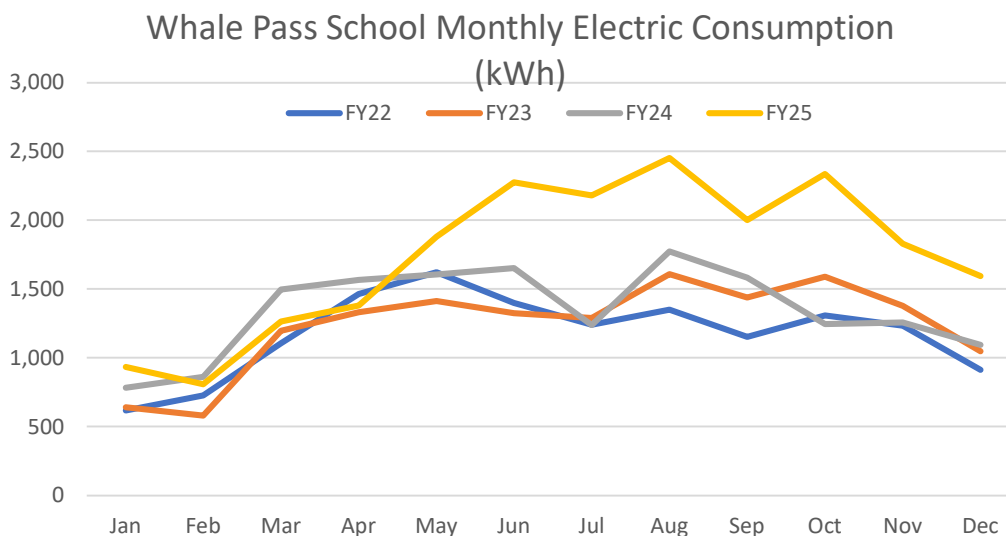
Table 1.1 – Summary of Analysis			
	Cost	Savings	Payback
Efficiency Measures	\$48,161	\$2,755	17.5

All of the potential EEMS for this building were evaluated to provide the owner with a “menu” of potential improvements along with their financial aspects. Not all are recommended; the owner, in conjunction with AML, will evaluate the EEMs and determine which of them to implement based on their priorities and available funding. Please note that EEMs are interactive, so implementing a subset of all the EEMs will result in different savings than if all are implemented. See Section 2.3 and 4.2 for additional information regarding interactive EEMs.

1.2 Noteworthy Points & Immediate Action

- a. ECMs are no cost or low-cost energy conservation measures typically implemented by the building owner or the owner’s staff. The following ECMs are considered most important and additional, more general ECMs are listed in Section 1.7.
 - Consolidate freezer contents and turn off empty units
 - Make sure all appliances, computers, monitors and printers are turned off when not in use
 - As appliances reach their end of life, replace with Energy Star versions
 - Make sure the PEX insulation in crawl space is installed properly
 - If the Toyo stove is in use, program it for the proper time and program the set back feature to reduce space temperatures during unoccupied periods. It must be re-programmed each time there is a power outage

- b. The monthly and annual electric consumption graphs (Appendix B) show a disturbing trend; there was a 5% increase in 2023, another 9% increase in 2024 and a huge 30% increase in 2025. The 2025 increase started in May and continued through December and it resulted in a \$1400 increase in electric costs. This trend, and especially the 2025 increase, should be investigated.



- c. As seen in Table 1.2 below, using cord wood at the Shaan Seet price of \$564/cord results in nearly the identical heating cost as using oil fired furnaces or boilers at \$4.53/gallon for fuel oil, or a heat pump at a cost of \$0.29/kWh.
- d. The Shaan Seet cord wood price of \$564/cord was used in this analysis, since it is the most recent price provided by school district staff, but the school district has paid as little as \$250/cord in recent years.
- e. It is assumed that all non-specialized labor required to implement the EEM's evaluated, will be performed by City personnel. A fully burdened labor rate of \$50/hr was used for this type of work and the labor rates used are indicated in Table 1.3. Additional cost estimation information is found in Appendix C.
- f. If all the EEMs are incorporated in this building, there will be a 20% reduction in energy costs, totaling \$2,755/year, with a simple payback of 17.5 years on the \$48,161 implementation cost.
- g. Electrical work such as bypassing light fixture ballasts and installing occupancy sensors may need to be performed by qualified electricians. It should be noted that regulatory listings on certain light fixtures may be invalidated if re-wiring is not performed by a qualified electrician.

Based on electricity and fuel oil prices in effect at the time of the audit, and using the calibrated AkWarm-C© energy model, the total predicted energy costs are \$13,633 per year. The breakdown of the annual predicted energy costs and fuel use for the buildings analyzed are as follows:

\$6,070 for Electricity
 \$424 for Propane
 \$1,069 for #1 Oil
 \$6,070 for Cord Wood

Predicted Annual Fuel Use		
Fuel Use	Existing Building	With Proposed Retrofits
Electricity	20,931 kWh	20,078 kWh
Propane	94 gallons	94 gallons
#1 Oil	234 gallons	173 gallons
Cord Wood	10.76 cords	6.81 cords

Table 1.2 below shows the existing rates and relative costs per MMBTU for each fuel used in this facility. For comparison purposes, it also shows the cost per MMBTU for heat generated by electric resistance heaters, standard efficiency boilers and furnaces and higher efficiency boilers and Toyo stoves as well as heat pumps and the cord wood boiler. The use of a heat pump for space heat is nearly the same cost as the use of a standard 80% efficient oil fired furnace, given the current costs of electricity and heating oil, but given the added complexity and difficulties in obtaining heat pump maintenance in rural Alaska, heat pumps are not generally recommended if there is not significant energy cost savings.

The school district has paid radically different prices for a cord of wood. Table 1.2 shows the significant savings if the district can obtain wood at the \$250/cord price. It also shows that there is essentially no energy cost savings over using fuel oil, if a cord costs \$564.

Table 1.2 - Energy Unit Costs and Comparison of Heating Costs

	Unit	Cost/unit	Cost/MMBTU	Type of heating	Heating efficiency	Cost/MMBTU heating
Electricity	kWh	\$0.2926	\$85.75	Resistance electric	100%	\$85.75
				Heat pump	COP=2.0	\$42.88
Fuel Oil	gallon	\$4.53	\$34.32	Standard AFUE boiler/water heater/furnace	80%	\$42.90
				87% efficient 3-pass cast iron boiler or Toyo Stove	87%	\$39.45
Cord wood - Shaan Seet	cord	\$564.03	\$31.16	Garn cord wood boiler	75%	\$41.55
Cord wood - JK Forest Products	cord	\$250.00	\$13.81	Garn cord wood boiler	75%	\$18.42

Figure 1.1 shows the distribution of energy costs using 2025 electric consumption, 2024 fuel oil deliveries and the AkWarm-C model’s prediction of cord wood and propane consumption.

Figures 1.2 and 1.3 show the breakdown of energy by end use in the building for electricity and propane as calculated in the AkWarm-C energy simulation model and Figure 1.4 shows the distribution of heat by the heat source.

Figure 1.1

Distribution of Energy Costs by Type

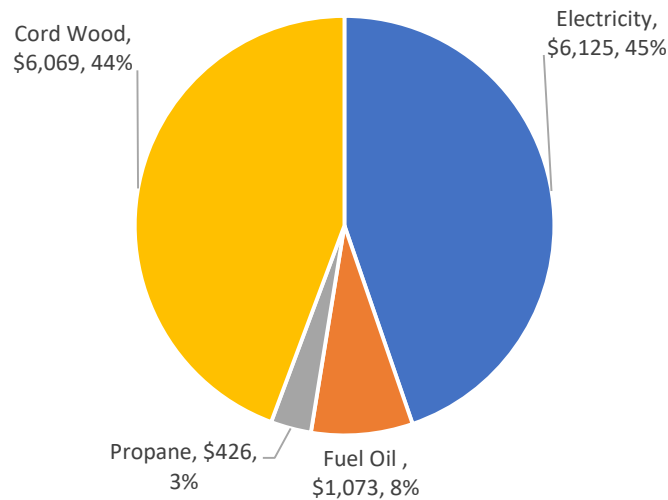


Figure 1.2

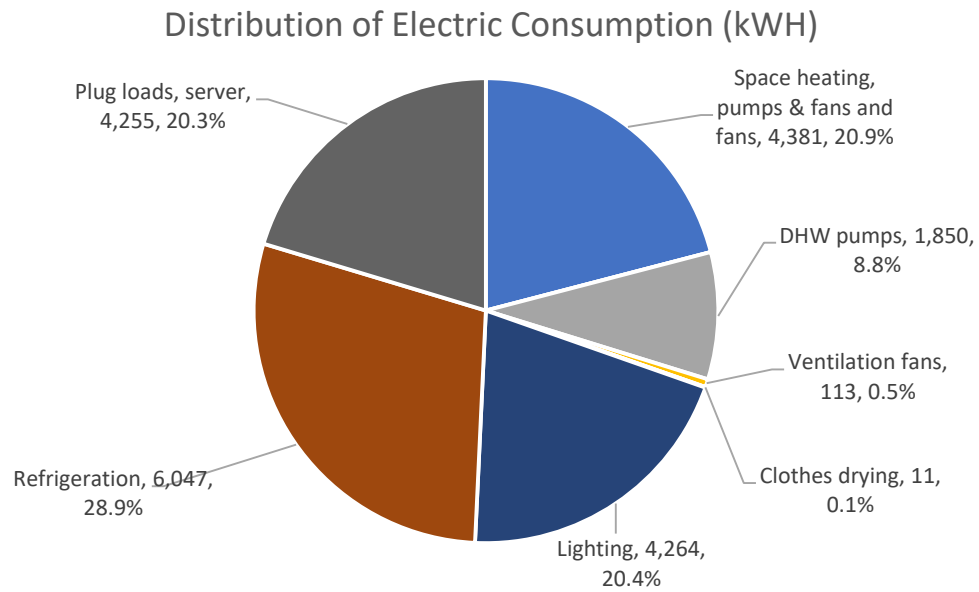


Figure 1.3

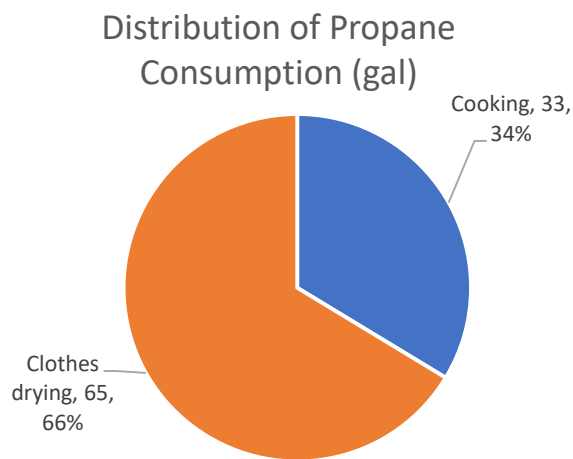
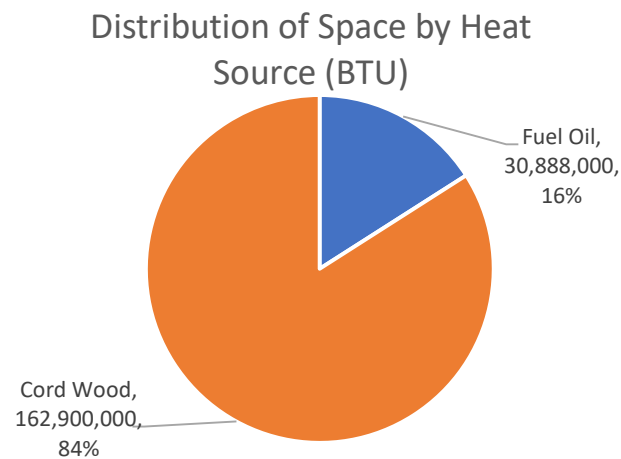


Figure 1.4



Based on this breakdown, it is clear that efficiency efforts should be focused primarily on reducing the energy consumed by space heat in this building.

1.4 Benchmark Summary

Benchmark figures facilitate the comparison of energy use between different buildings with similar use and occupancy and for the same building over time. The table below lists several benchmarks for the audited building. More details can be found in section 3.2 and Appendix B.

Building Benchmarks			
Description	EUI (kBtu/Sq.Ft.)	EUI/HDD (Btu/Sq.Ft./HDD)	ECI (\$/Sq.Ft.)
Existing Building	82.6	10.63	\$3.68
With Proposed Retrofits	60.3	7.76	\$2.94

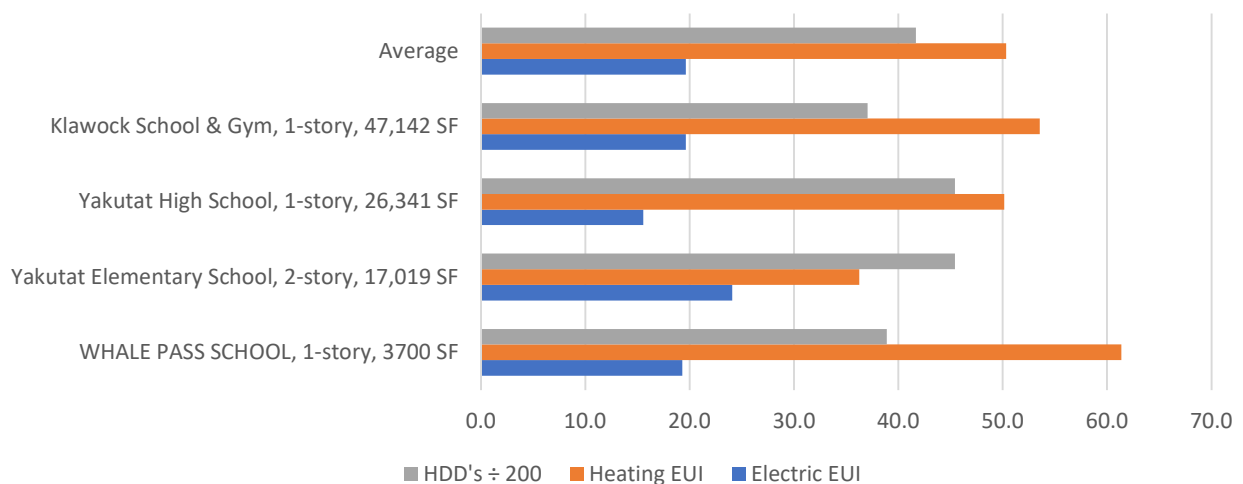
EUI: Energy Use Intensity - The annual site energy consumption divided by the structure's conditioned area.
 EUI/HDD: Energy Use Intensity per Heating Degree Day.
 ECI: Energy Cost Index - The total annual cost of energy divided by the square footage of the conditioned space in the building.

1.5 Energy Utilization Comparison

The subject building's heating and electric energy utilization indexes (EUIs) are compared to similar use buildings in the bar chart below. The subject building's heating EUI is 22% higher than the average of all the buildings and its electric EUI is 2% below the average. The Heating Degree Days¹ (HDDs) are included to normalize the impact of weather differences in the regions where the comparison buildings are located. Additional discussion is provided in Appendix B.

Figure 1.5

Schools - EUI Comparison (kBTU/SF)



¹ HDDs are a measure of the severity of cold weather on a daily basis, using a 65 degree base temperature; as an example, if the average daily temperature in one day is 60 degrees, then there are 5 HDDs during that day. The number of HDDs is divided by 200 to allow use of the same horizontal scale used by the EUI figures.

1.6 Energy Efficiency Measures

A summary of the recommended EEMs and their associated costs are shown in Figure 1.6, and Figure 1.7 shows the reduction in cost, consumption and BTUs of electricity and fuel oil if all of the EEMs are incorporated.

Figure 1.6

	Installed Cost	Energy Savings	Simple Payback (yrs)
Envelope	\$27,137	\$856	31.7
HVAC related	\$20,650	\$1,870	11.0
Lighting	\$374	\$29	12.9
Totals	\$48,161	\$2,755	17.5

Figure 1.7

	Existing conditions		Proposed Conditions		Effective reduction in building energy consumption and costs
		kBTU of consumption		kBTU of consumption	
kWh Electric	20,921	71,403	20,078	68,526	4%
Gallons Fuel Oil	234	30,888	173	22,836	26%
Gallons Propane	94	8,629	94	8,629	0%
Cords wood	10.76	19,476	6.81	12,326	37%
Building Energy Cost	\$13,633		\$10,878		20%

Table 1.3, Table 4.1, and section 4 summarize the energy efficiency measures analyzed for the Whale Pass School building. Table 1.3 below shows estimates of annual energy savings, installed costs, simple paybacks and the auditor's notes for each EEM. Table 4.1 shows annual energy savings and installed costs, CO2 savings, SIR and simple paybacks and Sections 4.3 through 4.5 provide some additional information.

StdElectronic refers to the type of ballast in light fixtures; i.e. standard electronic.

The savings from EEMs #1 and #2 include both furnace and cord wood (biomass) heat savings. But the hydronic biomass heater thermostatic control valves are not programmable and do not have the capability to set back temperatures. Unfortunately, the AkWarm-C model does not have the capability to separate out the savings from each heat source, so these two savings figures are overstated.

Table 1.3 - All EEMs Evaluated

EEM No.	Category	Location	Existing Configuration	Improvement Description	Installed Cost	Annual Energy Savings	Simple Payback (yrs)	Notes
1	Setback Thermostat - furnace heat	North space	Existing Unoccupied Heating Setpoint: 72.0 deg F	Implement a Heating Temperature Unoccupied Setback to 64.0 deg F for the Classrooms space.	\$325	\$1,201	0.3	Replace manual thermostat with programmable unit, program for 64F unoccupied set back temperatures; this will affect only furnace heat, not cord wood heat
2	Setback Thermostat - furnace heat	South space	Existing Unoccupied Heating Setpoint: 72.0 deg F	Implement a Heating Temperature Unoccupied Setback to 64.0 deg F for the Kitchen space.	\$325	\$241	1.3	Replace manual thermostat with programmable unit, program for 64F unoccupied set back temperatures; this will affect only furnace heat, not cord wood heat
3	Lighting - Power Retrofit	School lighting, storage, Incand-A	INCAN A Lamp, Std 60W with Manual Switching	Replace with LED 10W Module StdElectronic	\$5	\$3	1.7	Replace 60w incandescent bulb in laundry room with 10w LED bulb @ \$5 cost.
Subtotal cost effective EEMs					\$655	\$1,445	0.5	
<i>The following EEMs are not cost effective from a strict financial perspective, but are presented as part of a comprehensive energy audit for the owner's information</i>								
4	Air Tightening	Building wide	Air Tightness estimated as: 3100 cfm at 50 Pascals	Perform air sealing to reduce air leakage by 15%.	\$2,750	\$243	11.3	Seal all floor, wall and ceiling penetrations, add foam gaskets to all switch and outlets, caulk all doors and windows. Estimated 40 hours labor @ school district labor rate \$50/hr + \$750 materials
5	Lighting - Power Retrofit	Apartment lighting, T8-2lamp fluorescent	6 FLUOR (2) T8 4' F32T8 32W Standard Instant StdElectronic with Manual Switching	Replace with 6 LED (2) 12W Module StdElectronic	\$369	\$26	14.2	Re-wire fixture to provide line voltage to new end caps, estimated .75 hrs labor @ school district labor rate \$50/hr + \$12/lamp
6	Building Shell – Above grade Wall	All exterior walls	Wall Type: Single Stud; Siding configuration: siding and sheathing; Structural wall: 2 x 4, 16" on center; R-11 Batt: FG 3.5"; Window and door heaters: not insulated; Modeled R-Value: 11.3	Install R-10 rigid foam board to exterior and cover with T1-11 siding or equivalent.	\$24,387	\$613	39.8	Demo existing shake siding, add 2" of rigid insulation, rain shield and new siding; extend sills and trim. Estimated 120 hrs labor @ \$100/hr contracted labor rate + \$12,000 materials = \$24,000
7	HVAC And DHW	Building wide	End of life furnace	Replace with high efficiency furnace	\$20,000	\$428	46.7	Replace north furnace with new unit with 85% AFUE and ECM blower motor, estimated cost \$20,000 installed by HVAC contractor
Total all EEMs					\$48,161	\$2,755	17.5	

Table 1.4 below is a breakdown of the annual energy cost across various energy end use types, such as Space Heating and Water Heating. The first row in the table shows the breakdown for the existing building. The second row shows the expected breakdown of energy cost for the

building assuming all of the retrofits in this report are implemented. Finally, the last row shows the annual energy savings that will be achieved from the retrofits.

Table 1.4

Annual Energy Cost Estimate											
Description	Space Heating	Space Cooling	Water Heating	Ventilation Fans	Cooking	Clothes Drying	Lighting	Refrigeration	Other Electrical	Service Fees	Total Cost
Existing Building	\$8,409	\$0	\$538	\$33	\$141	\$286	\$1,237	\$1,754	\$1,234	\$0	\$13,633
With Proposed Retrofits	\$5,715	\$0	\$538	\$33	\$141	\$286	\$1,176	\$1,754	\$1,234	\$0	\$10,878
Savings	\$2,694	\$0	\$0	\$0	\$0	\$0	\$61	\$0	\$0	\$0	\$2,755

1.7 Energy Conservation Measures (ECMs)

No-cost and low-cost EEMs are called ECMs and are usually implemented by the owner or by the existing operations and maintenance staff (they are also called O & M recommendations). ECMs can result in cost and consumption savings, but they also prevent consumption and cost increases, which are more accurately called “avoided costs” rather than cost savings. Listed below are general ECMs, most of which are applicable to the subject building.

- 1) Ongoing Energy Monitoring-** Extensive research by a number of organizations has validated the value of building system monitoring as an effective means to reduce and maintain lower energy consumption. HVAC “performance drift” is the deterioration of an HVAC system over time, resulting from a number of preventable issues. Performance drift typically results in a 5% to 15 % increase in energy consumption. It is recommended to implement a basic energy monitoring system for this building, including installing a cumulative fuel oil meter on the oil day tank.

There is a range of simple to very complex building monitoring systems commercially available, most utilize a user-friendly internet or network-based dashboard. They range from a simple do-it-yourself approach utilizing a spreadsheet and graph to public domain packages to proprietary software and hardware packages. A partial listing follows:

BMON - AHFC has developed a building monitoring software to use with Monnit or other sensors. This software is free to any user, open source, can be modified to user needs, and can absorb and display data from multiple sources. It can manage multiple buildings, and can be installed by anyone with a little IT experience. This software is available at <https://code.ahfc.us/energy/bmon>. Contact: Carolyn Ramsey at the Research Information Center (RIC) Library at AHFC (907-330-8148, cramsey@ahfc.us)

Monnit – “product model” sensors are purchased (cost from \$500-\$1500) and installed, basic network-based dashboard is free. A more comprehensive, higher

level of functionality, internet-based dashboard for a building of this size is \$60-\$100/year. <http://www.monnit.com/>

- 2) **Create an organizational “energy champion” and provide training.** It can be an existing staff person who performs a monthly walk-through of the building using an Energy Checklist similar to the sample below. Savings from this activity can vary from zero to 10% of the building’s annual energy cost.

ENERGY CHAMPION CHECKLIST - MONTHLY WALK THROUGH	initial
Check thermostat set points and programming	
Note inside and outside temperatures, is it too hot or cold in the building?	
Are computers left on and unattended?	
Are room lights on and unoccupied?	
Are personal electric heaters in use?	
Are windows open with the heat on?	
Review monthly consumption for electric, gas and/or oil	
Re-program any Toyo stoves after a power outage	

- 3) **Efficient Building Management:** Certain EEMs and ECMs are recommended not only to improve the energy efficiency and but also to reduce the cost of building management. These same suggestions can be used across multiple buildings. Some examples:
- a. All lights should be upgraded at the same time, all lamps should be replaced as a preventative maintenance activity (rather than as they fail, one at a time), lamp inventory for the entire building (or buildings) should be limited to a single version of an LED or fluorescent tube (if at all possible), and all appropriate rooms should have similar occupancy controls and setback thermostats.
 - b. Extra HVAC components such as zone valves, thermostats and circulation pumps should be maintained in inventory to allow trouble shooting and quick replacement of existing components.
 - c. The same components should be used in all buildings to minimize the number of different parts in inventory, these include zone valves, thermostats, circulation pumps, lamps, ballasts, occupancy sensors, etc.
- 4) **Air Infiltration:** Minimize infiltration in the building by sealing all wall, ceiling and floor penetrations and properly maintaining all entry and roll up doors and windows so they close and function properly. All switch, electrical outlet and light fixture junction boxes should be sealed. Weather-stripping should be maintained if it exists or added if it does not and all doors, windows and siding penetrations should be properly caulked. It is recommended that the organization have an IR camera so that infiltration and areas of defective insulation can be identified and repaired.
- 5) **Turn off plug loads** including computers, printers, faxes, etc. when leaving the room. For workstations where the occupant regularly leaves their desk, add an occupancy sensing

plug load management device (PLMD) like the “Isole IDP 3050” power strip produced by Wattstopper.

- 6) **HVAC Maintenance** should be performed annually to assure optimum performance and efficiency of the boilers, circulation pumps, exhaust fans, zone valves, actuators and thermostats in this building. An unmaintained HVAC component like a boiler or furnace can reduce operating efficiency by 3% or more. Repeated occupant complaints regarding overheated or underheated spaces suggest that zone valves and thermostats should be checked for correct operation as a first line of troubleshooting. It is recommended that the organization have an IR camera to allow the diagnosis of failed zone valves, inoperative thermostats, clogged heating coils, etc.
- 7) **Vacant Offices & Storage Areas:** If there are multiple-person offices and/or other common spaces which are currently vacant, consider moving staff such that the vacant offices are all in one zone, and turn down the heat and turn off lighting in that zone
- 8) **Additional ECM recommendations:**
 - a. Purchase and use an electronic timer as a power strip for large copy/scan/fax machines and any other equipment that has a sleep cycle. During their sleep cycle, they can consume from 1 to 3 watts. This can cost from \$8-10/year per machine. Timers can be purchased for as little as \$15.
 - b. At their end of useful life (EOL), replace refrigeration equipment and commercial cooking equipment with Energy Star versions.
 - c. Keep refrigeration coils clean.
 - d. Keep heating coils in furnaces, air handlers, unit heaters and fan coil units clean.
 - e. Utilize the programmable setback feature on most Toyo stoves, to reduce the unoccupied space temperatures.

2. AUDIT AND ANALYSIS METHODOLOGY

2.1 Program Description

This audit identifies and evaluates energy efficiency measures at the Whale Pass School. The scope of this project included evaluating building shell, lighting and other electrical systems, and HVAC equipment, motors and pumps. Measures were analyzed based on life-cycle-cost techniques, which include the initial cost of the equipment, life of the equipment, annual energy cost, and a discount rate of 2.0%/year in excess of general inflation.

2.2 Audit Description

Preliminary audit information including building plans (where available) and utility consumption data was gathered in preparation for the site survey. Interviews were conducted with the building owners, managers or staff to understand their objectives and ownership strategy and gather other information the auditor could use to make the audit most useful. The site survey provides critical information in deciphering where energy is used and what savings

opportunities exist within a building. The entire building was surveyed, including every accessible room and all energy consuming equipment, and the areas listed below were evaluated to gain an understanding of how the building operates:

- Building envelope (roof, windows, walls, etc.)
- Heating, ventilation, and air conditioning equipment (HVAC)
- Lighting systems and controls
- Building-specific equipment including refrigeration equipment
- Plug loads
- Process loads

Summaries of building occupancy schedules and operating and maintenance practices provided by the owner, were collected along with as much system and component nameplate information as was available.

2.3 Method of Analysis

The details collected from the Whale Pass School building enable a model of the building's overall energy usage to be developed – this is referred to as “existing conditions” or the “existing building” and is used as a baseline from which savings are calculated. The analysis involves distinguishing the different fuels used on site, and analyzing their consumption in different activity areas of the existing building.

AkWarm-C Building Simulation Model

An accurate model of the building performance is created by simulating the thermal performance of the walls, roof, windows and floors of the building, adding the HVAC systems, ventilation and any heat recovery, adding major equipment, plug loads, any heating or cooling process loads, the number of occupants (each human body generates approximately 450 BTU/hr. of heat) and the hours of operation of the building.

The Whale Pass School is made up of the following activity areas:

- 1) Classrooms: 1,964 square feet
- 2) Kitchen: 375 square feet
- 3) Bathrooms: 140 square feet
- 4) Storage and laundry rooms: 244 square feet
- 5) Common area: 529 square feet
- 6) Apartment: 448 square feet

The methodology took a range of building-specific factors into account, including:

- Occupancy hours
- Local climate conditions
- Prices paid for energy

For the purposes of this study, the thermal simulation model was created using a modeling tool called AkWarm-C© Energy Use Software. The building characteristics and typical mean year weather data for the region were used to establish baseline space heating and cooling energy usage. The model was calibrated to within 1% of the actual electric consumption and fuel oil delivery data; it was not calibrated to the recent year of cord wood data because it is unknown how much cord wood was actually burned during the baseline year. After this partial calibration, it is capable of predicting the impact of theoretical EEMs. The partially calibrated model is considered to represent the existing or baseline conditions.

Limitations of AkWarm© Models

The model is based on local, typical weather data available from the nearest national weather station. This data represents the average ambient weather profile as observed over approximately 30 years. As such, the monthly fuel use bar charts in Section 3.2 will not likely compare perfectly, on a monthly basis with actual energy billing information from any single year. This is especially true for years with extreme warm or cold periods, or even years with unexpectedly moderate weather.

The heating and cooling load model is a simple two-zone model consisting of the building's core interior spaces and perimeter spaces.

Financial Analysis

This analysis provides a number of tools for assessing the cost effectiveness of various EEMs. These tools utilize **Life-Cycle Costing**, which is defined in this context as a method of cost analysis that estimates the total cost of a project over its life. The total cost includes both the construction cost (also called "first cost") plus ongoing operating costs.

Savings to Investment Ratio (SIR) = Savings divided by **Investment**. The SIR can also be called the Benefit Cost ratio.

Savings includes the total discounted dollar savings considered over the life of the EEM. AkWarm© calculates projected energy savings based on occupancy schedules, utility rates, building construction type, building function, existing conditions, and climatic data uploaded to the program based on the zip code of the building. Changes in future fuel prices, as projected by the Department of Energy, are included over the life of the improvement. Future savings are discounted to their present value to account for the time-value of money (i.e. money's ability to earn interest over time). The **Investment** in the SIR calculation is the first cost of the EEM. An SIR value of at least 1.0 indicates that the project is cost-effective, i.e. total savings exceed the investment costs.

Simple payback is a cost analysis method whereby the investment cost of a project is divided by the first year's energy savings to give the number of years required to recover the cost of the investment. This may be compared to the expected time before replacement of the system or component will be required. For example, if a boiler costs \$12,000 and results in a savings of \$1,000 in the first year, the payback time is 12 years. If the boiler has an expected life of 10 years, it would not be financially viable to make the investment since the payback period of 12 years is greater than the projected life.

The Simple Payback calculation does not consider likely increases in future annual savings due to energy price increases, nor does it consider the need to earn interest on the investment (i.e. the time-value of money). Because of these simplifications, the SIR figure is considered to be a better financial investment indicator than the Simple Payback measure.

Measures are ranked and numbered by AkWarm© in order of decreasing SIR. The program first calculates individual SIR's and ranks them from highest to lowest. The software then implements the first EEM, re-calculates each subsequent measure and again re-ranks the remaining measures in order of their SIR. An individual measure must have an individual SIR ≥ 1 to be considered financially viable on a stand-alone basis. AkWarm© goes through this iterative process until all appropriate measures have been evaluated and implemented in the proposed building model.

SIR and simple paybacks are calculated based on estimated first costs for each measure. First costs include estimates of the labor and equipment required to implement a change. Costs estimated by the auditor are considered to be accurate within +/-30% in this level of audit; they are derived from Means Cost Data, industry publications, the auditors experience and/or local contractors and equipment suppliers.

Interactive effects of EEMs:

It is important to note that the savings for each EEM is calculated based on implementing the most cost-effective measure first (highest SIR), then the EEM with the second highest SIR, then the third, etc. Implementation of an EEM out of the order in Tables 1.3 and 4.1 will affect the savings of the other EEMs.

If some of the EEMs are not implemented, savings for the remaining EEMs will be affected, in some cases positively, and in others, negatively. If all EEMs are implemented, their order of implementation is irrelevant, because the total savings after complete implementation will be unchanged. See Section 4.2 for additional detail.

Assumptions and conversion factors used in calculations:

The underlying assumptions used in the calculations made in this audit follow:

- 3413 BTU/kWh
- 60% load factor for all motors unless otherwise stated
- 138,000 BTU/gallon of #2 fuel oil
- 132,000 BTU/gallon of #1 fuel oil
- 18,100,000 BTU/cord of Spruce wood

2.4 Limitations of Study

All results are dependent on the quality of input data provided, and can only act as an approximation. In some instances, several methods may achieve the identified savings. This report is not a design document and the auditor is not proposing designs, or performing design engineering. A design professional who is following the EEM recommendations and who is

licensed to practice in Alaska in the appropriate discipline, shall accept full responsibility and liability for the design, engineering and final results.

Unless otherwise specified, budgetary estimates for engineering and design of these projects are not included in the cost estimate for each EEM; these costs can be approximated at 15% of the materials and installation costs. Project costs such as mobilization, travel, contractor overhead and profit are also not included in the EEM costs.

3. WHALE PASS SCHOOL - EXISTING CONDITIONS

3.1. Building Description

The single story 3,700 square foot Whale Pass School is thought to have been constructed in or around 1970. The building is used as a school from 8:00am until approximately 4:30pm Monday through Thursday during the school year, which typically starts in mid-May and ends in mid-August. There are currently 15 students plus a lead teacher, a kitchen person and a paraprofessional. Attached to the south end of the school building is a small 450 square foot teacher housing apartment. This apartment is currently unoccupied but can be occupied during the school year by a single person.

Description of Building Shell

No plans were available for this building so the auditor's observations and information provided by on-site staff were used as the basis for the details described below.

The building is constructed using two modular units tied together by a stick-built center section. The modular units are constructed on a steel, 3 axle chassis (photo at right). The wheels have been removed and a loose skirt constructed around the steel chassis.

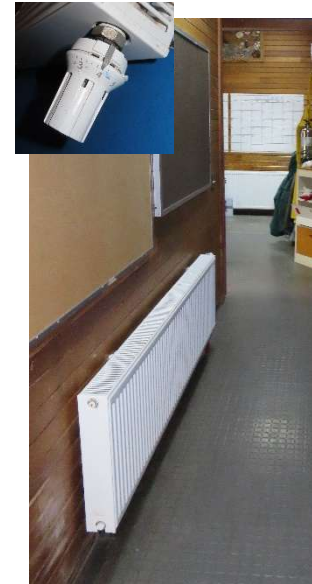


The walls appear to be constructed with 2" x 4" studs 16" on center, with the stud cavities presumably filled with R-11 batt. The building has a cathedral ceiling, with either scissors trusses and batt insulation, or a hot roof with rigid foam. No gable vents or ridge vents were observed, so its construction is unknown. The windows utilize double glazing in vinyl frames and are in good condition. The doors have recently been replaced, are metal with ½ lites and presumably filled with urethane insulation.

In general, the building envelope is in average condition.

Description of Heating and Cooling Plants

There are two furnaces in the facility, one serving each modular unit plus a single Toyo stove. In addition to those heat plants, a cord wood boiler serves the buildings via a hydronic system piped to wall radiators, each controlled by a thermostatic control valve (photos above right).



F1 - north furnace (photo below right)

Nameplate Information: Bard F86CF
 Fuel Type: #1 Oil
 Input Rating: 86,000 BTU/hr
 Steady State Efficiency: 60 %
 Idle Loss: 0.5 %
 Heat Distribution Type: Air
 Notes: 86 MBH input, nominal 68 MBH, 80% thermal efficiency when new, de-rated to 60% for 40+ year age. SN 37278. Wayne burner, model M-SR, 1/7 HP. 170w burner and electronics, 248w for 1/3 HP blower motor.



Garn biomass system

(housed in a separate building – photo below right)

Nameplate Information: Garn WHS 2000
 Fuel Type: Cord Wood (assumed Spruce)
 Input Rating: 325,000 BTU/hr
 Steady State Efficiency: 74 %
 Idle Loss: 5 %
 Heat Distribution Type: Water
 Boiler Operation: Aug - Jun
 Notes: Rated at 425 MBH, but Alaska studies (AEA Renewable Energy Fund feasibility study for



Thorne Bay) found a 325 MBH output; 74% thermal efficiency at HHV and 79% at LHV, 74% used in this analysis. Assume 1 HP circulation pump running continuously at 66% load.

F-2 - south furnace

Nameplate Information: Granby model KHM-200
 Fuel Type: #1 Oil
 Input Rating: 200,000 BTU/hr
 Steady State Efficiency: 85 %
 Idle Loss: 0.5 %

Heat Distribution Type: Air
 Notes: new in 2023; 200 MBH input, 171 MBH output, 85.5% thermal efficiency, 3/4 HP ECM blower motor, SN 7003310; Beckett burner model AFG, 1/7 HP motor. 170w burner & electronics + 3/4 HP ECM blower @ 33% load = 184 w

HWH

Nameplate Information: Rheem model PROE40 T2 RH95
 Fuel Type: Electricity
 Input Rating: 4500w
 Steady State Efficiency: 99 %
 Idle Loss: 1.5 %
 Heat Distribution Type: Water
 Boiler Operation: All Year
 Notes: 4500w each element; SN M051803747

Toyo

Nameplate Information: Laser 73
 Fuel Type: #1 Oil
 Input Rating: 40,000 BTU/hr
 Steady State Efficiency: 85 %
 Idle Loss: 0 %
 Heat Distribution Type: Air

Space Heating and Cooling Distribution Systems

There are three distribution systems. Heat is distributed throughout each building by a ducted forced air system served by the two furnaces. Heat produced by the cord wood boiler is distributed to the hydronic wall heaters by PEX piping located primarily in the crawl space, and insulated with foam pipe covers. The Toyo stove heats only the space where it is located. There is no cooling.

Building Ventilation System

There is no mechanical ventilation in this building. Fresh air is provided by operable windows and infiltration.

HVAC Controls

Room temperature control for each furnace is provided by a manual thermostat located in the space. Room temperature control for the wall mounted hydronic radiators is provided by manually operated thermostatic control valves located on each radiator (photo at right). The Toyo stove is controlled by a remote bulb thermostat located on a wall adjacent to the unit. This Toyo stove has a programmable feature allowing the stove to be automatically set back to lower temperatures during unoccupied periods; this feature was not programmed.



Domestic Hot Water System

DHW for the lavatory and kitchenette sinks and shower is provided by an electric storage hot water heater located in the north module storage room. There does not appear to be a DHW re-circulation pump in use.

Lighting

The interior lighting consists of 48" linear fixtures utilizing T8 LED lamps, a mixture of A-type bulbs including LEDs, CFLs and incandescent bulbs are used in the various storage rooms. The teacher housing apartment utilizes 48" fixtures with T8 fluorescent lamps. The exterior lighting consists of LED wall packs, presumably controlled by photocell sensors.

Major Equipment and Plug Loads

A list of major equipment and most plug loads is found in Appendix A.

3.2 Predicted Energy Use

3.2.1 Energy Usage / Tariffs

Raw utility source data is tabulated in Appendix B. The AkWarm© model was calibrated on an annual basis to match the actual, baseline utility data and after calibration, the AkWarm© model predicts the annual usage of each fuel. The electric usage and fuel usage profile charts (Figures 3.1 through 3.3) represent the predicted electric and fuel usage for the building before and after implementation of the recommended EEMs.

The utility companies providing energy to the subject building, and the class of service provided by each, are listed below:

Electricity: APT- Whale Pass - Commercial - Sm
 Fuel Oil: Petro Marine Services

The average cost for each type of fuel used in this building is shown below in Table 3.1. This figure includes any surcharges, subsidies, taxes and utility customer charges:

Table 3.1 – Average Energy Cost	
Description	Average Energy Cost
Electricity	\$ 0.2900/kWh
Propane	\$ 4.53/gallon
#1 Oil	\$ 4.56/gallon
Spruce Cord Wood	\$ 564/cord

For any historical and comparative analysis in this document, the auditor used current tariff schedules obtained from the utility provider or from invoices provided by the owner. These current tariffs were used for all years to eliminate the impact of cost changes over the years evaluated in the analysis.

Electric utility providers measure consumption in kilowatt-hours (kWh) and maximum demand in kilowatts (kW). One kWh usage is equivalent to 1,000 watts running for one hour. One kW of electric demand is equivalent to 1,000 watts running at a particular moment.

Fuel oil consumption and deliveries and propane is measured in gallons. Cord wood is measured in cords.

3.2.1.1 Total Energy Use and Cost Breakdown

At current rates, Southeast Island School District pays approximately \$13,633 annually for electricity and other fuel costs for the Whale Pass School building.

Figure 3.1 below reflects the estimated distribution of costs across the primary end uses of energy based on the AkWarm© computer simulation. Comparing the “Retrofit” bar in the figure to the “Existing” bar shows the potential savings from implementing all of the energy efficiency measures shown in this report.

Figure 3.1
Annual Energy Costs by End Use

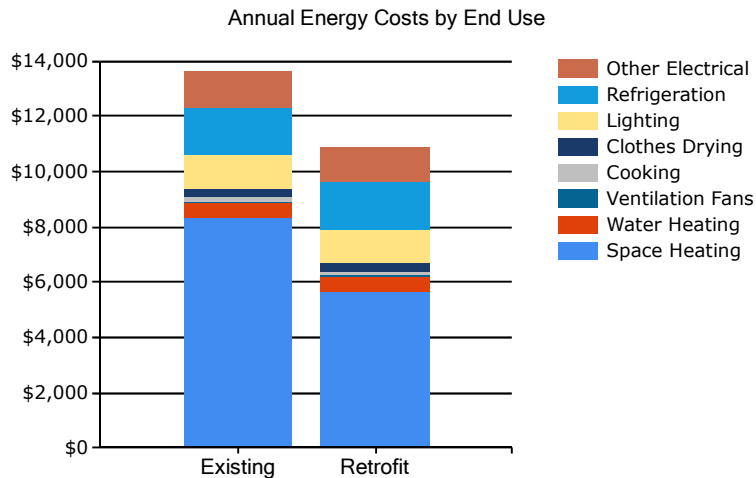


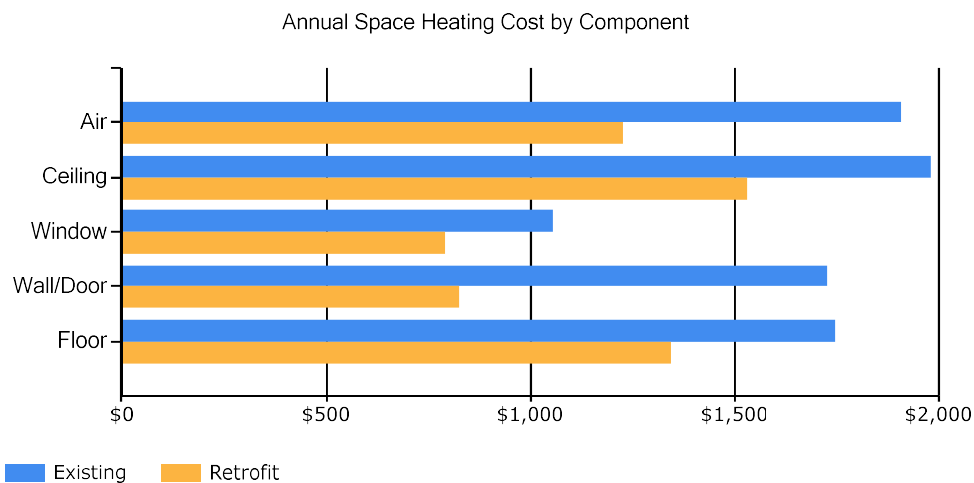
Figure 3.2 below shows how the annual energy cost of the building splits between the different fuels used by the building. The “Existing” bar shows the breakdown for the building as it is now; the “Retrofit” bar shows the predicted costs if all of the energy efficiency measures in this report are implemented.

Figure 3.2
Annual Energy Costs by Fuel Type



Figure 3.3 below addresses only Space Heating costs. The figure shows how each heat loss component contributes to those costs; for example, the figure shows how much annual space heating cost is caused by the heat loss through the Walls/Doors. For each component, the space heating cost for the Existing building is shown (blue bar) and the space heating cost assuming all retrofits are implemented (yellow bar) are shown.

Figure 3.3
Annual Space Heating Cost by Component



The tables below show the model’s estimate of the monthly fuel use for each of the fuels used in the building; this data is represented graphically in Figures 1.2 and 1.3. For each fuel, consumption is broken down across the energy end uses. Note, in the tables below “DHW” refers to Domestic Hot Water heating.

Electrical Consumption (kWh)												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Space_Heating	378	342	375	359	369	356	367	367	357	371	363	377
Space_Cooling	0	0	0	0	0	0	0	0	0	0	0	0
DHW heating	157	143	157	152	157	152	157	157	152	157	152	157
Ventilation_Fans	12	12	9	13	13	3	0	6	13	13	9	10
Cooking	0	0	0	0	0	0	0	0	0	0	0	0
Clothes_Drying	1	1	1	1	1	1	0	1	1	1	1	1
Lighting	436	456	339	484	500	97	0	226	484	500	355	387
Refrigeration	513	468	513	497	513	497	513	513	497	513	497	513
Other_Electrical	435	455	338	483	499	97	0	225	483	499	354	387

Fuel Oil #1 Consumption (Gallons)												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Space_Heating	33	25	26	18	13	11	11	9	12	19	27	30
DHW	0	0	0	0	0	0	0	0	0	0	0	0

Propane Consumption (Gallons)												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Cooking	3	3	3	3	3	3	0	3	3	3	3	3
Clothes_Drying	6	5	6	6	6	6	0	6	6	6	6	6

Spruce Wood Consumption (Cords)												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Space_Heating	2	1	1	1	0	0	0	0	0	1	1	2
DHW	0	0	0	0	0	0	0	0	0	0	0	0

3.2.2 Energy Use Index (EUI)

EUI is a measure of a building's annual energy utilization per square foot of building. It is a good measure of a building's energy use and is utilized regularly for energy performance comparisons with similar-use buildings.

EUIs are calculated by converting all the energy consumed by a building in one year to BTUs and multiplying by 1000 to obtain kBtu. This figure is then divided by the building square footage.

“Source energy” differs from “site energy”. Site energy is the energy consumed by the building at the building site only. Source energy includes the site energy as well as all of the losses incurred during the creation and distribution of the energy to the building. Source energy represents the total amount of raw fuel that is required to operate the building. It incorporates all transmission, delivery, and production losses, and allows for a more complete assessment of energy efficiency in a building. The type of energy or fuel purchased has a substantial impact on the source energy use of a building. The EPA has determined that source energy is the best measure to use for evaluation purposes and to identify the overall global impact of energy use. Both the site and source EUI ratings for the building are provided below.

The site and source EUIs for this building are calculated as follows. (See Table 3.4 for details):

$$\text{Building Site EUI} = \frac{\text{Electric Usage in kBtu} + \text{Gas Usage in kBtu} + \text{similar for other fuels}}{\text{Building Area in sq ft}}$$

Building Square Footage

Building Source EUI = $\frac{(\text{Electric Usage in kBtu} \times \text{SS Ratio} + \text{Gas Usage in kBtu} \times \text{SS Ratio} + \text{similar for other fuels})}{\text{Building Square Footage}}$

Building Square Footage

where "SS Ratio" is the Source Energy to Site Energy ratio for the particular fuel.

Table 3.4
Whale Pass School EUI Calculations

Energy Type	Building Fuel Use per Year	Site Energy Use per Year, kBTU	Source/Site Ratio	Source Energy Use per Year, kBTU
Electricity	20,931 kWh	71,438	3.340	238,602
Propane	94 gallons	8,595	1.010	8,681
#1 Oil	234 gallons	30,948	1.010	31,257
Spruce Wood	10.76 cords	194,788	1.000	194,788
Total		305,769		473,328
BUILDING AREA		3,700	Square Feet	
BUILDING SITE EUI		83	kBTU/Ft ² /Yr	
BUILDING SOURCE EUI		128	kBTU/Ft²/Yr	
* Site - Source Ratio data is provided by the Energy Star Performance Rating Methodology for Incorporating Source Energy Use document issued March 2011.				

Table 3.5

Building Benchmarks			
Description	EUI (kBtu/Sq.Ft.)	EUI/HDD (Btu/Sq.Ft./HDD)	ECI (\$/Sq.Ft.)
Existing Building	82.6	10.63	\$3.68
With Proposed Retrofits	60.3	7.76	\$2.94
EUI: Energy Use Intensity - The annual site energy consumption divided by the structure's conditioned area. EUI/HDD: Energy Use Intensity per Heating Degree Day. ECI: Energy Cost Index - The total annual cost of energy divided by the square footage of the conditioned space in the building.			

4. ENERGY COST SAVING MEASURES

4.1 Summary of Results

The energy saving measures considered for this building are summarized in Tables 4.1 below and 1.3 above. The basis for the cost estimates used in this analysis is found in Appendix C and are noted in Table 1.3 above.

Table 4.1 Whale Pass School, Whale Pass, Alaska ENERGY EFFICIENCY MEASURES EVALUATED							
Rank	Feature	Improvement Description	Annual Energy Savings	Installed Cost	Savings to Investment Ratio, SIR	Simple Payback (Years)	CO ₂ Savings
1	Setback Thermostat: Classrooms	Implement a Heating Temperature Unoccupied Setback to 64.0 deg F for the Classrooms space.	\$1,202 / 36.9 MMBTU	\$325	48.00	0.3	992.8
2	Setback Thermostat: Kitchen	Implement a Heating Temperature Unoccupied Setback to 64.0 deg F for the Kitchen space.	\$241 / 6.9 MMBTU	\$325	9.57	1.4	370.0
3	Lighting - Power Retrofit: School lighting, storage, Incandescent-A	Replace with LED 10W Module StdElectronic	\$3 / 0.0 MMBTU	\$5	4.02	1.7	36.1
	TOTAL, cost-effective measures		\$1,446 / 43.8 MMBTU	\$655	28.60	0.5	1,399.0
The following measures were <i>not</i> found to be cost-effective from a strict financial perspective, but should still be considered as part of an overall energy upgrade strategy:							
4	Air Tightening: Building wide	Perform air sealing to reduce air leakage by 15%.	\$243 / 7.4 MMBTU	\$2,750	0.80	11.3	229.4
5	Lighting - Power Retrofit: Apartment lighting, T8-2lamp fluorescent	Replace with 6 LED (2) 12W Module StdElectronic	\$26 / -0.3 MMBTU	\$369	0.69	14.2	380.1
6	All exterior walls	Install R-10 rigid foam board to exterior and cover with T1-11 siding or equivalent.	\$613 / 18.5 MMBTU	\$24,387	0.57	39.8	623.2

Table 4.1 Whale Pass School, Whale Pass, Alaska ENERGY EFFICIENCY MEASURES EVALUATED							
Rank	Feature	Improvement Description	Annual Energy Savings	Installed Cost	Savings to Investment Ratio, SIR	Simple Payback (Years)	CO ₂ Savings
7	HVAC And DHW	Replace north furnace with new unit with 85% AFUE and ECM blower motor, estimated cost \$20,000 installed by HVAC contractor	\$428 / 13.2 MMBTU	\$20,000	0.28	46.7	471.3
	TOTAL, all measures		\$2,755 / 82.5 MMBTU	\$48,161	0.85	17.5	3,102.9

Table Notes:

¹ Savings to Investment Ratio (SIR) is a life-cycle cost measure calculated by dividing the total savings over the life of a project (expressed in today's dollars) by its investment costs. The SIR is an indication of the profitability of a measure; the higher the SIR, the more profitable the project. An SIR greater than 1.0 indicates a cost-effective project (i.e. more savings than cost). Remember that this profitability is based on the position of that Energy Efficiency Measure (EEM) in the overall list and assumes that the measures above it are implemented first.

² Simple Payback (SP) is a measure of the length of time required for the savings from an EEM to payback the investment cost, not counting interest on the investment and any future changes in energy prices. It is calculated by dividing the investment cost by the expected first-year savings of the EEM.

³ StdElectronic refers to the type of ballast, i.e. a standard electronic ballast

4.2 Interactive Effects of Projects

In general, all projects are evaluated sequentially so energy savings associated with one EEM would not also be attributed to another EEM. By modeling the recommended project sequentially, the analysis accounts for interactive effects among the EEMs and does not "double count" savings.

As previously mentioned, the savings for a particular measure are calculated assuming all recommended EEMs coming before that measure in Tables 1.3 and 4.1 are implemented. If some EEMs are not implemented, savings for the remaining EEMs will be affected.

4.3 Building Shell Measures

4.3.1 Insulation Measures

Rank	Location	Existing Type/R-Value	Recommendation Type/R-Value	
6	All exterior walls	Wall Type: Single Stud Siding Configuration: Siding and Sheathing Insul. Sheathing: None Structural Wall: 2 x 4, 16 inches on center R-11 Batt: FG or RW, 3.5 inches Window and door headers: Not Insulated Modeled R-Value: 11.3	Install R-10 rigid foam board to exterior and cover with T1-11 siding or equivalent.	
Installation Cost		\$24,387	Estimated Life of Measure (yrs) 30	Energy Savings (\$/yr) \$613
Breakeven Cost		\$13,933	Simple Payback (yrs) 40	Energy Savings (MMBTU/yr) 18.5 MMBTU
			Savings-to-Investment Ratio 0.6	
Auditors Notes: Demo existing shake siding, add 2" of rigid insulation, rain shield and new siding; extend sills and trim. Estimated 120 hrs contractor labor @ \$100/hr + \$12,000 materials = \$24,000				

4.3.2 Window Measures (There were no improvements in this category)

4.3.3 Door Measures (There were no improvements in this category)

4.3.4 Air Sealing Measures

Rank	Location	Existing Air Leakage Level (cfm@50/75 Pa)	Recommended Air Leakage Reduction (cfm@50/75 Pa)	
4	Building wide	Air Tightness estimated as: 3100 cfm at 50 Pascals	Perform air sealing to reduce air leakage by 15%.	
Installation Cost		\$2,750	Estimated Life of Measure (yrs) 10	Energy Savings (\$/yr) \$243
Breakeven Cost		\$2,192	Simple Payback (yrs) 11	Energy Savings (MMBTU/yr) 7.4 MMBTU
			Savings-to-Investment Ratio 0.8	
Auditors Notes: Seal all floor, wall and ceiling penetrations, add foam gaskets to all switch and outlets, caulk all doors and windows. Estimated 40 hours labor @ school district labor rate \$50/hr + \$750 materials				

4.4 Mechanical Equipment Measures

4.4.1 Heating/Cooling/Domestic Hot Water Measure

Rank	Recommendation			
7	Replace north furnace with new unit with 85% AFUE and ECM blower motor, estimated cost \$20,000 installed			
Installation Cost		\$20,000	Estimated Life of Measure (yrs) 15	Energy Savings (\$/yr) \$428
Breakeven Cost		\$5,612	Simple Payback (yrs) 47	Energy Savings (MMBTU/yr) 13.2 MMBTU
			Savings-to-Investment Ratio 0.3	
Auditors Notes:				

4.4.2 Ventilation System Measures (There were no improvements in this category)

4.4.3 Night Setback Thermostat Measures

Rank	Building Space	Recommendation			
1	Classrooms	Implement a Heating Temperature Unoccupied Setback to 64.0 deg F for the Classrooms space.			
Installation Cost	\$325	Estimated Life of Measure (yrs)	15	Energy Savings (\$/yr)	\$1,202
Breakeven Cost	\$15,600	Simple Payback (yrs)	0	Energy Savings (MMBTU/yr)	36.9 MMBTU
		Savings-to-Investment Ratio	48.0		
Auditors Notes:					

Rank	Building Space	Recommendation			
2	Kitchen	Implement a Heating Temperature Unoccupied Setback to 64.0 deg F for the Kitchen space.			
Installation Cost	\$325	Estimated Life of Measure (yrs)	15	Energy Savings (\$/yr)	\$241
Breakeven Cost	\$3,111	Simple Payback (yrs)	1	Energy Savings (MMBTU/yr)	6.9 MMBTU
		Savings-to-Investment Ratio	9.6		
Auditors Notes:					

4.5 Electrical & Appliance Measures

4.5.1 Lighting Measures

Rank	Location	Existing Condition	Recommendation		
3	School lighting, storage, Incand-A	INCAN A Lamp, Std 60W with Manual Switching	Replace with LED 10W Module StdElectronic		
Installation Cost	\$5	Estimated Life of Measure (yrs)	8	Energy Savings (\$/yr)	\$3
Breakeven Cost	\$20	Simple Payback (yrs)	2	Energy Savings (MMBTU/yr)	0.0 MMBTU
		Savings-to-Investment Ratio	4.0		
Auditors Notes: Replace 60w incandescent bulb in laundry room with 10w LED bulb @ \$5 cost.					

Rank	Location	Existing Condition	Recommendation		
5	Apartment lighting, T8-2lamp fluorescent	6 FLUOR (2) T8 4' F32T8 32W Standard Instant StdElectronic with Manual Switching	Replace with 6 LED (2) 12W Module StdElectronic		
Installation Cost	\$369	Estimated Life of Measure (yrs)	12	Energy Savings (\$/yr)	\$26
Breakeven Cost	\$256	Simple Payback (yrs)	14	Energy Savings (MMBTU/yr)	-0.3 MMBTU
		Savings-to-Investment Ratio	0.7		
Auditors Notes: Re-wire fixture to provide line voltage to new end caps, estimated .75 hrs labor @ school district labor rate \$50/hr + \$12/lamp					

APPENDICES

Appendix A – Major Equipment List

ALL SCHEDULES COMPILED FROM PLANS OR ON-SITE NAMEPLATE OBSERVATION, WHERE ACCESSIBLE e= estimated

EXHAUST FAN SCHEDULE

SYMBOL	MOTOR MFGR/MODEL	CFM	MOTOR DATA HP/VOLTS/PH	REMARKS
EF-1	unknown	e80	e60w/120/1	toilet room exhaust fan, on dedicated switch
EF-2	unknown	e80	e60w/120/1	toilet room exhaust fan, on dedicated switch
EF	unknown	e80	e60w/120/1	toilet room exhaust fan, on dedicated switch - Apartment

PUMP SCHEDULE

SYMBOL	MFGR/MODEL	GPM @ HD	MOTOR DATA HP/VOLTS/PH	REMARKS
CP	unknown	unknown	1/120/1	Biomass boiler circulation pump - estimate only

HEAT PLANT SCHEDULE

SYMBOL	MFGR/MODEL	EFFICIENCY	MOTOR DATA HP/VOLTS/PH	REMARKS
F1	Bard model F86CF	80% when new	e.33/120/1	North furnace: 86 MBH input, nominal 68 MBH, 80% thermal efficiency when new, de-rated to 60% for 40+ year age. SN 37278. Wayne burner, model M-SR, 1/7 HP
F2	Granby Furnace model KHM-200	85.5%	.75/120/1	South furnace, new 2023; 200 MBH input, 171 MBH output, 85.5% thermal efficiency, 3/4 HP ECM blower motor, SN 7003310; Beckett burner model AFG, 1/7 HP motor

HOT WATER HEATER SCHEDULE

SYMBOL	MFGR/MODEL	GALLONS	NUMBER OF ELEMENTS	ELEMENT SIZE
HWH	Rheem model PROE40 T2 RH95	40	2	4500w each; SN M051803747

PLUMBING FIXTURES				
SYMBOL	FIXTURE	GPF	QUANTITY	REMARKS
	W.C. school	3	2	tank type, manually operated
	W.C. Apartment	1.6	1	tank type, manually operated
	Urinal	0.5	1	
	Shower	2	2	1 in school, 1 in apartment
	Lavatory	2.0	3	manually operated

PLUG LOAD SUMMARY				
SYMBOL	FIXTURE	QUANTITY	ESTIMATED CONSUMPTION	REMARKS
	Laptop	1	85w	
	Personal printers	1	85w	
	Large printer/copier/fax	1	750w	
	personal heaters	1	1500w	
	Personal fan	2	50w	
	Toaster	1	1500w	
	Personal coffee machine	1	1200w	
	LED grow lights	4	est 17w	
	Microwaves	1	1000w	
	Instapot	1		
	Electric tea pot	1	225 kWh/yr	
	Oster roaster oven	1		
	Cuisinart blender	1		
	Popcorn maker	1		
	Harvest Right dehydrator	1		
	Cuisinart griddle	1		
	KitchenAid mixer	1		
	Ninja blender	1		
	Foodsaver vacuum sealer	1		
	Crock pot	1		
	Blakeslee Dishwasher model UC20B-70	1	.5/230/1	
	Samsung 4-burner stove, model NX60A6751SS/AA	1	7.5 - 14.5 MBH	Propane
	1 cubic foot refrigerator	1	200 kWh/yr	
	TRUE 2-door cooler, model T-49-HC	1	3000 kWh/yr	full, energy star
	GE refrigerator, model GTS18HBMFRWW	1	650 kWh/yr	full
	Sears chest freezer 253.16922109	1	800 kWh/yr	full, 2011

	GE chest freezer FCM11SRBWW	1	800 kWh/yr	full
	GE chest freezer FCM11SRBWW	1	800 kWh/yr	full
	Server	1	e300w	
	Samsung clothes dryer, model DVG45T6020WA3	1	20 MBH 6A/120/1	Propane
	Samsung clothes washer, model WF45T6000AW	1	10A/120/1	
	Flat TV	5	250w	

Appendix B – Benchmark Analysis and Utility Source Data

A benchmark analysis evaluates historical raw consumption and cost data for each energy type. The purpose of a benchmark analysis is to identify trends, anomalies, and irregularities which may provide insight regarding the building's function and efficiency. Forty-eight months of electric consumption data was provided by APT and school district personnel provided 48 months of fuel oil delivery and cord wood purchase data. The electric source data is listed in Figure B.1, the fuel oil delivery data is listed in Figure B.2 and the cord wood purchase data is listed in Figure B.3. The brown shaded figures are used as the baseline energy consumption and to calibrate the AkWarm-C model. Figure B.4 shows the distribution of energy costs across the four energy types.

Figure B.1 – Electric Consumption and Costs

Whale Pass School, Account #34255, meter #170006619					
	FY22	FY23	FY24	FY25	FY25 cost
Jan	619	641	784	934	\$298.77
Feb	727	580	861	809	\$262.20
Mar	1,105	1,196	1,497	1,264	\$395.32
Apr	1,464	1,332	1,565	1,379	\$428.97
May	1,624	1,412	1,605	1,881	\$575.84
Jun	1,398	1,324	1,652	2,276	\$691.41
Jul	1,240	1,290	1,237	2,180	\$663.32
Aug	1,349	1,609	1,775	2,453	\$743.20
Sep	1,152	1,439	1,583	2,001	\$610.95
Oct	1,308	1,589	1,245	2,335	\$708.67
Nov	1,233	1,378	1,257	1,829	\$560.63
Dec	912	1,048	1,095	1,594	\$491.87
TOTALS	14,131	14,838	16,156	20,935	\$6,431

Figure B.2

Whale Pass School Fuel Oil deliveries (gallons)				
	FY22	FY23	FY24	FY25
Jan	390.7		45.4	43.5
Feb		181.6		59.9
Mar				
Apr	93.2	143.2		
May		163.8		234
Jun	76.4		78.7	
Jul				
Aug				
Sep			41.1	

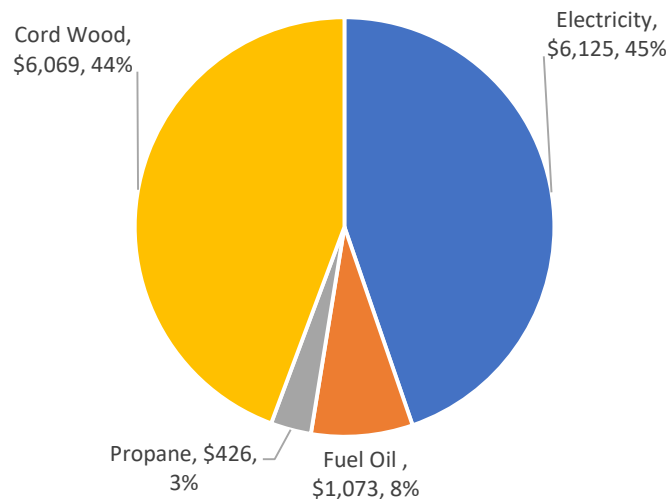
Whale Pass School Fuel Oil deliveries (gallons)				
	FY22	FY23	FY24	FY25
Oct	119.6	48.8		
Nov			70.1	170.2
Dec		78.5		
TOTALS	680	616	235	508

Figure B.3

Whale Pass	
	Cords delivered
FY 2022	18
FY 2023	12
FY 2024	34
FY 2025	0
AVERAGE	16

Figure B.4

Distribution of Energy Costs by Type



Electricity: Figure B.5 shows that electric consumption in this building has a seasonal pattern, with more use in the winter months. This is typical of buildings using electric heat, but this building does not use electric heat, so the reason for the increased during the summer months is unknown and should be investigated. The dramatic 30% increase in electric consumption evident in both Figures B.5 and B.6 is disturbing and should be investigated. In general, Figure B.6 shows an increase in consumption every year; this is a trend going in the wrong direction and should be investigated.

Figure B.5

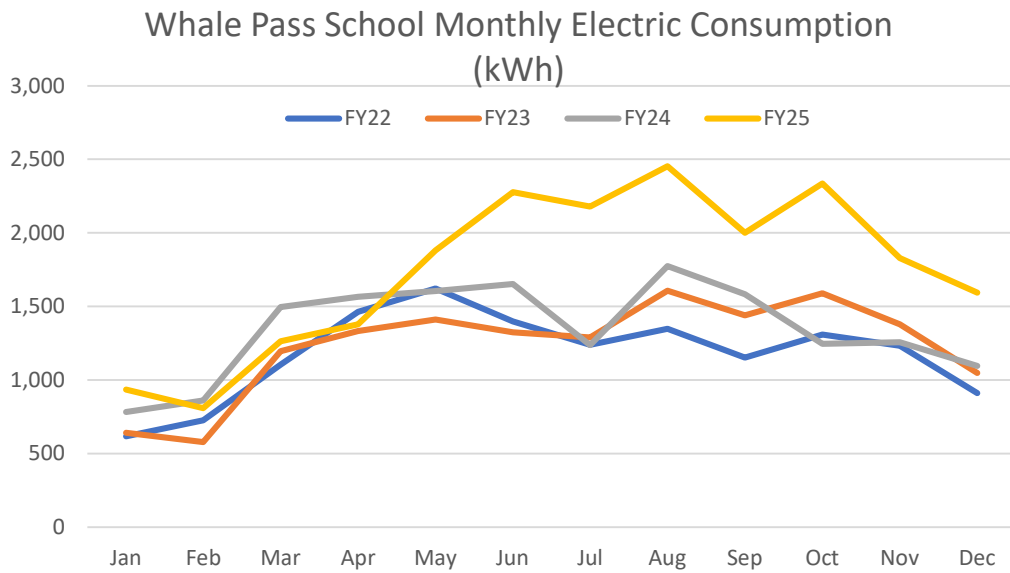
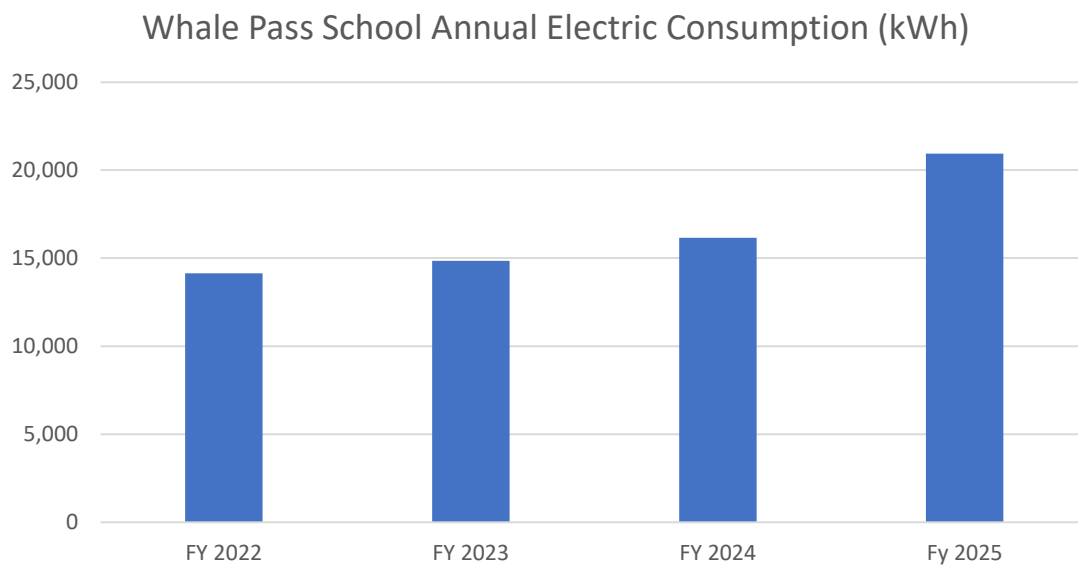


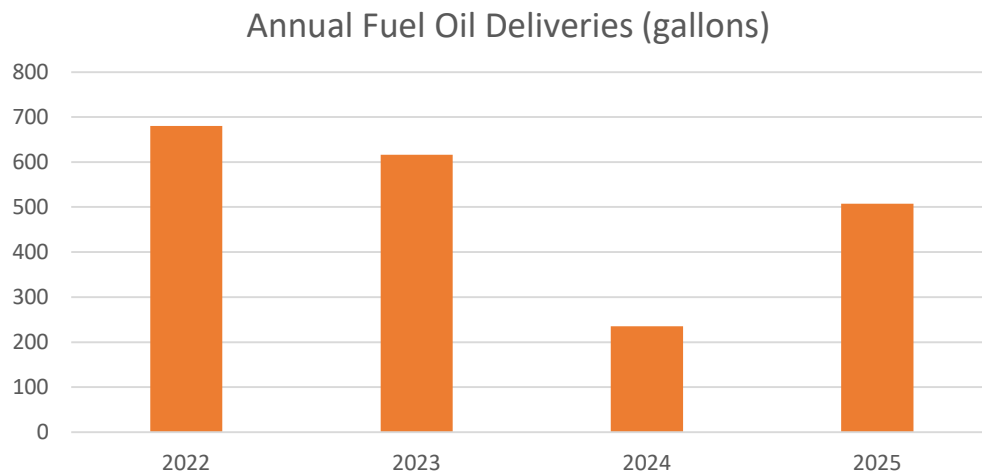
Figure B.6



Fuel Oil:

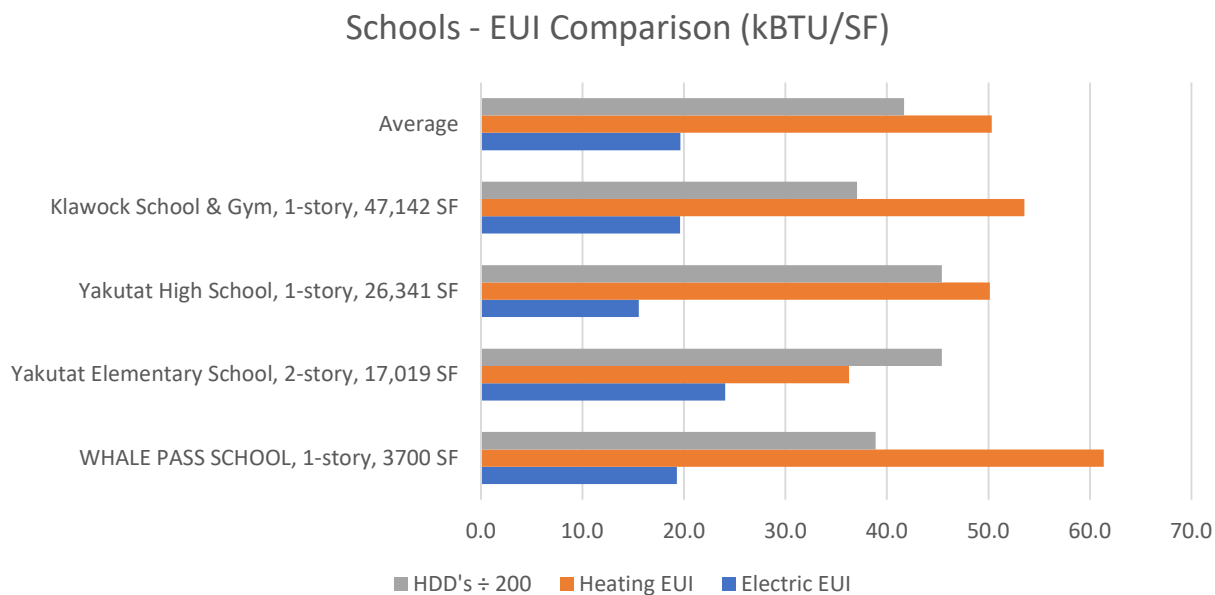
Figure B.7 shows that 2022 and 2023 fuel oil deliveries were consistent, but 2024 deliveries were 1/3 of prior years, while 2025 was back up to nearly the same as 2022 and 2023. It is assumed that the biomass heating system, and burning cord wood is the reason for the significant reduction in 2024. To substantiate that, Figure B.3 above shows that FY2024 cord wood deliveries were nearly double prior years while there were no deliveries in 2025. It has to be assumed that this inventory of cord was used to heat the buildings during 2024 and resulted in the low fuel oil use.

Figure B.7



Comparing EUIs: As mentioned in Section 1.5, the subject building’s electric EUI is 2% below the average of all the buildings and its heating EUI is 22% higher than the average and the highest of all the buildings. The high heating EUI is most likely attributed to the fact that one of the furnaces is more than 40 years old and therefore de-rated to 60% and the cord wood boiler efficiency is rated at 74%. This coupled with the 2” x 4” walls in the building will result in higher heat requirements on a per square foot basis.

Figure B.8



After performing the historical analysis in Section 1.5 and above, a baseline period is selected as a benchmark. This is based on factors including the consistency of the data, the periods for which data was available and the current use and occupancy of the building versus its historical use and occupancy and the ease, or difficulty in calibrating the AkWarm-C model. The baselines selected for this building are shown in the shaded cells of Figures B.1 for electricity and Figure B.2 for fuel oil and the Akwarm-C model’s calculation for cord wood consumption.

Appendix C – Additional EEM Cost Estimate Details

EEM Cost Estimates

Installed costs for the recommended EEMs in this audit include the labor and equipment required to implement the EEM retrofit, but engineering (if required) and construction management costs are excluded; they can be estimated at 15% of overall costs. Cost estimates are typically +/- 30% for this level of audit, and are derived from and one or more of the following. Note that project costs such as mobilization, travel, contractor overhead and profit are not included in these cost estimates or labor rates

- The labor costs identified below
- Means Cost Data
- Industry publications
- The experience of the auditor
- Local contractors and equipment suppliers
- Specialty vendors

Labor rates used:

Certified Electrician

\$150/hr

This level of work includes bypassing ballasts and re-wiring end caps, changing street light heads, changing light fixtures, running new wires and installing ceiling or switch-mounted occupancy and/or daylight harvesting sensors, etc.

Common mechanical & electrical work performed by City personnel

\$ 50/hr

Includes replacing existing ballasts and fluorescent lamps, replacing ballasts and lamps in exterior HID wall packs, replacing doors, repairing damaged insulation, etc.

Certified mechanical work

\$150/hr

Work includes boiler replacement, new or modified heat piping and/or ducting, adding or modifying heat exchangers, replacing constant speed pumps with variable speed pumps, etc.

Maintenance activities performed by City personnel

\$50/hr

Includes maintaining light fixtures, door and window weather-stripping, changing lamps, replacing bulbs and HVAC filters, etc.

EEM	Unit	Labor (hrs)	City Labor rate	Labor cost	Parts cost (including shipping)	Total cost
T8 or T12 replacement: Remove or bypass ballast, replace end caps if required and re-wire for line voltage	per fixture	0.75	\$50	\$38		\$38
Replace 48" T8 or T12 with T8 LED	per lamp	0.75	\$50	\$38	\$12	\$50
Replace T8 or T12 U-tube with T8 LED	per lamp	0.75	\$50	\$38	\$15	\$53
Replace 24" T8 or T12 with T8 LED	per lamp	0.75	\$50	\$38	\$12	\$50
Replace 36" T8 or T12 with T8 LED	per lamp	0.75	\$50	\$38	\$12	\$50
Replace 96" T8 or T12 with T8 LED	per lamp	0.75	\$50	\$38	\$20	\$58
A-type incandescent or CFL, replace with LED	bulb	0	\$0	\$0	\$5	\$5
CFL Plug-in, 11w, 13w or 14w replace with 4.5w to 9w LED	bulb	0	\$0	\$0	\$5	\$5
CFL Plug-in, 23w, 26w or 32w replace with 12w to 15w LED	bulb	0	\$0	\$0	\$5	\$5
BR30 or BR36 incandescent or CFL, replace with LED	bulb	0	\$0	\$0	\$10	\$10
HPS or MH400w, cobra-head pole light, replace with 80w cobra-head	fixture	3	\$50	\$150	\$1,000	\$1,150
HPS or MH 50w, replace with 17w LED fixture with integral photocell	fixture	3	\$50	\$150	\$200	\$350
HPS or MH 100w, replace with 34w LED fixture	fixture	3	\$50	\$150	\$200	\$350
HPS or MH 250w, replace with 72w LED fixture	fixture	3	\$50	\$150	\$400	\$550
HPS or MH 400w, replace with 115w LED fixture	fixture	3	\$50	\$150	\$500	\$650
High Bay 250w HPS or MH fixture, replace fixture with LED fixture with integral occupancy sensing	fixture	3	\$50	\$150	\$600	\$750
High Bay 400w HPS or MH fixture, replace fixture with LED fixture with integral occupancy sensing	fixture	3	\$50	\$150	\$800	\$950
Switch mounted occupancy sensor	sensor	1	\$50	\$50	\$125	\$175
Ceiling mounted occupancy sensor	sensor	1	\$50	\$50	\$175	\$225
Dual technology occupancy sensor	sensor	1	\$50	\$50	\$195	\$245
200 MBH furnace/boiler or smaller, replacement						\$20,000
200-500 MBH boiler replacement						\$100,000
500-1300 MBH boiler replacement						\$125,000
Toyo type stoves with programmable setback feature: assume performed by owner at no cost		0		\$1	0	\$1
Programmable setback thermostats	per thermostat	1	\$50	\$50	\$175	\$225
Air Sealing			\$50/hr labor rate			
Blown in cellulose attic insulation			AkWarm-C library costs x 200%			
Replacement windows			AkWarm-C library costs x 200%			

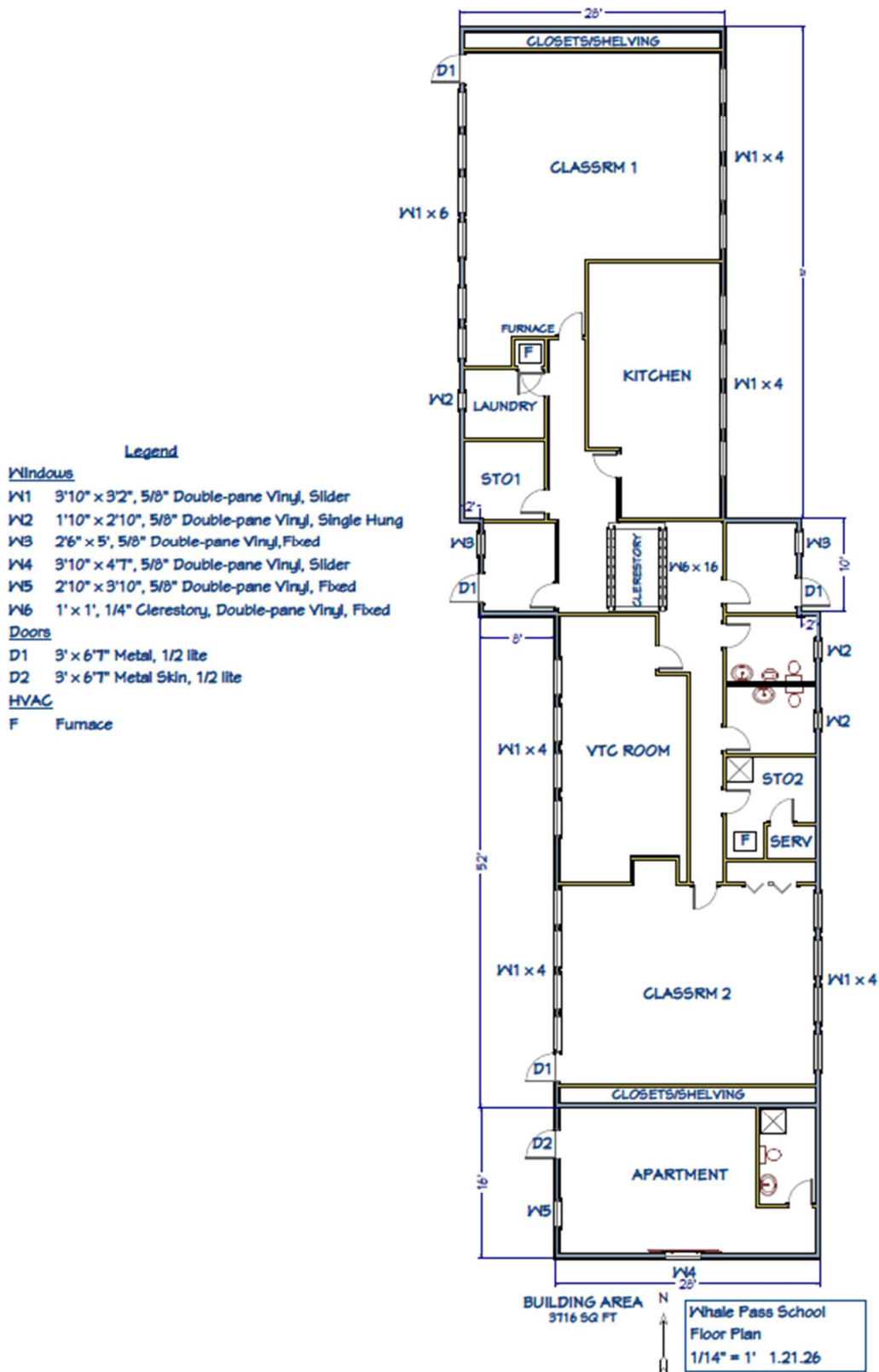
Appendix D – Project Summary & Building Schematics

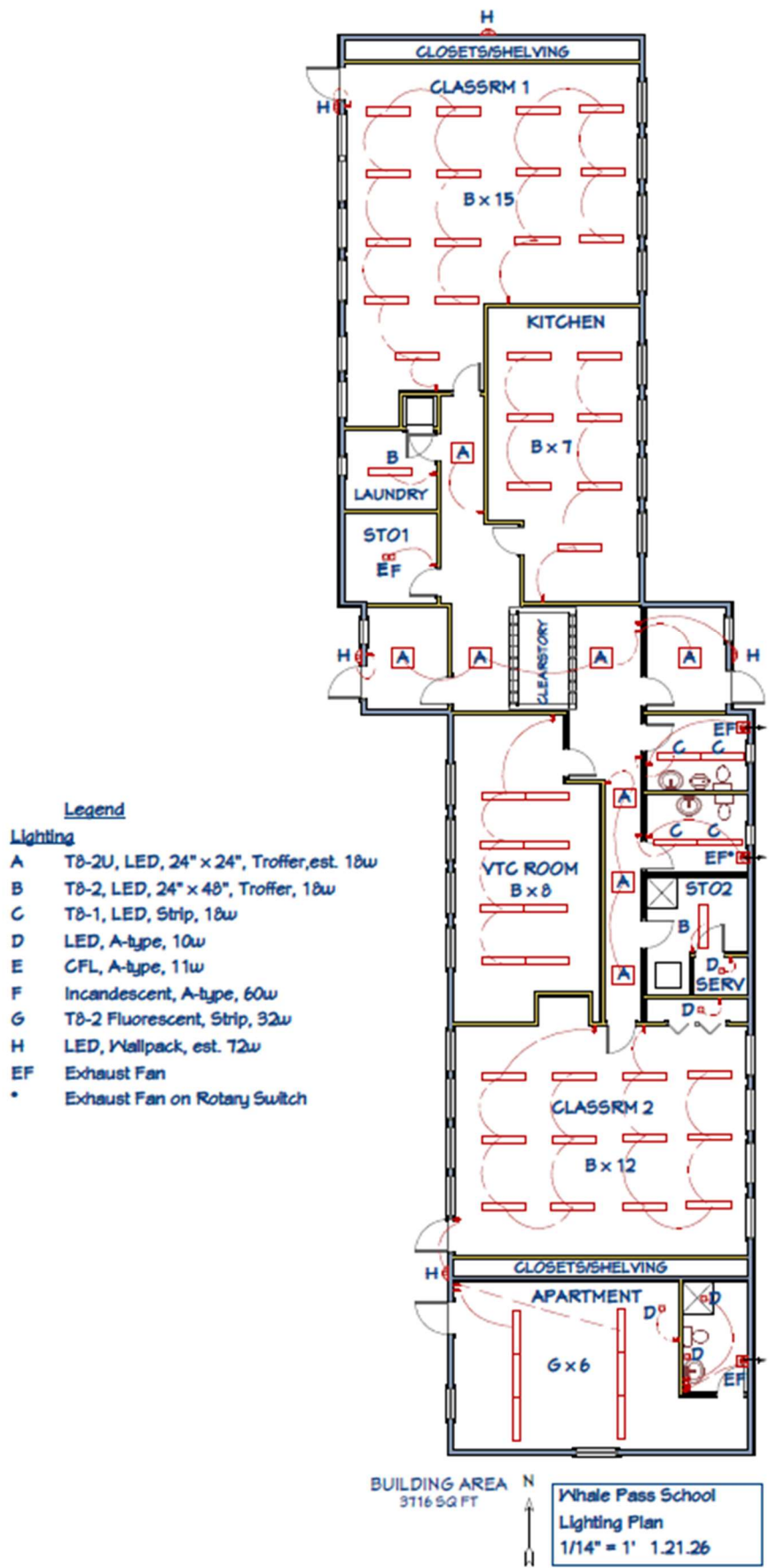
ENERGY AUDIT REPORT – PROJECT SUMMARY	
General Project Information	
PROJECT INFORMATION	AUDITOR INFORMATION
Building: Whale Pass School	Auditor Company: Energy Audits of Alaska
Address: 126 Bayview Rd	Auditor Name: Jim Fowler PE CEM
City: Whale Pass	Auditor Address: 200 W 34th Ave, Suite 1018 Anchorage, AK 99503
Client Name: Rod Morrison	Auditor Phone: (206) 954-3614
Client Address: 1010 Sandy Beach Rd Thorne Bay, AK 99919	Auditor FAX: () -
Client Phone: (907) 828-8256	Auditor Comment:
Client FAX:	
Design Data	
Building Area: 3,700 square feet	Design Space Heating Load: Design Loss at Space: 44,461 Btu/hour with Distribution Losses: 52,568 Btu/hour Plant Input Rating assuming 82.0% Plant Efficiency and 25% Safety Margin: 80,134 Btu/hour Note: Additional Capacity should be added for DHW and other plant loads, if served.
Typical Occupancy: 18 people	Design Indoor Temperature: 72 deg F (building average)
Actual City: Whale Pass	Design Outdoor Temperature: 8.9 deg F
Weather/Fuel City: Whale Pass	Heating Degree Days: 7,776 deg F-days
Utility Information	
Electric Utility: APT- Whale Pass - Commercial - Sm	Natural Gas Provider: None
Average Annual Cost/kWh: \$0.290/kWh	Average Annual Cost/ccf: \$0.000/ccf

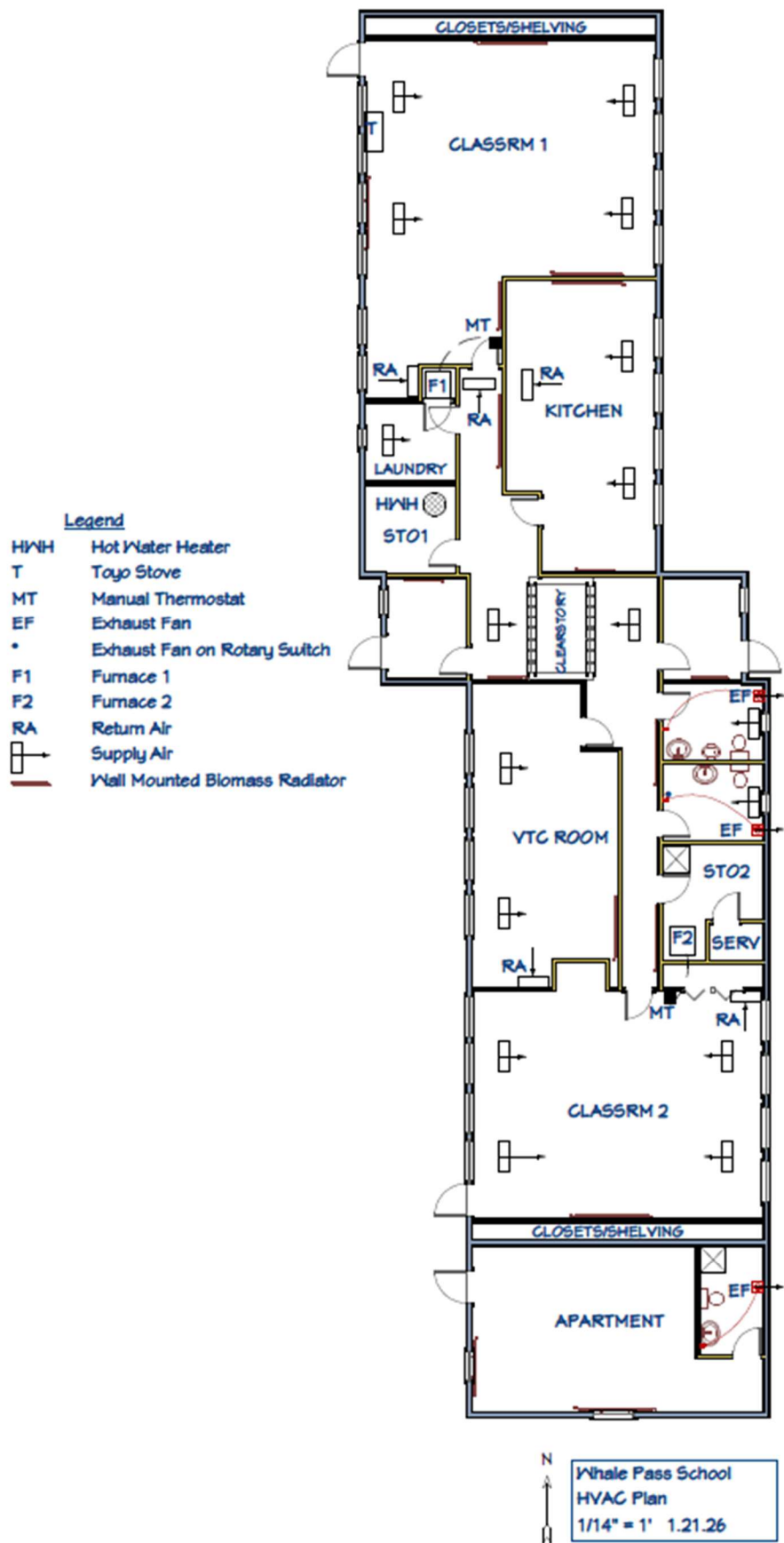
Annual Energy Cost Estimate											
Description	Space Heating	Space Cooling	Water Heating	Ventilation Fans	Cooking	Clothes Drying	Lighting	Refrigeration	Other Electrical	Service Fees	Total Cost
Existing Building	\$8,409	\$0	\$538	\$33	\$141	\$286	\$1,237	\$1,754	\$1,234	\$0	\$13,633
With Proposed Retrofits	\$5,715	\$0	\$538	\$33	\$141	\$286	\$1,176	\$1,754	\$1,234	\$0	\$10,878
Savings	\$2,694	\$0	\$0	\$0	\$0	\$0	\$61	\$0	\$0	\$0	\$2,755

Building Benchmarks			
Description	EUI (kBtu/Sq.Ft.)	EUI/HDD (Btu/Sq.Ft./HDD)	ECI (\$/Sq.Ft.)
Existing Building	82.6	10.63	\$3.68
With Proposed Retrofits	60.3	7.76	\$2.94
EUI: Energy Use Intensity - The annual site energy consumption divided by the structure's conditioned area. EUI/HDD: Energy Use Intensity per Heating Degree Day. ECI: Energy Cost Index - The total annual cost of energy divided by the square footage of the conditioned space in the building.			

BUILDING SCHEMATICS







Appendix E – Photographs & IR Images



Attached teacher housing, studio apartment



Insulated PEX tubing connecting hydronic wall heaters to the cord wood boiler



Cord wood boiler and wood storage structure



Garn cord wood boiler



North classroom



Hot water heater located in storage closet



Kitchen

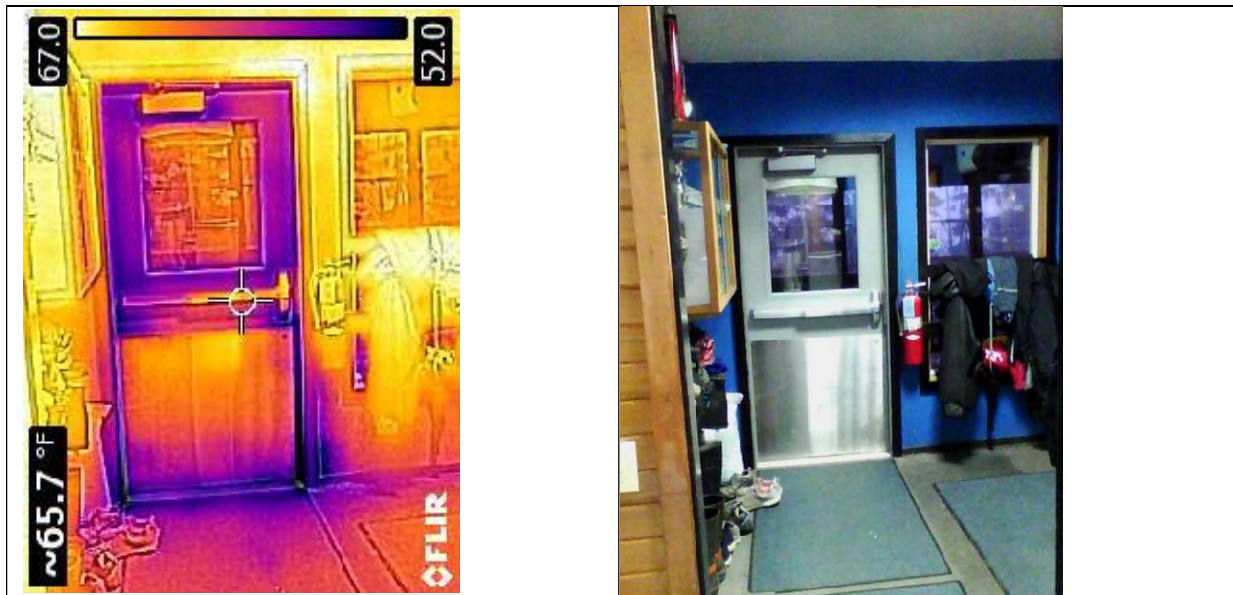


“Connector” between modular buildings, housing chest freezers and other miscellaneous goods

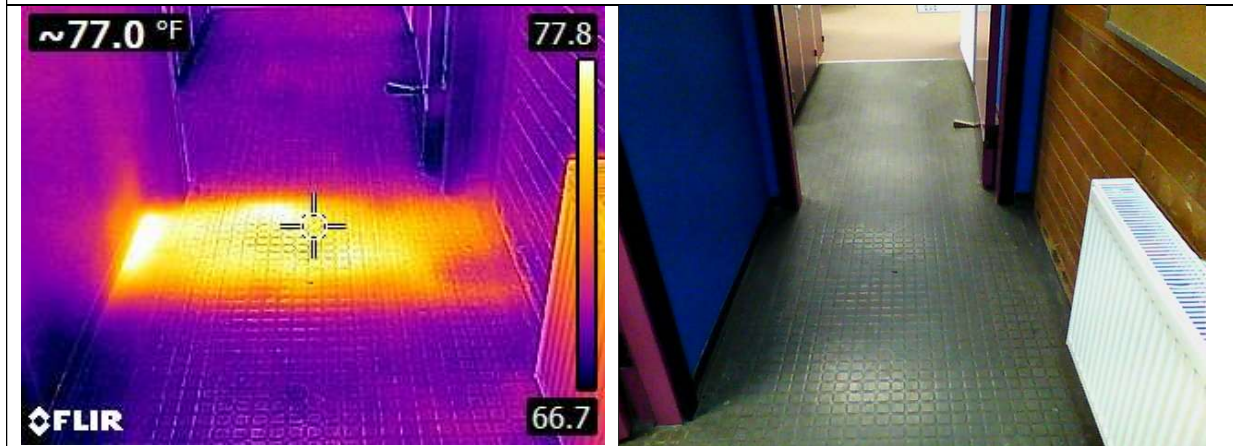


South classroom, LED grow lights





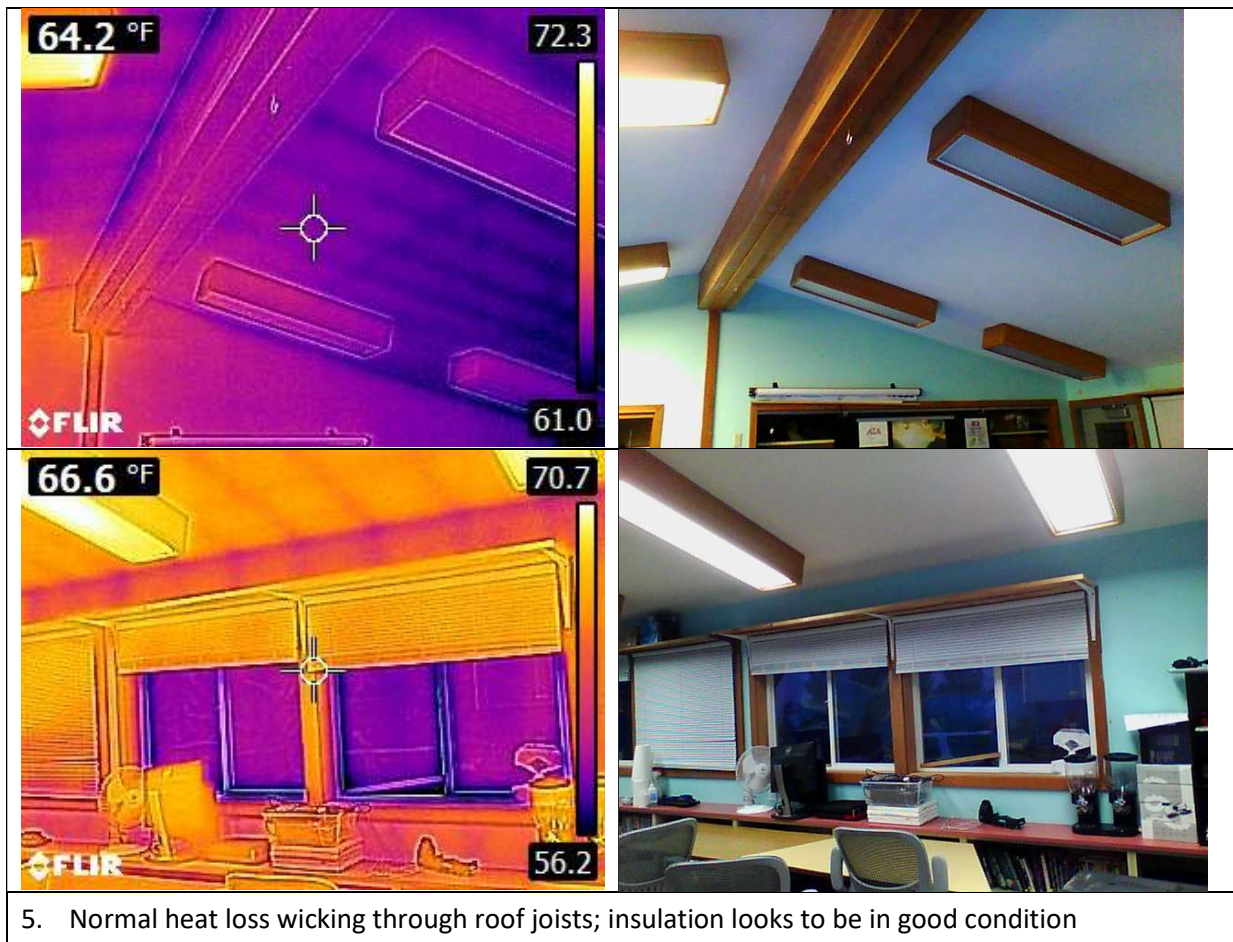
2. Interior doors show small but typical heat loss for metal door



3. Furnace forced air heating duct below floor



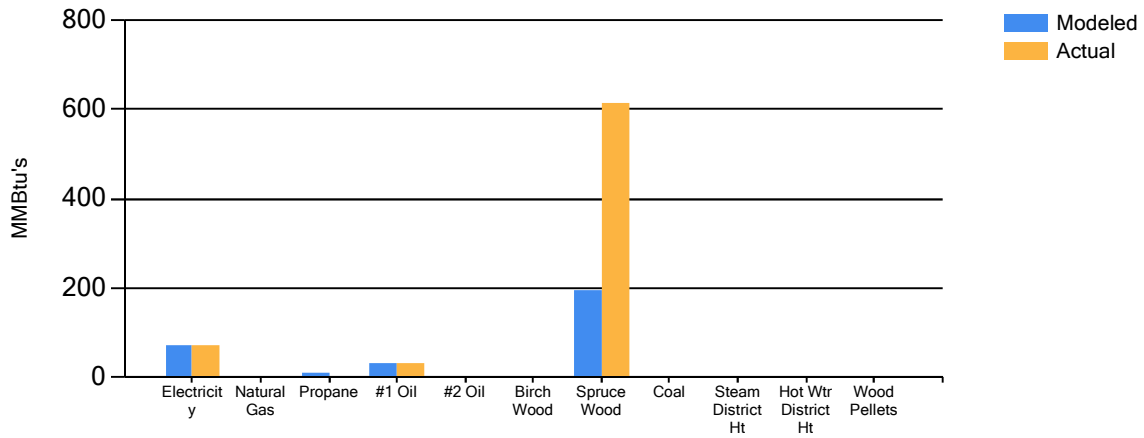
4. Windows are in good condition



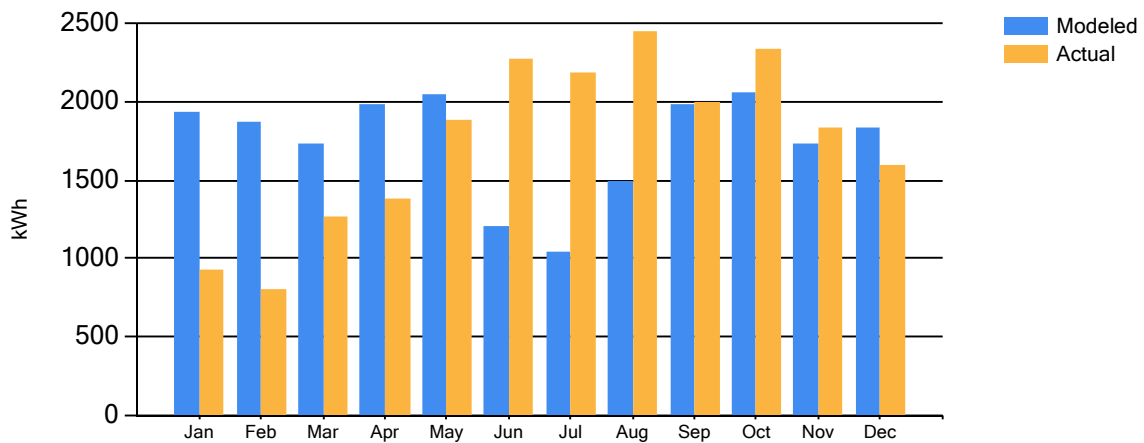
Appendix F – Actual Fuel Use versus Modeled Fuel Use

The Orange bars show Actual fuel use, and the Blue bars are AkWarm’s prediction of fuel use.

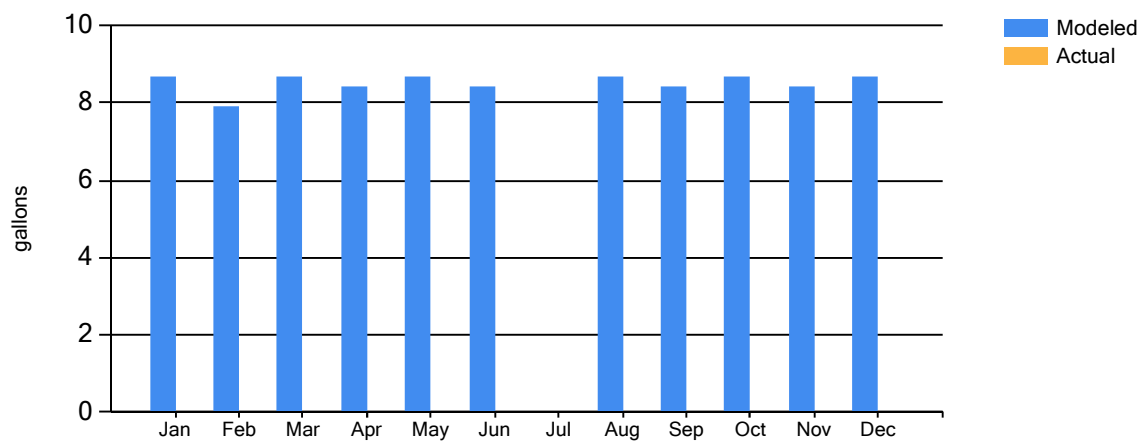
Annual Fuel Use



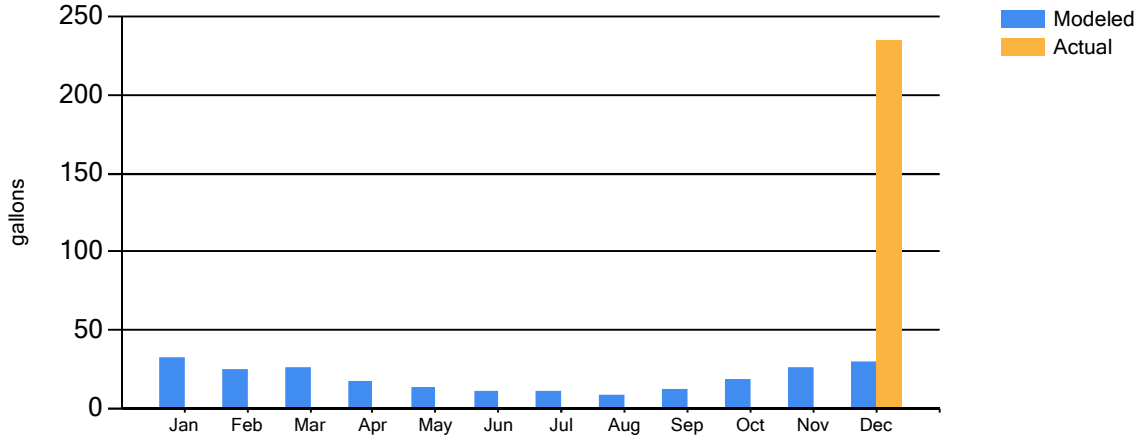
Electricity Fuel Use



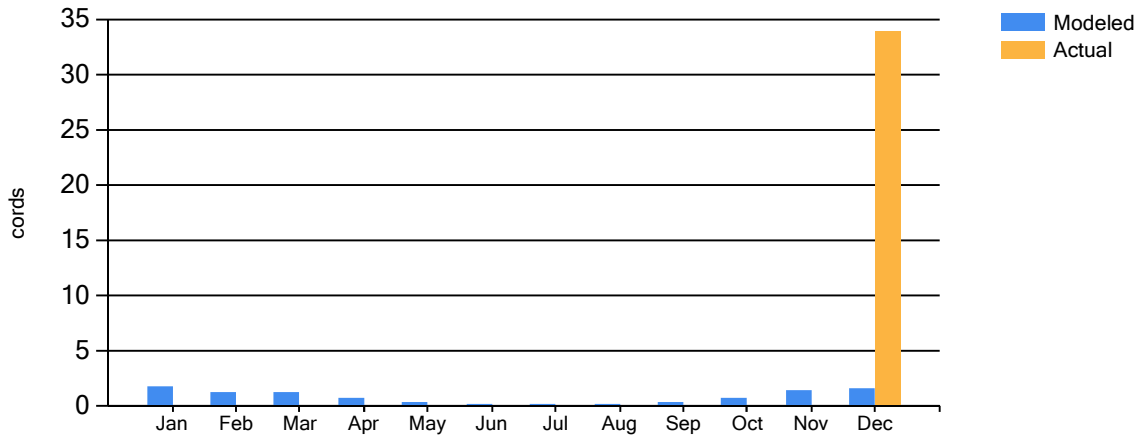
Propane Fuel Use



#1 Fuel Oil Fuel Use



Cord Wood Fuel Use



Appendix G – Abbreviations and Acronyms

A	Amps
ASHRAE	American Society of Heating Refrigeration and Air Conditioning Engineers
CFL	Compact fluorescent lamp
CFM	Cubic Feet per Minute
CO ₂ /CO ₂	Carbon Dioxide
DHW	Domestic Hot Water
ECI	Energy Cost Index
ECM	Energy Conservation Measure (no or low cost), also called O & M recommendations
EEM	Energy Efficiency Measure
EF	Exhaust Fan
EOL	End of Life
EPA	Environmental Protection Agency
EUI	Energy utilization (or use) Index
F	degrees Fahrenheit
Ft	Foot
gal	Gallons
gpf	Gallons per flush
gpm	Gallons per minute
GVEA	Golden Valley Electric Association
HDD	Heating Degree Day
HP	Horse Power
HPS	High Pressure Sodium
Hr/hr	Hour
HVAC	Heating Ventilation and Air Conditioning
HWH	Hot Water Heater
IR	Infra-Red
K	degrees Kelvin
kBTU	1000 BTU
kW	Kilowatt
kWh	Kilowatt-hour
LED	Light emitting diode
MBH	1,000 BTU/hour
Mfg	Manufactured
MMBTU	1,000,000 BTU
O & M	Operations and Maintenance
OSA	Outside Air
PCE	Power Cost Equalization
PLMD	Plug Load Management Device (occupancy sensing power strip)
PPM	Parts per million
REF	Return Air Fan
ROI	Return on Investment
SF	Square feet or Square foot
SIR	Savings to Investment Ratio
SqFt	Square Feet, or Square Foot
w	Watt
WC	Water Closet (toilet)



Family-School Relationships Survey

Helping students do their best in school requires a team effort. Parents, students, and schools all play important roles in this process. To help all of us learn how to make your child's schooling experience as positive and beneficial as possible, please give us your honest, thoughtful responses to the questions below.

Perceptions of School

In this first section, we would like to learn more about some of your roles, beliefs, and attitudes as well as some of the activities that you do as the parent of a school-aged child.

1. How often do you meet in person with teachers at your child's school?

- Almost never
 Once or twice per year
 Every few months
 Monthly
 Weekly or more

2. How often do you have conversations with your child about what his/her class is learning at school?

- Almost never
 Once in a while
 Sometimes
 Frequently
 Almost all the time

3. How much effort do you put into helping your child learn to do things for himself/herself?

- Almost no effort
 A little bit of effort
 Some effort
 Quite a bit of effort
 A tremendous amount of effort

4. How involved have you been with a parent group(s) at your child's school?

- Not at all involved
 Slightly involved
 Somewhat involved
 Quite involved
 Extremely involved

5. How well do you know your child's close friends?

- Not well at all
 Slightly well
 Somewhat well
 Quite well
 Extremely well

6. In the past year, how often have you discussed your child's school with other parents from the school?

- Almost never
 Once or twice
 Every few months
 Monthly
 Weekly or more

7. How often do you help your child understand the content s/he is learning in school?

- Almost never
 Once in a while
 Sometimes
 Frequently
 Almost all the time

8. In the past year, how often have you helped out at your child's school?

- Almost never
 Once or twice
 Every few months
 Monthly
 Weekly or more

9. How often do you help your child engage in activities which are educational outside the home?

- Almost never
 Once in a while
 Sometimes
 Frequently
 Almost all the time



10. In the past year, how often have you visited your child's school?

- Almost never
 Once or twice
 Every few months
 Monthly
 Weekly or more

11. How often do you and your child talk when s/he is having a problem with others?

- Almost never
 Once in a while
 Sometimes
 Frequently
 Almost all the time

12. How involved have you been in fundraising efforts at your child's school?

- Not at all involved
 Slightly involved
 Somewhat involved
 Quite involved
 Extremely involved

13. To what extent do you know how your child is doing socially at school?

- Not at all
 A little bit
 Somewhat
 Quite a bit
 A tremendous amount

Perceptions of Child

In this section, we would like to learn more about your perceptions of your child and your child's interactions with his/her school.

14. In an average day, how many hours of "screen time" (time in front of computers, television, texting, video games, etc.) does your child spend?

- 0-2
 3-5
 6-8
 9-11
 12-14
 15 or more

15. On average, what grades do you expect your child to earn in school?

- F
 D
 C
 B
 A

Relative Responsibility

Many different factors can play a role in school success. Each statement below represents something that may contribute to children's success in school. Please indicate who you think is primarily responsible for each factor by checking the appropriate box. If you do not think an item is important for school success, please check "N/A". **Who do you think is principally responsible for...**

16. ...making sure that the children understand what is being taught at school?

- Primarily parents
 Primarily schools
 Primarily children
 N/A

17. ...ensuring children have good relationships with their peers?

- Primarily parents
 Primarily schools
 Primarily children
 N/A

18. ...making time for doing fun activities that are unrelated to schoolwork?

- Primarily parents
 Primarily schools
 Primarily children
 N/A



19. ...making sure that the children have an adult to talk to at school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primarily parents	Primarily schools	Primarily children	N/A

20. ...identifying what children are most interested in learning?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primarily parents	Primarily schools	Primarily children	N/A

21. ...making sure that children have enough time set aside to do all of their school-related work?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primarily parents	Primarily schools	Primarily children	N/A

22. ...helping children deal with their emotions appropriately?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primarily parents	Primarily schools	Primarily children	N/A

23. ...making sure the children's learning environment is safe?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primarily parents	Primarily schools	Primarily children	N/A

24. ...ensuring good communication between home and school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primarily parents	Primarily schools	Primarily children	N/A

25. ...calling attention to decisions about learning that do not seem to be in the best interest of the children?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primarily parents	Primarily schools	Primarily children	N/A

26. ...making sure children are supported to do their best in school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primarily parents	Primarily schools	Primarily children	N/A

School Environment

In this section, we would like to learn more about your perceptions of the overall climate at your child's school.

27. To what extent do you think that children enjoy going to your child's school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not enjoy at all	Enjoy a little bit	Enjoy somewhat	Enjoy quite a bit	Enjoy a tremendous amount

28. How motivating are the classroom lessons at your child's school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating

29. How fair or unfair is the school's system of evaluating children?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Very unfair	Somewhat unfair	Slightly unfair	Neither fair nor unfair	Slightly fair	Somewhat fair	Very fair



30. How much does the school value the diversity of children's backgrounds?

- Not at all
 A little bit
 Some
 Quite a bit
 A tremendous amount

31. How well do administrators at your child's school create a school environment that helps children learn?

- Not well at all
 Slightly well
 Somewhat well
 Quite well
 Extremely well

32. Overall, how much respect do you think the children at your child's school have for the staff?

- Almost no respect
 A little bit of respect
 Some respect
 Quite a bit of respect
 A tremendous amount of respect

33. Overall, how much respect do you think the teachers at your child's school have for the children?

- Almost no respect
 A little bit of respect
 Some respect
 Quite a bit of respect
 A tremendous amount of respect

Engagement Barriers

How big of a problem are the following issues for becoming involved with your child's current school?

34. Childcare needs?

- Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem

35. Transportation-related challenges?

- Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem

36. Concerns about getting to the school safely?

- Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem

37. How busy your schedule is?

- Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem

38. School staff seem too busy?

- Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem

39. You feel unsure about how to communicate with the school?

- Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem



40. The school provides little information about involvement opportunities?

Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem

41. The school is not welcoming to parents?

Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem

42. The school does not communicate well with people from your culture?

Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem

43. You do not feel a sense of belonging with your child's school community?

Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem

44. Negative memories of your own school experience?

Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem

45. Your child does not want you to contact the school?

Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem

46. You worry that adults at the school will treat your child differently if you raise a concern?

Not a problem at all
 Small problem
 Medium problem
 Large problem
 Very large problem

Perceptions of School Safety

Please give us your perceptions related to the safety of your child in different situations.

47. How often do you worry about violence at your child's school?

Almost never
 Once in a while
 Sometimes
 Frequently
 Almost always

48. If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?

Not at all difficult
 Slightly difficult
 Somewhat difficult
 Quite difficult
 Extremely difficult

49. How likely is it that someone from your child's school will bully him/her online?

Not at all likely
 Slightly likely
 Somewhat likely
 Quite likely
 Extremely likely

50. Overall, how unsafe does your child feel at school?

Not at all unsafe
 Slightly unsafe
 Somewhat unsafe
 Quite unsafe
 Extremely unsafe



51. To what extent are drugs a problem at your child's school?

- Not a problem at all
 A little bit of a problem
 A moderate problem
 Quite a problem
 A tremendous problem

Background Questions

For the final section, we need to know a bit of background information about you so that we can describe the types of families who completed the survey and the child they were reporting about.

52. Of the following, which source do you use the most to get information about the school/district?

- Email/List-serv
 Newsletters
 Newspaper
 Phone call
 Radio
 Television
 Text message
 Website
 Other

53. What would be the best way for the school/district to stay in communication with you?

- Email/List-serv
 Newsletters
 Newspaper
 Phone call
 Radio
 Television
 Text message
 Website
 Other

54. What is your gender?

- Female
 Male

55. What is your child's gender?

- Female
 Male

56. What is your race or ethnicity?

- American Indian or Alaska Native
 Asian
 Black or African American
 Hispanic or Latino
 Native Hawaiian or Other Pacific Islander
 White
 Two or More Races/Ethnicities
 Other

57. If you selected "Two or More Races/Ethnicities" or "Other," and would like to provide more of a description, please use the space below.

58. What grade is your child in?

- Pre-Kindergarten
 Kindergarten
 1st grade
 2nd grade
 3rd grade
 4th grade
 5th grade
 6th grade
 7th grade
 8th grade
 9th grade
 10th grade
 11th grade
 12th grade

59. What is your relationship to your child?

- Mother
 Father
 Step-mother
 Step-father
 Grandmother
 Grandfather
 Aunt
 Uncle
 Guardian
 Other



60. If you selected "Other," please describe your relationship to your child.

61. What is your child's race or ethnicity?

- | | | | | | | | |
|-------------------------------------|-----------------------|------------------------------|-----------------------|-------------------------------------------------|-----------------------|----------------------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| American Indian
or Alaska Native | Asian | Black or African
American | Hispanic or
Latino | Native Hawaiian
or Other Pacific
Islander | White | Two or More
Races/Ethnicities | Other |

62. If you selected "Two or More Races/Ethnicities" or "Other," and would like to provide more of a description, please use the space below.

63. In which year were you born?

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1941-45 | 1946-50 | 1951-55 | 1956-60 | 1961-65 | 1966-70 |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 1971-75 | 1976-80 | 1981-85 | 1986-90 | 1991-95 | 1996-2000 |

64. Please indicate the primary language spoken in your childhood home. (Please indicate only one).

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Chinese | English | French | German | Italian | Korean |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Russian | Spanish | Tagalog | Vietnamese | Other/multiple
languages | |

65. If you selected "Other/multiple languages," please describe what language(s) were primarily spoken in your childhood home in the space below.

66. Please indicate the primary language you speak with your child currently. (Please check only one).

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Chinese | English | French | German | Italian | Korean |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| Russian | Spanish | Tagalog | Vietnamese | Other/multiple
languages | |



67. If you selected "Other/multiple languages," please describe what language(s) you speak with your child currently in the space below.

68. Please select the highest level of education you have completed.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did not attend school	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	7th grade	8th grade	9th grade
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10th grade	11th grade	Graduated from high school	1 year of college	2 years of college	3 years of college	Graduated from a 4-year college	Some graduate school	Completed graduate school	

69. Please indicate your approximate average household income.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
\$0-\$24,999	\$25,000-\$49,999	\$50,000-\$74,999	\$75,000-\$99,999	\$100,000-124,999	\$125,000-\$149,999	\$150,000-\$174,999	\$175,000-\$199,999	\$200,000 and up	

School-Family Communication

In this section, we'd like to learn about your experiences with school communications.

70. How often do you receive information from your child's school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost all the time

71. How easy is it to understand the information you receive from your child's school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not easy at all	A little easy	Somewhat easy	Quite easy	Extremely easy

72. Overall, how useful is the information you receive from your child's school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not useful at all	A little useful	Somewhat useful	Quite useful	Extremely useful

73. How welcoming is your child's school when you reach out to them?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not welcoming at all	A little welcoming	Somewhat welcoming	Quite welcoming	Extremely welcoming

74. How responsive is your child's school when you communicate with them?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not responsive at all	A little responsive	Somewhat responsive	Quite responsive	Extremely responsive

75. What is the best way for the school to communicate with you?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	Family Messaging App	Phone call	Social Media	Text message	School Website	Flyers sent home with students



76. Where do you get most of your information about your child's school?

Email

Family Messaging
App

Phone call

Social Media

Text message

School Website

Flyers sent home
with students

77. How can your child's school improve its communication with families?

SAMPLE FORM



AK-TRAILS BOARD REPORT January 2025



Enrollment: AK-TRAILS has picked up a new preschool student and another transferring from a local school. There have been a few inquiry requests about the program which may lead to potential enrollments for next year.

Expenditures: Semester 1 reimbursement and purchase requests have been completed. Many families have spent over half of their allotments. Outschool classes have really gained in popularity. A big thank you to Terri Kohn and Theresa Randall in the purchasing department for their quick processing!

Quarterly Reports: At the end of each quarter, parents submit work samples, suggested grades, and comments for each of their children's classes. It's so much fun seeing the progress students are making and the ways parents and students are using purchased or self supplied materials to meet learning goals. Our homeschooling families often approach education in an academically rigorous manner that at the same time promotes creativity, experiential out of the box learning, and place based education. We have students participating in everything from music, swimming, and rock climbing lessons to classes on aviation and Shakespearean literature.

Student Spotlight:





This month, I'd like to highlight two of our "up north" students: **Nanuk** and **Silvan Schulz**-and their amazing parents, Emil Herrera-Schulz and Florian Schulz. Nanuk and Silvan are new to our district this year, but have been homeschooling with contact teacher Melanie Pitka for the past 5 years. This summer, the Schulz family started a youtube channel together called "The WildLife Family." You can check out their channel [HERE](#).

Nanuk and Silvan are very active in its content and creation. Nanuk has become quite the young photographer. He deployed his first camera traps during their family expedition to the Arctic National Wildlife Refuge and photographed his first wild wolf. Nanuk also started learning the DaVinci program to cut and edit video files. Silvan is starting to get a very good feel on how to handle a camera and what to look for in order to take a good photograph. He photographed a beautiful black wolf while exploring the Arctic Refuge; his composition is quite good, he chose the correct settings to capture the image, and you can clearly see the caribou in the background. We're so happy to welcome the talented Schulz family into our AK-TRAILS family!



Sports: Four AK-TRAILS students participated in a practice archery tournament in Thorne Bay over Winter Break, and another On Friday, January 16th. Two students were also scheduled to attend the Native Youth Olympics Traditional Games Kick Off Event in Ketchikan in January, but unfortunately the island was hit with rough weather and students unable to attend. Basketball and cheer are also going strong; 1 AK-TRAILS student is competing in district-sponsored basketball, and 2 are doing cheerleading.

Social media: Check out AK-TRAILS on [Facebook](#) and [Instagram](#)!

Report Respectfully Submitted by Cassandra Christopherson

SISD Vision:

"Students are equipped to achieve their dreams and aspirations"

SISD Mission:

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



AK-TRAILS BOARD REPORT February 2026



General updates:

- First quarter report cards have been provided to all families, and conferences held when needed or requested.
- Immunization files have been updated.
- Several Individualized Education Program (IEP) meetings were held, with a few more on the horizon. Thank you to the amazing Special Education team: Robbin Perkins, April Hoy, Steve Cunningham, Tristy Morrison, and Theresa Randall. Also thank you to Pam Martensen for lending a helping hand whenever needed.
- We're now processing second semester reimbursement and requisition requests.
- Testing: Most families opted out, but winter testing was administered to a few students. Thank you to Robbin Perkins, Everett Cook, and Sonya Cook for going above and beyond for AK-TRAILS students!

Student Conferences: At the beginning of March, two AK-TRAILS students are traveling



to Fairbanks for a Rising Educator's 2 day conference. These students have completed the full Rising Educator's course of study through our district, including a dual credit class through the University of Alaska. This conference gives students the ability to network with other future educators, tour a college campus, and learn skills and strategies that are great for teaching as well as a variety of other professions.

Student Spotlights:

David Cook (12th grade): Although this is his first year homeschooling, David has been a rockstar in this district for quite some time. With the support of his amazing

parent teachers, Andy and Astrid, David has flourished, accomplishing feats such as attending archery nations several times.

Last year, David traveled to Prince William Sound Community College in Valdez and completed their 16 credit marine tech program, which provides students with an industry certification in outboard repair. This year, David has continued to advance skill development during his global sailing adventure by means of a parent designed boat maintenance and repair course. During this class, David has put his skills to use repairing the family's sailboat. He has replaced multiple pumps (toilet, AC, shower drain, and bilge), completed engine maintenance such as oil changes,



filters, and fuel lines, and removed, cleaned, and reinstalled propellers and hydraulic rams. He also repaired marine electrical connections, resolved a reverse polarity shore power issue, assisted with plumbing and holding tank installation, replaced hatches, and sanded the hull. Overall, David has shown strong mechanical and technical skills across a wide range of marine systems-skills which have already helped his family, and will also provide a strong base for future employment opportunities. David's adventures have also given him the chance to try out snorkeling and improve swimming skills, refine filming and editing skills while creating content for the family's Borealis Boys YouTube Channel, and learn about a variety of cultures firsthand. In addition to gaining an expanded worldview and participating in a great deal of hands on learning, David has been soaring ahead in academics. He's been taking a variety of in-depth Outschool classes, reading an abundance of novels, and just completed a paper on dystopian literature. David will graduate this year with honors, an abundance of credits, and a wealth of practical skills.

Creighton Family: We'd also like to highlight students Sophia (3rd), Sky (1st), and Ethan



(PK) Creighton from Kasilof, who are new to SISD this year, but have been homeschooling with contact teacher Melanie Pitka since 2019. Living remotely on the road system, the Creighton family consistently finds creative ways to embrace learning. Physical education and life skills are great examples. With few organized programs

nearby that they can continually access, the family thinks outside the box to meet PE and Life Skills goals. Academically, mom Arianna blends books and online resources with hands-on learning and experiences. Travel also plays an important role; they intentionally seek opportunities that give their children broader experiences.

The family's real-life learning has also helped showcase AK-TRAILS statewide. Many of their photos have been used in AK-TRAILS social media campaigns, highlighting authentic, student-centered homeschooling across Alaska. This family is a wonderful example of how homeschooling through AK-TRAILS can support flexible, place-based,





and deeply connected learning, even in remote areas of Alaska.

Brightways: On Tuesday, February 3rd, Cassandra, Melanie, and Rod met with Amy Killian and the Brightways team to discuss ways to make the Brightways material more accessible to homeschool families. The team will be partnering with Brightways to work on adapting Prism and Kaleidoscope Lessons to fit this customized crowd. Potential future plans for a Brightways event up North sometime next year were also discussed.

Sports/Extracurriculars: Archery: There was a practice tournament on January 30th, and the state tournament this past weekend. Basketball: The team's away at regionals in Sitka. 1 AK-TRAILS student is a member of the starting lineup. Cheer: 2 AK-TRAILS students are cheering this year, and are in Sitka supporting the basketball team. Taekwondo: 2 AK-TRAILS students are

participating in district-sponsored Taekwondo lessons and traveling to competitions nationwide.

It's great to see our homeschool students involved in school sports and other activities in their local communities! This was one of the original goals of the AK-TRAILS program: to give the ability for students to choose a personalized education path, while still having the option to join in for some school activities. Our staff has been great about reaching out and making sure homeschoolers are included.

In addition to SISD sports, a number of our students are participating in sports clubs or other extracurriculars worth mentioning. Some of this year's examples include peewee football, rock climbing, snowshoeing, swimming, snorkeling, yoga/dance/gymnastics classes, music lessons—the list keeps expanding!

Professional Development: Cassandra attended the district-wide CPI (Crisis Prevention Institute) in Thorne Bay service on January 30th. Having this training allows school staff the ability to know what to do should a crisis situation occur in their presence.

Social media: Check out AK-TRAILS on [Facebook](#) and [Instagram](#)!

Report Respectfully Submitted by Cassandra Christopherson

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SOUTHEAST ISLAND SCHOOL DISTRICT
Barry Craig Stewart Kasaan School

BOX KXA, Alaska 99950-0340
phone: 907-542-2217, fax: 907-542-2219



Barry Craig Stewart Kasaan School
January and February 2026 Board Report

For the month of January and the first part of February, we have a few activities to report.

Activities in class: This month, in our Elementary classes, Jerry and Susie are working hard teaching cultural History and hoping to get outside to start working with Eric Hammar on our Kasaan cultural Week coming. We also finished up Map testing that went very well.

One of our big activities this month was our School's Valentine's day celebrations. A big project that the kids loved was our wonderful valentines cooking day activities. Jerry and Susie helped their students make some delicious treats.



Another big activity this month was our School's Valentine's day boxes contest. Students got creative and worked super hard on building their own valentine Boxes.



In Middle and High school, Our para Jessica West is teaching sewing and the students are designing and creating their own clothes. Students are also designing some new ceramic aprons for our ceramic class. In the shop class the boys have blacksmithed native traditional adze blades and are carving out wood bowls. We are hoping in the future to be able to bring to our school a big cedar log to start carving out a Haida canoe with tools made by the students.



Students involved in Sports:

We have just about every Elementary student wrestling this year. We just had our state archery tournament on Friday and Saturday and were very proud of how well behaved our students were. One student participated in Cheer this year and will be traveling to Sitka this coming week to support our Basketball team. Also have some students involved in NYO.





SOUTHEAST ISLAND SCHOOL DISTRICT
Howard Valentine Coffman Cove School

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



Howard Valentine Coffman Cove School Board Update

HVCC has had a busy and productive few weeks, and we are incredibly grateful for the continued support of our families and community. A special thank you to the Stevens for their help with archery and our tournaments 🏹. Their time and commitment make these opportunities possible, and we are proud of the growth and sportsmanship our students continue to demonstrate.

Our Valentine's Day Dinner and Dessert Auction ❤️ was a wonderful success, and we sincerely appreciate the many community members who donated desserts, volunteered, and attended. The strong support for our students helps fund dual credit classes, music instruments 🎵, and student travel, and truly reflects the strength of our community.

Students continue to shine in music and art 🎨 while also completing State MAP Growth testing. We look forward to reviewing data and celebrating academic progress. Parent-teacher conferences were well attended, and we appreciate the continued partnership between families and staff.

With the start of tide pooling season 🌊, our students are once again engaging in incredible "backyard science" right here in our own community. These hands-on experiences continue to bring learning to life in meaningful and place-based ways.

We would also like to give a special shout-out to the Forest Service for leading a group of students — who identified forestry on their aptitude assessments — on a tour and discussion about career pathways. These conversations highlighted that forestry and natural resource careers are more than just jobs; they are lifelong learning journeys that can take students many different places while staying deeply connected to the land and community.

Our greenhouse program is officially starting seeds for spring flowers 🌱 — an exciting sign of the season ahead! A heartfelt thank you to Korrisa for coordinating egg sales for the School Nutrition Program and supporting our seed starts. We are also grateful to our nutrition team for incorporating greenhouse products and partnering with us in meaningful ways.

In Home Economics, one additional student has earned their Food Handler Card, and five students are actively building job skills while developing important life skills through cooking — with some sweet treats along the way 🍪. Thank you to our food service expert, Crystal, for mentoring and supporting our students.

We are looking forward to spring activities and continued growth for our students — academically, creatively, and personally 🌸. Thank you for your continued support of HVCC! ❤️









February Lead Teacher Report

Naukati students successfully completed both Amplify and MAPS testing with no make-up testing required—yay! To celebrate their hard work, we held a popcorn party.

Naukati will have six archers competing in the State Tournament at the end of the month. We are proud of their dedication and commitment to the sport.

Students also completed their annual Super Bowl Tournament pizza fundraiser. Our goal this year was to sell 100 pizzas, and we exceeded that goal by selling 108 pizzas! Thank you to everyone who helped make this fundraiser such a success. A special thank you to Brian, Roxy, and their wonderful staff for making the pizzas, and to Mackenzie, Joey, and Kayden for helping with pick-up, sorting, and delivery.

Naukati students have been practicing for the NYO Tournament in Juneau in April. We will be hosting the Southeast Island School District (SISD) Annual meet on March 13th to help determine how many students we will be sending from the District. Currently, Naukati School has four high school and two middle school students practicing twice a week, since November.

We will be using some of our PBIS funds to celebrate the 100th day of school (March 10th) on March 12th. The entire school will be traveling to Craig for a day of roller skating, pizza, and swimming.

Open gym has started up again thanks to Jay and is being held on Tuesdays and Wednesdays from 4:30–6:00 p.m.

Naukati also had four students participate in WebMaster February 6-7.



The Thorne Bay School

Principal Sheila Nyquest's shout out from the bridge ...

We have been busy bees! By the time the board and greater community read this, we will have completed the mid-year district and statewide tests, sent out second quarter/first semester grades, held the annual Spelling Bee, conducted parent-teacher conferences, hosted the district-wide inservice, participated in the Battle of the Books competition, hosted a high school Valentine's dance, and held many exciting sporting events.

One of the things I am most excited to share with you involves communication. When I first came on board, our superintendent challenged me to create a weekly newsletter. We both agreed that, with so many things happening, a newsletter would serve as a vital communication channel to keep parents, students, and staff informed about school news, upcoming events, and academic progress. Newsletters also strengthen school-home partnerships, celebrate student achievements, and build a sense of community by sharing classroom, sports, and school-wide updates.

With that said, I am excited to share that we have now sent out two issues of *The Wolverine News Flash*. I have attached the February 5 issue for you to enjoy.

Own Your Zone

As mentioned in the January school report, we are continuing to work together to improve our classrooms, hallways, and outdoor spaces. These efforts aim to foster a stronger sense of community, reduce the workload on custodial staff, encourage pride and ownership in our surroundings, and ultimately support academic success.

Over the past few weeks, the science room, coaches' office, and music room have been key focus areas. In addition to the custodial team's daily efforts to maintain a clean school, the maintenance crew has supported these improvements by installing new shelving and replacing lighting. Theresa Randal, our administrative assistant overseeing maintenance data, is also assisting with our transition to a new school maintenance work order system called Operation Hero.

A Look Inside the Door of ...

Melissa Dougherty's Room

- Outdoor Education is learning how to tie knots and build shelters in the forest. We have also been researching camping spots and met with the Recreation Director at the Forest Service, Justin Donnelley, and looked at maps. We are also running 6 hydroponics systems in our classroom and the plants are growing well!

- Journalism class spent a week visiting the Forest Service office and interviewing the directors of each department. The students had to create their interview questions and present themselves professionally. They did such a great job with the interviews, and represented our school well! A special edition of the newsletter will be issued with these interviews.

Philip Lusted's Room

Secondary Math and Science and Wood Shop and Weight Lifting:

Math: Students did their MAPS testing, **all** High Schoolers showed improvement and over 95% of the high schoolers are at or above state standards.

Science: Students are studying the Cell Cycle and Genetics. Recently we have been discussing the ethics of genetic engineering.

Wood Shop: Students have learned 5 different cuts in carving and are making their first carved figures in 1in by 1in basswood.



Weight Lifting: Students have been building weekly workout plans in 5 minute increments for 45 minutes each day and have been tracking their progress and growth with great success.

We had our hunter ed field day on February 5th.. Everyone shot well and passed their tests with flying colors. We had great fun even in the rain. A shout out to Chris Cook for bringing a pop up tent for students to stand under to keep dry. Here are a few pictures from that event:



Christi Nixon's Room

Students enjoyed several hands-on learning experiences this month. In science, students practiced measuring and using the scientific process while growing sparkling crystals on heart-shaped pipe cleaners by suspending them overnight in a borax solution. Students also went on a field trip to Coffman Cove for Phlight Camp. They returned excited and eager to share their experiences, building on what they learned in the fall about the webs of support.



Sonya Cook's Room

The 3/4/5 classroom has been placing a strong emphasis on practicing kindness. This work began with a *Kindness 101* video featuring CBS News reporter Steve Hartman. Inspired by the video, a group of students took the initiative to establish a Kindness Club at Thorne Bay School. A signup sheet is available in the elementary wing hallway. The class will continue the *Kindness 101* project by viewing and reflecting on a new video each week.

Students have also made meaningful progress in organizing the classroom library. They have completed the initial alphabetization process, ensuring that all books are shelved by the first letter of the author's last name. Over the remainder of the year, students and staff will collaborate to add genre and reading-level labels and to further refine the alphabetization system. These efforts directly support daily self-selected reading time and journal reflections. During the second semester, students will read a minimum of six books and complete a final project for each.

In celebration of Valentine's Day, students are participating in the third annual meal exchange. Each student will prepare a special lunch for an anonymous classmate or teacher, thoughtfully tailored to that individual's preferences. Students are eagerly anticipating opening their lunches on Thursday, February 12th.

Jennifer Andis's Room

For the month of January, preschool learned about "Hot and Cold", winter animals, and the letters P-S. They made igloos from stamping blocks, and snowflakes. We also counted snowflakes and focused on the numbers 1-3. For February we will be focusing on the letters T-V, numbers 4-6, and focusing on "Loving our friends and family". Another student was added to the class roster, making the preschool class a group of 8. They are getting along really well and learning how to navigate feelings and friendships.

Audrey Wopart's SEL/P.E.

In P.E. and SEL, we've been focusing on building physical skills alongside teamwork, self-regulation, and positive peer interactions. One of our recent units has been soccer, where students are learning fundamental skills such as dribbling, passing, and shooting, while also practicing communication, cooperation, and sportsmanship. We emphasize encouragement, managing emotions during competition, and working together toward shared goals.

We've also recently received 18 new gym mats through our Brightways program. These mats are being used for stretching, exercises, and basic movement skills such as balance, coordination, body control, and safe transitions on and off the floor. We are also incorporating the mats into games and activities to support strength, flexibility, spatial awareness, and safe movement.

Ji Harrington's Music Room

- K-2nd Grade (General music): Building "musical ear" through movement-based learning and percussion exploration.
- 3rd-5th (Foundations): Transitioning to standard notation. Students apply reading skills to the recorder, their first melodic instrument.
- Middle School (Modern Band): Applying notation to contemporary instruments (ukulele, guitar, keyboard, drums) within a collaborative band setting.
- High School (Advanced Band): Focuses on advanced music reading (Drumline music and Rock/Pop songs) and technique through band performance.

Show What You Know!

This past month, our student participated in and successfully completed the mid-year MAP (Measures of Academic Progress) and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments. Teachers will use the information from these assessments, along with ongoing formal and informal classroom assessments, to guide instructional decisions, measure student academic progress, provide data-driven instruction, and share meaningful information with families.

District-Wide Get Together for CPI Training in the Commons

A big huge thank you to Steve Cunningham for leading the in-person, hands-on, CPI training for teachers and paraeducators on our district-wide inservice day in January. . [CPI \(Crisis Prevention Institute\) training](#) is a premier, evidence-based program specializing in nonviolent crisis intervention, focusing on de-escalation strategies to manage disruptive or dangerous behavior safely. It empowers staff in schools, healthcare, and security to prevent crises using verbal techniques, trauma-informed approaches, and, as a last resort, safe physical interventions.

The mid-day potluck, featuring a variety of delicious soups, breads, and desserts, gave everyone a chance to enjoy meaningful face-to-face connections. Thank you to the SISD District for providing the coffee, juice, and soda.

I will leave you with this ...

Reaching for the Stars

Our Thorne Bay School students and staff are striving for excellence in academic achievement and character. Here are some examples of how we know ...

The Angoon boys basketball team recently traveled to Thorne Bay to compete against our team. As they prepared to leave, Coach Gregory asked that I extend his sincere thanks to our school community for their hospitality. He shared that everyone was welcoming and friendly in the halls, the food prepared by our kitchen staff and parents was delicious, and the sleeping arrangements were comfortable and quiet. They also greatly appreciated the district office arranging a vehicle for them to get around town, especially since it was so rainy.

Scripps National Spelling Bee

On Monday, January 26th, Thorne Bay School held the local Scripps National Spelling Bee competition. Twelve Thorne Bay students representing grades three through eight participated. Andrew Lusted placed first overall, Eli Matejowski (6th grade) earned second place, and Ayden Reno finished third. We are incredibly proud of all of our spellers for their hard work and courage.

As our school spelling bee champion, Andrew will advance to the regional competition. If he places in the top 75 contestants, he will earn the opportunity to travel to Anchorage to compete at the state level. Please join us in wishing Andrew the very best of luck!

High School Spelling Bee

Because the Scripps National Spelling Bee includes only students in grades two through eight, our high school students requested a spelling bee of their own—and we were happy to make it happen! Four outstanding spellers participated: Meliah Cook, Bonnie Campbell, Emma Garrison, and Gary Taylor. Bonnie Campbell earned first place, with Emma Garrison and Gary Taylor placing second and third. We are so proud of our high school spellers for stepping up to the challenge and celebrating academic competition.





THE WOLVERINE NEWS FLASH

THORNE BAY SCHOOL – SOUTHEAST ISLAND SCHOOL DISTRICT

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

Volume 1 Issue 2 February 5, 2026

WE'VE GOT SPIRIT!!! YES WE DO!

Monday, February 9 – 12 is spirit week. Don't miss out on showing your school spirit!


- Monday – Pajamas Day
- Tuesday – Crazy Hair Day
- Wednesday – Twin Day
- Thursday – Valentine's Day Colors

*** Special Challenge ... Each day, Principal Sheila will do a spirit check. At the end of the week, the classroom with the most spirit will get to keep the famous school wolverine until our next class spirit day.

Special Events

Battle of the Books Competition
February 9, Thorne Bay School Commons

K-2 Valentine's Party, February 12, at 11:45AM

Valentine's Day - High School Dance 
When: Friday, February 13, Time: 6 – 8 PM
Where: Commons – Thorne Bay School
Special Note: 8th grade students can attend by invite only, and with written permission sent to the school by 8:00 AM on February 12th.

Valentine's Dinner - Hosted by the Basketball Team
When: Saturday Night, February 14
Time Slots: 5-6:00, 6-7:00, and 7-8:00
Where: Commons – Thorne Bay School
Tickets available from team members

Quick – There is a very limited supply of Valentine Grams available in the front office.


Reminders

As per the established school rule set in September, and to support student wellness and align with [Healthy Schools Alaska](#) guidelines, **energy drinks are not allowed for students at school or school-sponsored activities.** Some examples include, but are not limited to, Monster, Red Bull, Bang, Rockstar, and Celsius.

***Parents, if you need to contact the school please use our school cell phone (907)205-7026.

Important Dates To Put On The Calendar

Parent/Teacher Conferences
Wednesday, February 11 from 5:00–7:00 PM
Thursday, February 12 from 2:00–4:00 PM

Early Release
February 11th & 12th at 1:30 PM. 

Sports

Up and Coming Competitions

Basketball – February 10 – 5:00 PM vs Craig JV
NYO – SISD District Meet – Friday, March 13th, at the Naukati School. Start time - 10:00 AM
Middle School Wrestling –February 14 – Craig Island Tourney
Archery State Tournament - February 20 & 21 @ 9:00 – 2:30

Daily Practice Times

(Unless otherwise announced. Please stay connected to your coaches for changes.)

Red Tide & MS Wrestling: 3:30–5:00 PM (M-Th)
NYO: 3:30–4:30 PM (T, Th)
Cheer: 4:30–5:30 PM (T, W, Th)
Archery: 5:30–6:30 PM (T, W, Th)
High School Basketball: 6:30–8:30 PM (M-Th)

Math Quote

Mathematics may not teach us to add love or subtract hate, but it gives us hope that every problem has a solution. — Anonymous

Reading Tip of the Week:

The Five-Finger Rule: Use this method to check if a book is at the right level. Flip to a random page and hold up one finger for each word you do not know. 0-1 (Too easy), 2-3 (Just right), 4-5 (Too hard).



Stay Connected

School Email– ajennings@sisd.org
School Phone – (907) 205-7026
Website – www.sisd.org

Be on the lookout for a link to the “One Stop Shop” calendar we are currently creating that will better streamline the way that we communicate all of the exciting events and activities at our school.

Whale Pass School Board Report February 2026

Our students read over 1500 pages apiece to prepare for Battle of the Books. We also are using two Battle books for class assignments: A Wrinkle in Time for ELA study of genre, theme, and vocabulary and Aleutian Sparrow for its tie-ins to Alaskan [history](#). Our middle school team will continue on to compete at the State level; please join us in wishing them good luck.



Students are enjoying opportunities to practice persuasive writing by participating in short debates and are polishing informative writing skills as they document their research and observations in their science journals. We are studying and classifying microscopic organisms found in water samples from Neck Lake and other sources while also learning how to prepare microscope slides. Students have created and maintained aquarium, terrarium, and vermiculture habitats. They are also observing the mealworm lifecycle/habitat while obtaining food for Hopscotch, our toad. Further, we are documenting rooting growth of blackberry cuttings while learning to consider independent/dependent variables.

We completed our MAP winter assessment at the end of January and scores continue to show proficiency and advanced skills. The sub tests provided insight into where we could tweak instruction and we'll adjust our math instruction to include more hands on Geometry and reinstate direct spelling instruction for ELA. We have completed our parent/teacher conferences and goal setting.

Our ASC is looking forward to hosting a community Valentine craft day on Friday, February 13th. Hopefully we'll generate some cards and art to share with family, friends, and neighbors!



ACTIVITIES REPORT

Middle School Wrestling

The middle school wrestling program wrapped up its season on a high note, earning the Good Sportsmanship Award at Regionals. This recognition reflects the athletes' commitment to respect, teamwork, and representing their school with pride both on and off the mat. Coach Houck has been especially pleased with the growth he has seen throughout the season, noting improvements not only in skill and confidence, but also in attitude and effort from his middle school wrestlers.

High School Boys Basketball Headed to Regionals

The Boys High School Basketball team is entering the final stretch of their season with several key matchups ahead. The team will travel to Klawock on 2/9 before returning home to face Kake on 2/15 and 2/16, followed by their final home game on 2/18 against Klawock. After wrapping up regular-season play, the boys will head to Yakutat and then on to Regionals. Coach Mel has been pleased with how the team has come together this season, showing growth, unity, and strong commitment as they prepare for postseason play.

Cheerleading Amps Up Home Games

Thorne Bay is excited to welcome the new addition of a cheer squad this year, led by Coach Korrisa Oatman. The squad has brought fresh energy and enthusiasm to home basketball games, helping create a fun and spirited atmosphere for players and fans alike. They will take center stage at the school's pep rally on 2/18 at 3:00 p.m., and the girls are especially excited for the opportunity to travel to Regionals to cheer on the boys basketball team and represent Thorne Bay with pride.



Middle School Volleyball Begins

Middle school volleyball will be kicking off soon, with the season beginning on February 24th. The program will be coached by Korrisa Oatman, who is looking forward to working with the athletes and helping them develop their skills. Game schedules will be released within the next week or two, so families and players are encouraged to keep an eye out for more information as the season approaches.

NYO

The NYO season is nearing its conclusion and has been marked by strong participation and steady growth from our athletes throughout the year. The District Meet will be held in Naukati on Friday, March 13th, beginning at 10:00 a.m., where competitors will have the opportunity to showcase their hard work and dedication. Top finishers from the district meet will advance to the NYO competition in Juneau, taking place April 10-12.

Southeast Island School District

Board Report

Shaine Nixon – Area Principal
February 18, 2026

Weekly Structure & Leadership Presence

- Structured multi-site weekly schedule ensuring leadership visibility and instructional continuity.
- Monday – Naukati: Leadership support, attendance monitoring, and senior advising.
- Tuesday – Hollis: Hunter Safety instruction and project support.
- Wednesday – Kasaan: Hunter Safety instruction.
- Thursday – Coffman Cove: Hunter Safety instruction and classroom support.
- Friday – District Office: Operations, communication, logistics, and scheduling.
- Schedule adjusted as needed to respond to student and operational needs.

Outer Sites Highlights – Howard Valentine (Coffman Cove)

- Archery tournaments demonstrating growth and sportsmanship.
- Valentine’s Dinner & Auction funding dual credit, music, and student travel.
- Completion of MAP Growth assessments; data review underway.
- Place-based science through tide pooling activities.
- Forestry career exploration with U.S. Forest Service.
- Greenhouse spring production integrated with School Nutrition Program.
- Food Handler certification earned; students developing culinary workforce skills.

Hunter Safety Program Implementation

- Field Day requirements completed for Hunter Education certification.
- Course conducted in challenging winter conditions.
- Follow-up live-fire session held 2/16/26 to ensure full certification compliance.
- All participating students completed live-fire standards.

Welding & Wood Shop Program Development

- Recovered SISD-owned welding equipment from Generations Southeast (2/10/26) and transported materials to Thorne Bay campus.
- Initiated development of district-based welding course.
- Collaborated with Maintenance Department and Daniel Nelson in a two-week overhaul and complete cleanup of the Thorne Bay Wood Shop.
- Mike Congdon (Kasaan Lead Teacher) assisted by relocating pottery and clay materials to Kasaan to reorganize instructional space.

Enrollment & Strategic Planning

- Reviewed projected Fall 2026 enrollment for Whale Pass and Naukati.
- Discussed staffing, program delivery, and resource allocation planning.

Professional Development & CTE Capacity Building

- Attended four-day CTE Director Training in Anchorage with Daniel Nelson.
- Met with DEED CTE directors; reviewed Perkins requirements and pathways.
- Advanced Type M certification steps for incoming CTE instructor.

Grant Collaboration & Support

- Authored four letters of support for district grant applications.
- Provided program alignment context to strengthen funding opportunities.

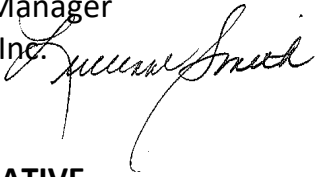


SOUTHEAST ISLAND SCHOOL DISTRICT
P.O. Box 19569, 1010 Sandy Beach Rd Thorne Bay, Alaska 99919
(907) 828-8254 Fax: (907) 828-8257 [Email: sisd@sisd.org](mailto:sisd@sisd.org)

MEMORANDUM

TO: SISD BOARD OF EDUCATION

THRU: Rodney Morrison, Superintendent

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

Date: February 9, 2026

SUBJECT: BUSINESS MANAGER'S REPORT NARRATIVE
Goal #3: Increase Communication District and Community Wide

FY 2027 INSURANCE - Analysts currently see the U.S. property and casualty insurance market transitioning from a hard pricing environment to a more balanced or softening cycle in 2026–27:
Premium Growth Expectations

- Industry premium growth is expected to decelerate but remain positive, roughly ~4% growth in 2026 and similarly moderate increases into 2027.
- Some forecasts see growth closer to 3–3.5% as competition intensifies and rate momentum eases.
- Reinsurance and rating agencies note pricing generally drifting downward from the double-digit hikes seen earlier in the cycle.

FY 2027 FUNDING – With communique from Alaska's Senator Sullivan, it appears we will be receiving our full National Forest Receipts for the current year and possibly even provide retro payment for what we lost last year.

Receiving the retroactive payment for the District's National Forest Receipts is critical to restoring the district's financial stability. These funds were anticipated in last year's budget, and their delay has created a structural gap that limits the district's ability to maintain services and meet obligations. The retro payment would replenish reserves, offset shortfalls, and allow the district to move forward on a sound financial footing, ensuring continued operations and long-term fiscal sustainability.

Reopening the small school at Edna Bay provides a strong financial benefit to the district, generating a minimum of \$400,000 in revenue. The annual budget typically appropriates approximately \$220-250K to operate the school for the year, covering staffing and instructional costs. The remaining funds may be used to support District-wide services, including maintenance, professional development, in-service training, and other essential operational needs, creating both educational and fiscal value for the district.

OTHER: 2nd Quarter grant reimbursements have all been submitted. We are awaiting only one reimbursement that is overdue from the 1st Qtr.

Please do not hesitate to ask questions.

SISD FOOD SERVICE BOARD REPORT

02.04.2026

SISD participates in NSLP (National School Lunch program), SBP (School Breakfast Program) and FFVP (Fresh Fruit and Vegetable Program).

It is sport game time and we have visiting students from different Alaska towns for breakfasts and lunches sometimes. All our food service staff are working hard providing healthy meals not only for our students but for the visiting students during working days too.

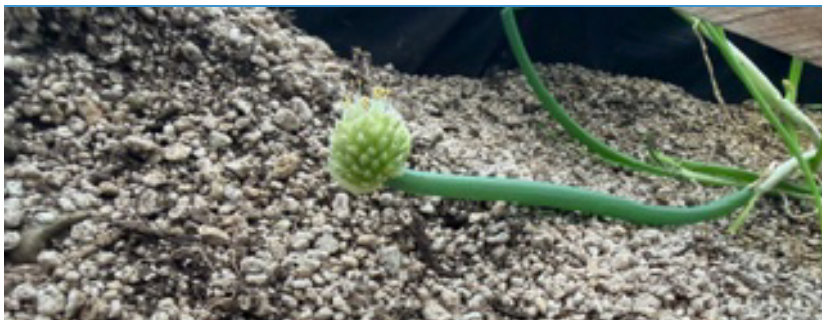
Coffman Cove school's chickens started laying a lot of eggs. We are purchasing the eggs and adding them to our schools' food orders for Breakfasts and Lunches.

Thorne Bay greenhouse keeps providing Thorne Bay school with lettuce – even in January! Thank you, Korrisa!

Also, in the beginning of February, we sent a continuation request for Fresh Fruit and Vegetable Program for the next school year. Our pK – 8 students love their fruit snacks – grapes, watermelons, bananas, cuties, honey dew melons, cantaloupes, kiwi, pineapples, starfruits, mango, Asian pears, persimmons etc.

February 2026

GREENHOUSE UPDATES



GREEN HOUSE CLEAN-UP!

Over the last 3 months, I have been working hard on cleaning the greenhouse up of old plants, extra surface areas and getting the bugs under control! We are seeing signs of Aphids and Slugs daily, I've learned that there is no permanent fix, but to take daily preventative measures to reduce the ongoing infestation.

THE ROTTEN TRUTH!

Come with me as we embark on the compost journey with Sonya's 3rd-5th grade class over the next 4 weeks! Students will observe & explain the decomposition process and identify the methods and ingredients for making compost.

The kids will collect data as they observe their key part with decomposing

MOTHERS DAY POTS

Yearly, the Greenhouse has offered the Elementary and Secondary kids with the opportunity to plant and grow flowers to bring home for someone special to honor the Mother's Day Holiday.

This year the kids will plant and grow multiple flowers to bring home in a handmade pot or Teacup and Saucer to celebrate the Holiday.



PRE-SCHOOL FISH VISITS!

We are scheduled to have monthly visits from Mrs. Andis' preschool class. We have started the introduction to our Aquaponics system, where they will learn more about how the pretty Goldfish play a key role in how our plants grow!

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COFFMAN COVE AGRICULTURE

Coffman Cove Agricultural Program manages 30-50 chickens daily. Mrs. Mackenzie Slayton is AMAZING & oversees the students who help with daily feeding and egg collection. Weekly, the public purchases eggs for \$5 suggested donation. The proceeds help with maintaining food source along with other essential items needed. The Agricultural program also provides our Food Program Manager, Mariia Taylor, with 12 dozen eggs bi-weekly to be distributed amongst the school district sites!

CHICKEN EGGS.

OTHER PROJECTS AND IDEAS:

Coffman Cove Greenhouse: Working with head of Maintenance, Scott Randal, we are discussing the process to see what it would take to get the heating system hooked up at our Coffman Cove greenhouse. Right now, the beds are the only heat source the greenhouse provides. We have the heating supplies; we need a contractor evaluation and installation. Our program employs two student workers, who feed the fish and fulfil daily tasks there.

Outer Sites: Including: Naukati, Whale Pass, Hollis and Kasaan are still on my radar to visit and assess early spring.

"There are no gardening mistakes, only experiments" - Janet Kilburn Phillips.



SOUTHEAST ISLAND SCHOOL DISTRICT

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

(907) 828-8254

Fax: (907) 828-8257

E-mail: sisd@sisd.org

Board Report

Date Submitted: February 9, 2026

Department: Maintenance

1. Department Overview

- Continued progress on overdue repairs with the addition of new maintenance team members
 - New staff integration has been smooth and well-received
 - Increased capacity is allowing the department to address long-standing issues district-wide
-

2. Completed Projects

- **Whale Pass Water System**
 - System repaired and fully operational
 - Addressed freezing and broken lines from the water source to the school
 - **Kasaan – Pre-School Building**
 - Furnace repairs completed
 - GARN system repairs finalized
 - Staff provided with operational instructions
 - **Thorne Bay Wood Shop**
 - Lighting upgrades completed
 - Emergency safety lighting installed
 - Shop is being reactivated for use
-

3. Ongoing Projects

- **GARN Boiler Units (District-Wide)**
 - Installation of long-missing filter systems
 - Goal: improve system reliability and extend equipment lifespan
- **Thorne Bay – New Teacher Housing**
 - **Unit A:** Completed and occupied
 - **Unit B:** Functional; repairing travel-related cracks prior to move-in
 - **Unit C:** On site; awaiting timing and favorable weather for placement
- **Teacher Housing (District-Wide)**
 - Post move-out repairs in progress
 - Furnace maintenance prioritized to prevent freezing during holiday breaks
- **Hollis**
 - DDC programming work ongoing
 - Water system improvements underway

4. Site Support & Operations

- **Naukati**
 - Continued support to maintain heating systems
 - Completed of wood deliveries (26 Cord)
 - **District-Wide Events**
 - Maintenance providing setup, custodial support, and teardown assistance
-

5. Compliance & Safety

- **Thorne Bay Gym**
 - Fire Marshal issued a warning regarding non-compliance
 - Gym use for activities occurring without required forms
 - Follow-up actions needed to ensure compliance
-

6. Grants & Future Planning

- **Potable Water Improvements**
 - Working with Astrid on grant opportunities
 - Goal: district-wide potable water via reverse osmosis (R/O) systems for remote sites
-

7. Systems & Process Improvements

- **Work Order (WO) Program**
 - New system implementation progressing well
 - Full rollout anticipated in the near future
-

8. Action Items / Next Steps

- Continue GARN filter installations district-wide
 - Complete Unit B move-in readiness
 - Work towards and prep for Unit C placement
 - Address Fire Marshal compliance issues at TB Gym
 - Prepare for WO system full deployment
-

Scott Randall
Maintenance Department, Southeast Island School District



Board Report – February 2026 Board Meeting

Submitted by: Robbin Perkins Askew **Department:** Special Education & Assessment

Assessment & Special Education Board Report

Reporting Period: February 2026

This report provides a combined update on district assessment activities, special education programming, staff training, transition services, and relevant federal and state policy developments impacting Southeast Island School District (SISD).

Assessment Department Update

District Test Coordinator Training Attendance

I attended the District Test Coordinator Training held February 10–11, 2026, at the Marriott Downtown in Anchorage, Alaska. This two-day training, facilitated by DEED, focused on statewide assessment administration, updates, and compliance.

Training Highlights Included:

- DEED topics and statewide assessment updates
- AK STAR assessment administration, procedures, and expectations
- Alaska Science Assessment updates and administration guidance
- Coordination, security, and logistics for statewide testing

This training supports continued district compliance with state assessment requirements and ensures readiness for AK STAR and Alaska Science Assessments across all SISD sites.

NAEP Assessment Participation

Several SISD school sites will participate in the National Assessment of Educational Progress (NAEP) on February 24, 2026, including:

- Kassan
- Coffman Cove
- Thorne Bay

About NAEP:

NAEP, often referred to as *The Nation's Report Card*, is a congressionally mandated assessment administered by the National Center for Education Statistics. NAEP provides a nationally consistent measure of what students know and can do in subjects such as reading, mathematics, science, civics, and U.S. history. Unlike state assessments, NAEP does not provide individual student or school scores; instead, it offers a broader snapshot of student achievement across states and the nation. Results are used by educators and policymakers to inform educational practice and policy.

NAEP representatives administer the assessment and provide accommodations as appropriate for students with disabilities, ensuring accessibility and compliance.

Staff Training, PBIS & Safety Supports

CPI Training (Crisis Prevention Institute)

On January 30, 2026, Steve Cunningham facilitated a districtwide CPI (Crisis Prevention Institute) training for SISD instructional staff.

CPI is an evidence-based approach focused on the prevention and safe management of challenging behaviors. The primary emphasis of CPI is verbal de-escalation, relationship-building, and proactive strategies designed to reduce the need for physical intervention. Staff are trained to recognize early signs of escalation, respond calmly, and use communication techniques that help students regain control while preserving dignity and safety.

The physical intervention component of CPI is taught only as a last resort and is used solely when there is an imminent risk of harm. This portion of the training focuses on safety, legality, and minimizing risk to both students and staff.

All instructional staff—including teachers and paraprofessionals—successfully completed the training, passed the required assessments, and earned their CPI certification.

Hats off to our dedicated staff for their commitment to student safety and professional growth, and sincere appreciation to Steve Cunningham for providing high-quality training and ensuring districtwide consistency in crisis prevention practices.

PBIS Tier 2 Training Participation

On February 4, 2026, some SISD teachers and staff participated in a PBIS (Positive Behavioral Interventions and Supports) Zoom training facilitated by Micki G. Dunn (EED).

The training focused on Tier 2 systems, with particular emphasis on:

- Screening and decision rules for identifying students who may need additional behavioral supports
- Processes for nominating students for Tier 2 interventions
- Review of TFI indicators 2.3 and 2.6, which address data-based decision making and targeted intervention systems

Although the session was designed for Tier 2 schools, Tier 1 schools—including SISD—were encouraged to attend to build capacity and understanding.

Why This Matters for SISD:

SISD is currently operating as a PBIS Tier I district. Participation in Tier 2 training is an important step toward strengthening our multi-tiered systems of support and preparing for future advancement toward PBIS Tier III implementation. Building staff knowledge around screening, early intervention, and data-informed decision making helps ensure students receive appropriate supports before behaviors escalate, aligning with district goals for proactive, preventive, and equitable behavioral supports.

Related Services & Student Support Visits

SISD continues to leverage both on-island and virtual service delivery models to ensure continuity of special education and related services across our geographically remote sites.

Speech-Language Pathology (SLP) – SERRC

Clair (SLP) from SERRC provided services through a combination of virtual and on-island visits from January 21–22, 2026 (8:00 a.m.–3:30 p.m.). During this time, she:

- Completed portions of student evaluations
- Facilitated direct speech-language services with students
- Provided technical assistance and consultation for SISD special education staff

This support was especially critical as the district school psychologist was unavailable during this period.

School Psychology Services

The SISD School Psychologist completed Trip 2, a two-day on-island visit from February 4–5, 2026.

Additionally, Theresa Slavik conducted on-island visits to Whale Pass, where she completed:

- One Review of Existing Evaluation Data (REED)
- One comprehensive evaluation

These services supported timely compliance with IDEA evaluation requirements and ensured continuity of psychological services.

Physical Therapy (PT)

Sean Whittacre, SISD Physical Therapist, provided two days of virtual support on February 4, 2026, delivering consultation and services via Zoom to support student needs across sites.

School Counseling Services

District Counselor Samantha Funk provided virtual counseling and student support services to both students with disabilities and general education students across multiple sites, including:

- Hollis
- Thorne Bay
- Whale Pass
- Coffman Cove

These services focused on social-emotional support, mental health needs, and overall student well-being.

Special Education Program Updates

Community-Based Instruction (CBI)

A small number of our 18+ students who are not currently employed and are focusing on life skills development have begun participating in Community-Based Instruction (CBI).

Community-Based Instruction provides students with real-world learning experiences in their local communities. Instruction focuses on functional life skills such as communication, transportation awareness, money management, workplace readiness, and appropriate social interactions. For our rural and remote district, CBI is especially important as it helps students generalize skills beyond the classroom, build independence, and prepare for adult life within the realities of their home communities.

Transition Planning & Postsecondary Collaboration

SISD has had the privilege of participating in transition planning meetings in collaboration with the Special Education Department and the Office of Student Support Services (Disability Services) at multiple postsecondary institutions, including:

- Prince William Sound College
- University of Alaska Fairbanks
- Western Governors University (online)

These meetings focused on a small number of students who currently receive special education services and supports and are actively preparing for life after high school. Discussions centered on:

- Postsecondary accommodations and accessibility supports
- Differences between IDEA services in K–12 and ADA-based supports in higher education
- Documentation requirements and student self-advocacy
- Available academic, technological, and support resources

Early collaboration with postsecondary disability offices helps students and families better understand expectations and ensures a smoother transition beyond high school.

In addition, SISD has participated in transition meetings with Division of Vocational Rehabilitation (DVR) for students who are planning to move directly into the workforce. These meetings support alignment between school-based transition services and adult employment supports, helping students access job coaching, training opportunities, and vocational services aligned to their post-school goals.

Transition & Career Exploration Opportunities

Trades Camp 2026 (Transition Camp) Sponsored by SEERC

Several students who receive special education services and supports will attend A-Trades Camp in Juneau, Alaska, from March 9–13, 2026, at the UAS Career and Technical Center.

Who: Secondary transition-age students, including students receiving special education services

What: Hands-on exploration of construction and skilled trades careers

When: March 9–13, 2026

Where: Juneau, Alaska

Why: To provide students with exposure to high-demand, high-wage career pathways that do not require a four-year degree

Students will participate in forklift training, OSHA-10 safety certification, CPR/First Aid certification, and career planning activities. These experiences support post-school outcomes by building employability skills, safety awareness, and confidence.

Pulse Check: Healthcare Career Connections

Students receiving special education and transition services will also have the opportunity to participate in *Pulse Check: Healthcare Career Connections*, held March 9–13, 2026, in Juneau.

This program offers hands-on activities, field trips, and guest speakers focused on healthcare careers. Participation allows students to explore career options in a growing employment sector and supports informed postsecondary planning.



SOUTHEAST ISLAND SCHOOL DISTRICT

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

(907) 828-8254

Fax: (907) 828-8257

E-mail: sisd@sisd.org

Southeast Island School District
Board Report – February 2026
Astrid Richard-Cook
State and Federal Programs Coordinator

I. CAPSIS Grant Applications (Capital Improvement and Safety)

During February, multiple CAPSIS applications were prepared and submitted to address critical facility, infrastructure, and transportation needs across the district. These projects are aligned with student safety, regulatory compliance, and long-term operational sustainability.

A. Vehicle Replacement Applications

CAPSIS applications were submitted to support vehicle acquisition/replacement for the following sites:

- Thorne Bay
- Hollis
- Kasaan
- Coffman Cove
- Naukati
- Whale Pass

These requests address aging fleet inventory, student transportation reliability, and the need for safe and dependable transport for extracurricular activities, community engagement, and instructional programming. Several existing vehicles have exceeded recommended service life thresholds and present escalating maintenance costs. Replacement funding would improve safety, reduce downtime, and stabilize transportation budgets across sites.

B. Water Infrastructure: RO and UV Systems

CAPSIS applications were submitted for installation of Reverse Osmosis (RO) and Ultraviolet (UV) treatment systems at:

- Hollis
- Whale Pass
- Naukati

These systems are intended to improve potable water quality, ensure compliance with health and safety standards, and mitigate risk associated with water contaminants. The projects prioritize student and staff health while reducing long-term liability and maintenance burdens. The combined RO and UV approach provides both filtration and disinfection capacity appropriate for rural system needs.

C. Thorne Bay Facility Safety and Infrastructure

Additional CAPSIS applications were submitted for:

- Fire Suppression System – Thorne Bay
- HVAC System – Thorne Bay

The fire suppression system project addresses life-safety compliance and risk mitigation in alignment with current fire code standards. The HVAC project focuses on improving indoor air quality, energy efficiency, system reliability, and thermal comfort. The existing infrastructure has documented performance and reliability concerns, making modernization a priority for student safety and instructional continuity.

II. Murkowski Directed Spending Applications

In addition to CAPSIS submissions, Congressionally Directed Spending (CDS) requests were prepared and submitted through Senator Murkowski's office for the following projects:

A. Thorne Bay Fire Suppression and HVAC Systems

A Directed Spending application was submitted to support the same fire suppression and HVAC upgrades identified in CAPSIS. This parallel funding strategy increases the probability of securing resources for high-priority safety infrastructure improvements.

B. Thorne Bay Roof Replacement

A separate Directed Spending request was submitted for roof replacement at Thorne Bay. The existing roof has ongoing maintenance concerns that impact building envelope integrity and long-term facility preservation. Proactive replacement will prevent structural degradation, reduce emergency repair expenditures, and protect instructional spaces from water intrusion.

III. Rural Health Transformation Program Application

An application is in the process to be submitted under the Rural Health Transformation Program to expand student health services and workforce development opportunities within the district.

If approved, the program would fund a Registered Nurse (RN) position to:

- Support and coordinate development of a Certified Nursing Assistant (CNA) program
- Provide and teach CPR and First Aid certification
- Assist with identifying students in need of:
 - Hearing screenings
 - Vision screenings
 - Nutrition education and support
 - Drug and alcohol prevention education

The RN would strengthen district capacity in preventative health services, workforce pathway programming, and early intervention identification. The program aligns with both student wellness goals and career and technical education (CTE) expansion efforts, particularly in rural healthcare pathways.

Technology Department

Board Report - February 18, 2025

Updates

Devices:

- Multiple student computers screen broken processing repairs
- New Kyocera printers installed in TNB, one more on the way
- Prometheans installed in DO conference and TNB conference rooms

Grants:

- E-RATE CAT2: Waiting on vendor to get SPIN in small chance of appeal

Website:

- Hosting for new website obtained, creating subdomain for testing
- Local testing roughly 60% complete, DNS move soon for further testing
- New website will be up for preview soon.
- Current website host available until end of March.

Data Tools:

- SFTP automated relay client, 80% complete (receives, manipulates, sends)
- Talented data 90% aligned, waiting on Chris to finish backend structure
- Powerschool data 100% synced to SFTP client
- These data sources and client are the foundation for future automation

Phone lines:

- ACS currently working on and nearly complete issues on their end
- New gear and processes on hold until other projects are complete

Rostering:

- Ongoing rostering for various sites

Misc:

- Scheduling sports camera for games
- Prepping, preparing and deploying various student and staff devices
- General assistance to staff and students

SISD Technology Director
Everett Cook

William Keys

2-23-2026

Things to note of Howard Valentine Coffman Cove School

- Coffman will be hosting prom with the help of the Arts in the Cove and Naukati. There are more people that will be helping hopefully.
- For the Coffman students Archery State was held and went well with a potluck when the students were shooting.

BP 3000 Concepts and Roles

The School Board recognizes that fiscal resources and fiscal management comprise the foundational support of the entire school program. To make that support as effective as possible, the School Board intends to:

1. encourage advance planning through the best possible budget procedures
2. explore practical sources of revenue
3. guide the expenditure of funds so as to derive the greatest possible educational returns.
4. expect sound fiscal management from the administration
5. advocate a level of per student funding sufficient to provide quality education

The School Board desires to support the educational program with high standards of safety in the operation and maintenance of school facilities, equipment, and services.

Role of The School Board

The School Board:

1. solicits public input on educational needs and utilizes that information in making budget decisions.
2. approves and adopts the annual budget and approves budget transfers.
3. is accountable for all district funds.
4. adopts written policies governing the purchase of supplies and equipment.
5. monitors all expenditures by receiving statements and approving payments.
6. receives and reviews the annual audit of district accounts and business procedures.
7. provides for an insurance program which complies with law and reflects prudent financial management.
8. provides for long-range plans to acquire or dispose of sites and to add, maintain and staff new facilities.
9. advocates and secures community support for additional financing when necessary.

Role of Superintendent or Designee

The Superintendent or designee:

1. prepares the detailed annual budget and presents it to the School Board for adoption.
2. administers the budget and keeps expenditures within approved limits.
3. enforces requisition and purchase order policies and regulations.
4. establishes control/inventory systems to account for district funds, supplies and equipment in accordance with law and School Board policy.

5. makes all financial reports required by law or School Board policy and prepares reports for public release.
6. analyzes the district's financial condition and presents the School Board with proposals for meeting financial needs including budget revisions.
7. provides for the annual audit of district accounts and business procedures.
8. helps the School Board to establish an adequate insurance program.
9. maintains the district's noninstructional and business operations.

Working Relationships of the School Board and Superintendent or Designee

The Superintendent or designee shall recommend financial plans to the School Board in accordance with the district's mission, vision, strategic goals and objectives. The Superintendent shall recommend financial plans and options whenever district programs may be endangered by a lack of funds or when the continuation of district programs may result in an over expenditure of district funds.

The School Board desires complete information from the Superintendent or designee on all matters relating to the district's financial operations. The School Board shall closely monitor all district financial operations so that it may fully discharge its legal responsibilities with regard to school finance. The School Board will work with the Superintendent to determine the timing and format of certain financial reports, so information is useful in decision making.

(cf. 3460 - Financial Reports and Accountability)

Legal Reference:

ALASKA STATUTES

[14.08.101](#) *Powers (Regional School Boards)*

[14.08.111](#) *Duties (Regional School Boards)*

[14.12.020](#) *Support, Management and Control*

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

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

[14.14.090](#) *Additional duties*

Reviewed 4/07, 3/1/17

Revised 4/20/2022

Adoption Date: 04/09/98

Adopted: April 20, 2022

Southeast Island School District

BP 3100 Budget

Note: Pursuant to [A.S. 14.12.020](#), Regional Educational Attendance Areas are maintained by the state. Borough and city school districts are funded through local contributions authorized by the borough assembly or city council and state apportionments based on the amount of local contributions as defined in [A.S. 14.17.410](#). [A.S. 14.17.900](#) requires districts to operate under a balanced budget and provides that the state is not responsible for the debts of school districts.

The School Board shall establish and maintain a balanced budget. The School Board shall adopt an annual budget which is compatible with the district's mission, vision, strategic plan, and Board goals and objectives.

(cf. 0200 - Goals for the School District)

(cf. 3460 - Financial Reports and Accountability)

The district budget shall be prepared annually from the best possible estimates of revenues and expenditures. The Superintendent or designee shall determine the manner in which the budget shall be prepared and shall schedule the budget adoption process in accordance with legal time requirements. The Board shall take public input prior to the adoption of the budget or a revised budget. A public hearing shall be held prior to the adoption of the budget or a revised budget.

Note: The following optional paragraph provides for early public input and may be revised as desired.

[Public](#)~~public~~ input early in the budget preparation process is encouraged. A budget advisory committee, composed of members of the community and staff, which shall review the proposed budget at regular intervals during its preparation and shall report its findings and recommendations to the School Board, is recommended.

(cf. 1220 - Citizen Advisory Committees)

Legal Reference:

ALASKA STATUTES

[14.07.030](#) Powers of state department

[14.07.170](#) Additional powers and duties of state board

[14.12.020](#) Support, management and control

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

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

[14.17.300 - 14.17.990](#) *Financing of public schools*

ALASKA ADMINISTRATIVE CODE

[4 AAC 09.006 - 4 AAC 09.050](#) *State Aid*

~~[4 AAC 09.005 - 4 AAC 09.050](#)~~ *State Aid*

[4 AAC 09.110 - 4 AAC 09.990](#) *School Operating Fund*

Revised 3/04, 3/23/2022

Reviewed 4/07, 3/1/17

Adoption Date: 04/09/98

Southeast Island School District

BP 3110 Transfer of Funds

The School Board recognizes that the transfer of funds between budget categories may be necessary in order to ensure that the district maintains a balanced budget. The Superintendent or designee may authorize budget transfers. All transfers shall be reported to the Board and are subject to Board approval.

Legal Reference:

ALASKA STATUTES

[14.08.101](#)~~14.04.101~~ Powers (Regional school boards)

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

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

Reviewed 3/1/17

Revised 5/10

Adoption Date: 04/09/98

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Southeast Island School District

BP 3200 REVENUEIncome

Effective district planning depends upon accurate projection and calculation of anticipated district revenue. ~~income~~. The Superintendent or designee shall ensure that all revenue~~income~~ sources are identified and received as early as possible each year.

Note: A.S. 14.07.070 provides that state funds may not be paid to a district or teacher who fails to comply with state school laws and regulations.

Legal Reference:

ALASKA STATUTES

[14.07.070](#) *Withholding state funds*

[14.17.080](#) *Student count estimates*

[14.17.082](#) *Fund balance in school operating fund*

Reviewed 4/07, 3/1/17

Adoption Date: 04/09/98

Southeast Island School District

BP 3260 Materials Fees

The School Board will make every effort to provide the resources needed to maintain the desired instructional program so that teachers, students, and parents/guardians do not feel compelled to provide such items and school fund raising activities are minimized. The sale of any school supplies or materials must be authorized by the Superintendent or designee.

(cf. 1321 - Soliciting Funds from and by Students)

Reviewed 4/07, 3/1/17

Revised: 3/23/2022

Adoption Date: 04/09/98

Adopted: March 23, 2022

Southeast Island School District

School Board Evaluation Tool (with Community Input)

Purpose: To help the board reflect on its performance while gathering structured input from the community.

Rating Scale: 1 = Needs Improvement | 2 = Developing | 3 = Effective | 4 = Highly Effective | N/A = Not Observed

A. Governance & Leadership

- The board sets clear goals and policies aligned with student success.
- The board respects and incorporates cultural and community values in decision-making.
- The board maintains its role (policy/governance) and avoids micromanaging.

B. Student Focus

- Decisions consistently prioritize student learning and well-being.
- The board supports equitable opportunities for all students, including rural and Alaska Native students.

C. Communication & Community Engagement

- The board communicates openly and transparently.
- Actively seeks and values input from families, tribes, and community stakeholders.
- Provides opportunities for meaningful community participation.

D. Fiscal Responsibility & Oversight

- Ensures sound stewardship of public funds.
- Demonstrates accountability and transparency in financial decisions.
- Advocates effectively for adequate resources.

E. Board Operations & Teamwork

- Functions effectively as a team, even when members disagree.
- Conducts meetings that are productive, respectful, and focused.
- Engages in professional development and continuous improvement.

Open-Ended Questions

1. What are the board's greatest strengths in serving students and the community?

2. What are areas where the board could improve?

3. Additional comments or examples?

Self-Assessment: SISD Board of Education 2025

Please complete this self-assessment survey by Thursday, February 13, 2025. All responses will be compiled for review during the February 19, 2025 work session.

Board/Superintendent Relations

The Board...

1. Promptly communicates all expectations, compliments, concerns, or criticisms of the school system to the superintendent with the expectation of feedback when appropriate.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

2. Refrains from infringing on the superintendent’s area of administration and follows administrative procedures.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

3. Refrains from public criticism of the superintendent.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

4. Provides, through policy, a clear set of expectations of performance and personal qualities against which the superintendent will be measured annually.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

5. Considers the superintendent's recommendations in every decision.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

6. Comments regarding board/superintendent relations

Five horizontal lines for providing comments regarding board/superintendent relations.

Board Meetings

The Board...

7. 6. Conducts all board meetings efficiently and effectively.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

8. 7. Provides opportunities for public participation in board meetings.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

9. 8. Makes a sincere effort to be informed on all agenda items prior to meetings.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

10. 9. Adheres to its adopted bylaws and ethics.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

11. Comments regarding board meetings

Community Relations

The Board...

12. 10. Refrains from committing to a position on an issue before all relevant facts are presented.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

13. 11. Actively promotes the school district to other groups and the public in general.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

14. 12. Refrains from speaking for the board on issues which the board has no official position.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

15. 13. Supports the president in his/her role as spokesperson for the board.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

16. 14. Follows the established procedure for disseminating information to the public.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

17. 15. Strives to maintain an open dialogue with its local and state governmental/tribal leaders.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

18. Comments regarding community relations

Board Qualities

The Board...

19. 16. Strives to improve boardsmanship skills.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

20. 17. Weighs all decisions in terms of what is best for the students of the district.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

21. 18. Is independent and open-minded and respects the decisions of the individual board members and administrators on various issues.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

22. 19. Possesses knowledge of the educational process and needs of all communities served by the district.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

23. 20. Displays a sincere and unselfish interest in public education, which develops and contributes to the growth of students.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

24. 21. Works through differences and disagreements amongst themselves rather than allowing these issues to be neglected and allowed to continue.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

25. Comments regarding board qualities

Instructional Program

The Board...

26. 22. Understands the local instructional program and the curriculum goals of the district.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

27. 23. Discusses student achievement, test score and other necessary data.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

- 28. 24. Provides a quality educational program imposing high individual academic standards for each student.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

- 29. Comments regarding the instructional program

Financial Management

The Board...

- 30. 25. Understands the basic principles of school finance, including state, federal, and local sources of revenue.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

- 31. 26. Provides for public input during the budgetary process, as well as formal and informal opportunities for employees to have input.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

- 32. 27. Monitors the financial status of the district monthly.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

- 33. Comments regarding financial management

Policy Development

The Board...

34. 28. Cooperatively establishes policies with the administration for the operation of the district.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

35. 29. Allows public input into the policy development process.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

36. 30. Provides for periodic policy review and revision as appropriate.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

37. 31. Follows state laws regarding the development of policies and the amendment of policies.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

38. Comments regarding policy development

Goal Setting and Planning

The Board...

39. 32. Establishes clearly identified goals based on the assessed needs of the Board.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

40. 33. Plans and implements activities to address the needs identified in the assessment process.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

41. 34. Reviews and revises annually the board/district long-range plan.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

42. 35. Adopts a process and timeline for the preparation of the budget.

Mark only one oval.

1 2 3 4 5

Uns: Excellent

43. Comments regarding goal setting and planning

Four horizontal lines for text input.

Additional Comments

44. Any additional comments

Four horizontal lines for text input.

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Google Forms

(enter District) School District

Performance-Based

Annual Superintendent Summative Evaluation

Date .

The performance evaluation is an effective tool to ensure the Superintendent will meet the School Board's expectations. Fundamental fairness demands that the Superintendent understand the expectations of the Board and receive feedback regarding how they are performing.

Recommended by:
Association of Alaska School Boards



The Superintendent Evaluation Process

The annual Superintendent evaluation is an essential tool used to ensure a communication link between the responsibility of the School Board and its one direct employee, the Superintendent. An effective and successful evaluation can only occur when combined with an on-going and open communication process between the Board and Superintendent. It is strongly recommended that the Board (or Board Chair) establish a series of “check-ins”, or progress monitoring steps throughout the year. The SUMMATIVE ANNUAL EVALUATION is designed to evaluate the progress and leadership of the Superintendent with regard to the Board’s vision and goals each year. The following list provides the Board with a step-by-step checklist:

- **All Board members** will participate in the Superintendent evaluation process, anonymous responses will be shared.
- The Board will execute the evaluation process utilizing:
 - Board adopted evaluation instrument,
 - Superintendent contract;
 - Superintendent/district performance goals,
 - District strategic plan.
- The Board will periodically review, amend, and **adopt an evaluation instrument** for the Superintendent, aligning the evaluation instrument with the job duties. 213
- The Board will adopt a **timeline** for conducting the Superintendent evaluation.
- The Superintendent will complete a **self-evaluation** along with evidence of progress or evidence of accomplishment of the performance indicator. The Superintendent will provide a copy of their completed evaluation to the Board president.
- The Board president will distribute the Superintendent’s self-evaluation, evaluation instrument, job description, contract, district strategic plan and board goals to all board members. Prior to the evaluation meeting, all Board members will complete the evaluation instrument and return to the Board president by the stated deadline so they may compile the results.

Completing this Evaluation

For each of the five standards to be assessed, review each **performance indicator** and check the appropriate level of progress.

- **Interpretation guide for each rating score:**
 - **Excels** – Performance is at a level that exceeds expectations.
 - **Meets** – Performance meets expectations.
 - **Progressing** – Performance is not at the level expected but is progressing in that direction

- **Inadequate** – Performance does not meet expectations.
- **Not Rated** – Board member does not have enough information or experience to rate this indicator.

- Below each indicator statement is a space for the Superintendent to provide their report and evidence to the indicator statement. This should be completed by the Superintendent first and then the document should be distributed to each Board member. (Note: It is strongly recommended that the Superintendent compile evidence and artifact during the course of the year relating these performance indications)
- To the right of each performance indicator is space for Board members to **comment** and note evidence on progress toward achieving the performance indicator.
- At the end of each “**Standard**” section, there is an opportunity to determine whether or not the standard has been met by looking at how many performance indicators have been rated **Meets or Excels**.
- Upon completion of this evaluation, email or return the printed document to the **Board chair** by (date) _____ for compilation of all Board member responses prior to the “in-person” evaluation meeting.

Standard #1: Visionary Leadership

The Superintendent promotes a shared vision to enhance student achievement and learning

Performance Indicators	Rating	Board Comments / Superintendent Evidence
1.1 The Superintendent continues to make progress on implementing the District Strategic Plan and provides regular updates to the Board.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments
Superintendent's Response & Evidence:		
1.2 The Superintendent works with district and building leadership to implement the goals of the strategic plan.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments 215
Superintendent's Response & Evidence:		
1.4 The Superintendent ensures the district provides equitable opportunities for educational and extra-curricular programs in support of student learning and growth.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments

Superintendent's Response & Evidence:

The Superintendent Meets or Excels standard No. 1: _____ Yes _____ No

Standard #2: Educational Leadership

The Superintendent hires, assigns, monitors and evaluates instructional and paraprofessional staff to promote a healthy school climate, an outstanding instructional program, and staff professional growth.

Performance Indicators	Rating	Board Comments / Superintendent Evidence
2.1 The Superintendent utilizes data to analyze the district's curriculum, instruction, and school climate in order to improve student learning and promote a healthy educational environment.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments 216
<p>Superintendent's Response & Evidence:</p>		
2.2 The Superintendent develops and supports district programs to meet the diverse learning needs and interests of the students.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments

Superintendent's Response & Evidence:		
2.3 The Superintendent provides effective professional development and training , to support all staff and increase workforce effectiveness and retention.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments
Superintendent's Response & Evidence:		
217		
2.4 The Superintendent ensures all instructional staff are evaluated using the district's evaluation instrument in a fair and timely manner and uses results to promote staff growth.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments
Superintendent's Response & Evidence:		

The Superintendent Meets or Excels Standard No. 2: _____ Yes _____ No

Standard #3: Policy and Operational Leadership

Superintendent's Response & Evidence:		
3.4 The Superintendent plans and prioritizes district facilities improvements to <u>support safe and productive environments</u> for learning.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments
Superintendent's Response & Evidence:		
219		

The Superintendent Meets or Excels Standard No. 3: _____ Yes _____ No

Standard #4: Communication Leadership

The Superintendent promotes collaborating with staff and stakeholders, and responding to diverse community interests and needs.

Performance Indicators	Rating	Board Comments / Superintendent Evidence
4.1 The Superintendent models and supports a climate valuing stakeholders input on improving the district.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments

Superintendent's Response & Evidence:

4.2 The Superintendent continually evaluates the district's progress based on a variety of assessment data and keeps the Board informed of these results.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments
------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------

Superintendent's Response & Evidence:

220

4.3 The Superintendent clearly defines and communicates to staff, students, and families behavioral expectations and discipline policies in a fair and consistent manner.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments
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Superintendent's Response & Evidence:

The Superintendent Meets or Excels Standard No. 4: _____ Yes _____ No

Standard #5: Board/Superintendent Relations

The Superintendent works collaboratively with the board, based on a foundation of trust and respect.

Performance Indicators	Rating	Board Comments / Superintendent Evidence
5.1 The Superintendent works to develop an effective relationship with the Board based on trust and frequent and meaningful communication.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments
Superintendent's Response & Evidence:		
5.2 The Superintendent provides professional advice and keeps the Board informed and updated on educational issues as they relate to the needs of the district.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments
Superintendent's Response & Evidence:		
5.3 The Superintendent works with the Board to ensure a clear understanding of the roles and responsibilities , including the differences between the Board's governance role and the Supt's management role.	<input type="checkbox"/> Excels <input type="checkbox"/> Meets <input type="checkbox"/> Progressing <input type="checkbox"/> Insufficient <input type="checkbox"/> Not Rated	Board Comments

221

Superintendent's Response & Evidence:

The Superintendent Meets or Excels Standard No. 5: _____ Yes _____ No

Additional/ Final Comments:

SUPERINTENDENT EVALUATION DOCUMENT

_____ SCHOOL DISTRICT

Board of Education Evaluation of the Superintendent

Confidential

From: 20__ To: 20__

As you read through the following list, rank the items 1 - 4.

1- Exceptional / 2- Meets Expectations / 3- Needs Improvement / 4- Unknown.

You are encouraged to place comments in the appropriate area.

Relationship with the Board:

- Keeps board informed of organization activities, progress and problems.
- Is receptive to board member ideas and suggestions.
- Makes sound recommendations for board action.
- Accepts board criticism as constructive suggestions for improvement.
- Gives constructive criticism in a friendly, firm and positive way.
- Follows up on all problems and Issues brought to his attention.

Comments:

Management Skills and Abilities:

- Maintains a smooth-running administrative office.
- Prepares all necessary reports and keeps accurate records.
- Speaks and writes clearly.
- Proposes organizational goals and objectives prior to each fiscal year.
- Plans well in advance.
- Is progressive in attitude and action.
- Adequately follows through on set plans.

Comments:

Services to People Served:

- Understands and stays current with the needs of people served.
- Focuses all activities on servicing peoples' needs.
- Accepts criticism from the people served and responds appropriately.

Comments:

Fiscal Management:

- Prepares a balanced budget.
- Completes the year with a balanced budget.
- Displays common sense and good judgment in business.
- Adequately supervises the physical plant.

Comments:

Personal and Professional Attitudes:

- Projects professional demeanor.
- Participates in professional activities.

Comments:

Community and Public Relations:

- Represents the organization in a positive and professional manner.
- Actively promotes the organization to the public.

Comments:

Effective Leadership of Staff:

- Hires and maintains competent staff members.
- Encourages staff development.
- Follows personnel policies closely.
- Maintains high staff productivity.

Comments:



SISD PRE-K HOME LANGUAGE SUPPORT

Classroom Procedure Checklist

Purpose

Southeast Island School District (SISD) provides early learning environments that respect, support, and build upon the languages children bring from home. These procedures describe how SISD Pre-K programs identify and support children who speak a language other than English, including Alaska Native and other heritage languages.

These procedures align with the Alaska Early Education Program (EEP) Standards (revised September 2025) and Department of Education and Early Development (DEED) guidance. Home language is viewed as a strength that supports learning, identity, and family connection. Children are never discouraged from using their home language.

Definitions

Dual Language Learners (DLLs): Children (birth through age 8) who are learning two or more languages at the same time, or who are learning English while continuing to develop their home language.

Home Language: The language or languages a child uses with family or caregivers. This includes Alaska Native and Indigenous languages.

Land Acknowledgment

Southeast Island School District respectfully acknowledges that we live, learn, and work on the traditional and ancestral homelands of the Tlingit, Haida, and Tsimshian peoples. These lands have been stewarded by Indigenous peoples since time immemorial and continue to hold deep cultural, spiritual, and historical significance.

We honor the enduring relationship Alaska Native peoples have with this land and sea and commit to culturally responsive practices that value Indigenous languages, knowledge, and ways of being.

I. Identification of Home Language Needs

Enrollment & Intake

- All Pre-K families complete a Home Language Survey at enrollment or first contact.
- Surveys identify:
 - Language(s) spoken in the home
 - Alaska Native or American Indian heritage
- Data is reviewed to identify DLLs and inform instructional planning.
- Home language information is maintained in student records.

II. Classroom Environment & Belonging

AELG Domains: Social & Emotional Development; Approaches to Learning

Classrooms are designed to reflect and value the languages and cultures of the children enrolled.

Procedures:

- Classroom labels, visuals, and environmental print include children's home languages whenever possible.
- Teachers greet children using words from their home language when appropriate.
- Visual supports such as photos, icons, and gestures are used alongside spoken directions.

Purpose: When children see and hear their home language at school, they are more likely to feel safe, connected, and ready to learn.

III. Instructional Language Practices

AELG Domains: Communication; Language & Literacy Development

Children are encouraged to communicate in ways that are meaningful to them as they develop language skills.

Procedures:

- Children may use their home language during play, instruction, and discussion.
- Teachers acknowledge what the child communicates and may restate meaning in English.
- Code-switching and translanguaging are recognized as part of normal language development.

Purpose: Supporting home language use strengthens overall language development and supports English acquisition.

IV. Curriculum & Learning Activities

Aligned AELG Domains: Communication; Cognition & General Knowledge

Required Practices:

- Books, songs, stories, and materials reflect children’s languages and cultures.
- Key vocabulary is intentionally connected to children’s prior language knowledge.
- Storytelling and oral language activities include multilingual representation.
- Alaska Native language efforts may include:
 - Songs, greetings, and daily vocabulary
 - Labels, literature, and visual supports in tribal languages
 - Place-based and land-based learning themes

Rationale: Integrating home language improves comprehension, concept development, and cultural relevance.

V. Family Engagement & Partnerships

Aligned AELG Domains: Social & Emotional Development; Approaches to Learning

Required Practices:

- Families are encouraged to continue using their home language at home.
- Families are invited to share songs, stories, and cultural knowledge.
- Communication recognizes families as experts in their child's language and culture.
- Interpreters or language consultants are used when needed.

Rationale: Strong family partnerships in home language practices improve academic and social-emotional outcomes.

VI. Social-Emotional & Behavioral Supports

Aligned AELG Domain: Social & Emotional Development

Required Practices:

- Children may use their home language to express emotions and self-regulate.
- Teachers support emotional expression through modeling, visuals, and patience.
- Home language use is never discouraged during stress, conflict, or dysregulation.

Rationale: Emotional regulation is strongest in a child's most familiar language.

VII. Assessment & Developmental Screening

Developmental Screening (ASQ-3)

- Screening is supported by someone who speaks the child's home language when possible (teacher, family member, volunteer, interpreter).
- Interpreters are used when needed.

Ongoing Assessment (Teaching Strategies GOLD)

- Assessment reflects understanding and use of both English and home language.
- Caregivers may contribute observations.
- Data informs individualized instructional planning.

VIII. Volunteers & Community Resources

- Volunteers who speak children’s home languages are encouraged.
- Volunteers are prepared to model target language respectfully.
- Elders and culture bearers may share traditional knowledge and language.

IX. Transition to Kindergarten

- Pre-K and elementary staff communicate to support continuity of learning.
- Language profiles and screening information are shared appropriately.
- Transition activities include family engagement and language supports.

X. Equity & Non-Discrimination

SISD Pre-K programs maintain inclusive practices that promote equitable access and participation for all children.

Procedures:

- Home language is treated as a learning asset, not a barrier.
- Staff do not correct, suppress, or discourage children from using their home language.
- Instruction reflects culturally sustaining, strengths-based approaches.

These practices ensure that children and families are respected and supported regardless of language background.

XI. DEED Compliance Crosswalk (Summary)

These procedures meet DEED requirements for:

- Identification of Dual Language Learners
- Inclusive classroom environments
- Instructional supports for DLLs
- Family engagement and communication
- Assessment and progress monitoring
- Transition to kindergarten
- Equity and non-discrimination

Evidence may include home language surveys, lesson plans, classroom observations, assessment records, and family engagement documentation.

Research & Guidance Foundations

- Alaska Early Education Program Standards (2025)
- DEED Dual Language Learner Guidance
- A P–3 Framework: Centering English Learners (SEAL)
- U.S. Department of Education & HHS DLL Policy Statement (2016)
- Benefits of Indigenous Language Learning (NEA Alaska)

BP 4000 All Personnel - Concepts and Roles

Note: [A.S. 14.08.101](#) authorizes regional school boards to appoint, compensate and otherwise control school employees in accordance with the provisions of [Title 14](#) and exempts these employees from [A.S. 39.25](#) (State Personnel Act). [14.08.111](#) requires regional school boards to employ a chief school administrator, approve the employment of other personnel and establish salaries.

Note: In these policies, unless otherwise noted, the following numbering conventions apply:

Policies in the 4000s apply to ALL PERSONNEL

Policies in the 4100s apply to CERTIFICATED PERSONNEL

Policies in the 4200s apply to CLASSIFIED PERSONNEL

Policies in the 4300s apply to MANAGEMENT AND SUPERVISORY PERSONNEL

The School Board wishes to establish conditions that will attract and retain qualified personnel who will devote themselves to the education and welfare of the students of the district. The School Board believes that successfully orienting and introducing ~~new teachers~~staff to the local community, its cultural activities and norms, is integral and essential to attract and retain quality personnel. To accomplish this objective, the Superintendent or designee shall develop and implement a local community and cultural orientation.

The Board desires that ~~teachers~~staff pursue excellence within their profession ~~and~~. The District may provide incentives to ~~teachers of staff with~~ demonstrated ability and expertise, which will encourage them to stay in the public school system. The School Board recognizes the importance and need for culturally responsive and trauma informed ~~teaching~~education practices which lead to improved goals and objectives that result in improved student performance and outcomes. ~~The District may provide supports and professional development opportunities to teachers~~staff regarding these practices as a way increasing ~~teacher~~staff efficacy and retention.

Note: [A.S. 23.40.250](#) defines the terms and conditions of employment which are subject to collective bargaining as: "hours of employment, compensation and fringe benefits, and the employer's personnel policies affecting the working conditions of the employees; but does not mean the general policies describing the function and purposes of a public employer." Districts should consult legal counsel regarding the scope of negotiations and the district's duty, if any, to bargain.

The Board believes that its personnel policies must be developed in cooperation with staff and community in an atmosphere of mutual faith and good will. District policies and regulations shall apply only to the extent that they do not conflict with any collective bargaining agreement in effect between the district and its employees.

The Board affirms its intention to have district policies, regulations and procedures conform to the requirements of state and federal laws and regulations.

The School Board

1. Adopts wage and salary schedules-
2. Approves the employment of all school personnel.
3. Determines principles of ~~treatment for employees~~ employee relations, such as ~~those in connection with sick~~ accrued leave, leaves of absence, inservice training, retirement, etc., either through the policies and regulations of the district or through negotiations with employee organizations in accordance with law.
4. Serves as a court of appeals in cases referred by the Superintendent or designee or which may be appealed by employees directly from the Superintendent or designee's decision, or as specified in adopted employee ~~organization~~ collective bargaining agreements.

The Superintendent or Designee

1. Nominates for employment all certificated and classified personnel.
2. Recommends disciplinary action, including suspension and dismissal, against employees whenever there is sufficient evidence warranting any such action.
3. With the staff, assigns, directs and supervises the work of all employees with due regard for the individual rights involved.
4. Proposes salary schedules for staff members not covered by ~~an employee organization~~ a collective bargaining agreement, and advises the Board throughout negotiations with employee organizations on all matters under negotiations.

(cf. 10000 - Concepts and Roles)

Working Relationships Between Board and Superintendent or Designee

The Board desires to be guided principally by the advice of the Superintendent or designee in regard to its relations with district personnel.

The Board shall refer direct approaches from employees for Board action to the Superintendent or designee for his/her consideration and judgment. The Board shall act as an appeals body only after receiving the recommendation of the Superintendent or designee.

(cf. 4144—~~Grievances~~ /4244/4344 - Complaints)

The Superintendent or designee shall conduct the district's personnel relations with fair and sound practices in accordance with Board policy.

Legal Reference:

ALASKA STATUTES

[14.08.101](#) Powers (regional school board)

[14.08.111](#) Duties (regional school board)

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

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

[14.20.095](#) Right to comment and criticize not to be restricted

[23.40.070-23.40.260](#) Public Employment Relations Act (PERA)

[39.25.110](#) Exempt service

Revised 11/2001, 04/2006, 09/2019

Reviewed 08/2007

Adoption Date: 04/09/98

Southeast Island School District

BP 4020 All Personnel - Drug, Tobacco, and Alcohol-Free Workplace

The School Board believes that the maintenance of drug-free, tobacco, and alcohol-free workplaces is essential to school and district operations. No employee shall unlawfully manufacture, distribute, dispense, possess, use or be under the influence of any alcoholic beverage, drug or controlled substance before, during or after school hours at school or in any other district workplace ~~or at any district sponsored activity~~.

For purposes of this policy, "drug" is defined to include, but is not limited to, marijuana or cannabis, in any form; synthetic marijuana or cannabis, in any form; synthetic variations of controlled substances, in any form; prescription medication for which a valid prescription has not been obtained, which is used in amounts in excess of prescribed dosages, or which is used for purposes other than as prescribed, and prescription drugs distributed or dispensed to any person other than the prescription holder.

"Controlled substance" is defined to include any substance identified by federal or state law as controlled.

~~"Tobacco" is defined to include any non-FDA approved tobacco or nicotine, lighted or unlighted cigarette, electronic cigarette, vape or vaping device, cigar, pipe, bidi, clove cigarette, dissolvable nicotine strips, liquid tobacco or nicotine, and any other smokeless tobacco product, also known as spit tobacco, dip, chew, and snuff, in any form.~~

In the interest of the health and safety of students and employees, it is a violation of this policy for students, staff, parents, visitors, contractors and all others to use, distribute or sell tobacco, ~~any non-FDA approved tobacco or nicotine delivery products or devices including but not limited to, cigarettes, cigars, dip, hookah pens, e-cigarettes, and dissolvable nicotine~~ products on District premises, at school-sponsored activities on or off District premises and in District-owned, rented or leased vehicles.

"Tobacco" is defined to include any non FDA approved tobacco or nicotine, lighted or unlighted cigarette, electronic cigarette, vape or vaping device, cigar, pipe, bidi, clove cigarette, dissolvable nicotine strips, liquid tobacco or nicotine, and any other smokeless tobacco product, also known as spit tobacco, dip, chew, and snuff, in any form.

Tobacco possession is prohibited for all district students and visiting students, as well as for all other visitors under the age of 19.

~~Tobacco~~ Alcohol, tobacco, and marijuana advertising is prohibited in all school-sponsored publications, in all school buildings, and at all school-sponsored events. District acceptance of gifts or funds from the alcohol, tobacco, and marijuana industries is similarly prohibited.-_

Personnel shall not wear clothing depicting tobacco, alcohol, drugs, or controlled substances, and shall not display such items or related slogans on their vehicles,

through signage or otherwise, while the vehicle is on District property or at a school sponsored event.

The Superintendent or designee shall:

1. Publish and give to each employee a notification of the above prohibitions. The notification shall specify the actions that will be taken against employees who violate these prohibitions. The notification shall also state that as a condition of employment, the employee will abide by the terms of this policy and notify the employer, within five days, of any criminal drug or alcohol statute conviction which he/she receives for a violation ~~occurring in the workplace. Such notice by the employee must be made within five (5) days from the date of the conviction involving drugs, alcohol, or tobacco.~~

For the purpose of this policy, "conviction" shall mean a finding of guilt, including a plea of *nolo contendere*, or imposition of sentence, or both, by any judicial body charged to determine violations of federal or state criminal drug or alcohol statutes.

2. Establish a drug, tobacco and alcohol-free awareness program to inform employees about:
 - a. The dangers and costs of drug, tobacco, and alcohol abuse in the workplace.
 - b. The district policy of maintaining drug-free, tobacco, and alcohol-free workplaces.
 - c. Any available drug, tobacco, and alcohol counseling, rehabilitation, and employee assistance programs ~~known to the district~~, including the free Alaska Tobacco Quitline-, and
 - d. The penalties that may be imposed on employees for drug, tobacco, and alcohol abuse violations.
3. Notify the appropriate federal granting or contracting agencies within ten days after receiving notification, from an employee, or ~~being notified~~ otherwise, of any conviction for a violation occurring in the workplace.
4. Initiate disciplinary action within 30 days after receiving notice ~~from an employee, or being otherwise notified~~ of a conviction for a violation in the workplace from an employee or otherwise. Such action shall be consistent with state and federal law, the appropriate employment contract, the applicable collective bargaining agreement, and district policy and practices.
5. Make a good faith effort to maintain a drug- and alcohol-free ~~workplace~~ workplaces throughout the district.

In taking disciplinary action, the Board requires termination when termination is required by law. When termination is not required by law, the Superintendent or designee shall take disciplinary action, up to and including termination ~~when warranted~~, or shall require the employee to satisfactorily participate ~~in~~, and complete, a drug assistance or rehabilitation program approved by a federal, state or local health, law enforcement or

other appropriate agency, or a combination of both discipline and mandatory assistance program. Discipline decisions shall be made in accordance with relevant state and federal laws, employment contracts, collective bargaining agreements, and district policies and practices.

Nothing in this policy shall prohibit the District from conducting its own investigation or from taking appropriate disciplinary action even in the absence of a conviction.

(cf. 3514-- ~~-~~ [Environmental](#) Safety)

(cf. 4117.4 - Dismissal)

(cf. 4118 ~~-Dismissal/~~Suspension/Disciplinary Action)

(cf. 4159/[4259/4359](#) - Employee Assistance Programs)

(cf. 4158/[4258/4358](#) - Employee Security)

(cf. ~~4218.1~~[4021](#) - Drug and Alcohol Testing for School Bus Drivers)

(cf. 5144.1 - Suspension and Expulsion/~~Due Process~~)

Legal Reference:

UNITED STATES CODE

THE DRUG-FREE WORKPLACE ACT OF 1988, [41 U.S.C. Ch. 81](#)

DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENT OF 1986, as amended

[20 U.S.C. 7111](#)

CONTROLLED SUBSTANCES ACT, [21 U.S.C. 801](#)

CODE OF FEDERAL REGULATIONS

[21 CFR 1300-1316](#)

ALASKA STATUTES

[17.38](#), The Regulation of Marijuana

[17.38.220](#), Employers, Driving, Minors, and Control of Property

[11.71.010-090](#), Controlled Substances

Revised 02/1995, 09/2019

Reviewed 08/2007

Adoption Date: 04/09/98

Southeast Island School District

BP 4021 All Personnel - Drug and Alcohol Testing for School Bus Drivers

Purpose

Note: ~~The federal Omnibus Transportation Employee Testing Act of 1991 requires that~~ all persons subject to commercial driver's license requirements must be tested for alcohol, marijuana, cocaine, amphetamines, opiates (including heroin) and phencyclidine (PCP). ~~Regulations require districts to begin testing programs on January 1, 1995 (for districts that had 50 or more drivers as of March 17, 1994) and on January 1, 1996 (for districts that had fewer than 50 drivers on March 17, 1994).~~ In [AS 14.09.025](#), the Alaska Legislature enacted its own statutory requirement for testing bus drivers, which is in effect for all Alaska districts that employ bus drivers. This area, especially post-employment testing of drivers, involves constitutional issues. School districts should refer to legal counsel in designing and implementing drug testing procedures. Although the passage AS 17.38 authorizes the use of marijuana under certain conditions, it explicitly recognizes the authority of employers to prohibit the use, consumption, possession, transfer, display, transportation, sale, or growing of marijuana in the workplace. AS 17.38 also does not prevent employers from establishing policies that restrict the use of marijuana by employees. AS 17.38.120(a). In addition, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, sale, distribution, possession and sale of marijuana. For purposes of the district's policy and legal obligation, marijuana is prohibited.

The ~~superintendent~~ Superintendent or designee shall establish and implement a drug and alcohol testing program for all bus drivers employed by the school district, in accordance with state and federal law. This testing program may be accomplished through a contract or agreement with the district's transportation services contractor. The purpose of the testing program shall be to help prevent accidents and injuries resulting from the misuse of drugs and alcohol by bus drivers. This program shall test drivers for the improper use of drugs and alcohol, and shall include random testing. Improper use of drugs and alcohol consists of use that constitutes a federal or state criminal offense, or otherwise violates the regulations of the Department of Education and Early Development.

Prohibited Conduct

No personnel employed by the school district as drivers of motorized vehicles used to transport students shall report for duty requiring the performance of safety-sensitive functions, or remain on duty, when the driver uses any controlled substance or has a prohibited concentration of alcohol in the driver's system. The only exception is when a driver has used a controlled substance pursuant to the instructions of a qualified physician who has advised the driver in writing that the substance does not adversely affect the driver's ability to safely operate a motorized vehicle for the transportation of

students. Drivers shall provide a copy of the physician's written advice to the driver's supervisor prior to operating any motor vehicle for the school district.

Required Testing

Drivers shall be subject to pre-employment/pre-duty, reasonable suspicion, random, post-accident, returning to duty and follow-up alcohol and drug testing. Random alcohol testing shall be limited to the time period surrounding the performance of safety-related functions, which include just before or just after the employee performs the safety-related function for the district. Controlled substance testing may be performed at any time the driver is at work. An employee subject to this testing may not refuse to take a test when required.

Note: Under 49 CFR Part 40, the Department of Transportation has made specimen validity testing (SVT) mandatory within the regulated transportation industries. Making SVT mandatory has become necessary because of the increase in products designed to adulterate specimens, which has made tampering with specimens more prevalent.

Consequences for Failing or Refusing to Take a Required Test

A refusal to take a required test shall be considered in violation of the employee's contractual obligations to the district, and may constitute grounds for the employee's termination from employment with the district. If testing confirms prohibited alcohol concentration levels or the unauthorized presence of a controlled substance, the employee shall be removed immediately from safety-related functions in accordance with law. The district may reassign the employee to non-safety-related functions until such time as the driver complies with the requirements for returning to duty.

The Board retains the authority, consistent with state and federal law, to discipline or discharge any driver who is alcohol or chemically dependent and whose current use of alcohol or drugs impairs the employee's job qualifications or performance. Before a driver may be reinstated, if at all, the driver shall undergo an evaluation by a substance abuse professional, comply with any required rehabilitation and undergo a return-to-duty test with verified results.

Except as required by law or collective bargaining agreement, the district is not required to provide rehabilitation, pay for substance abuse treatment or to reinstate a driver who has failed a required drug or alcohol test. All employment decisions involving reassignment, reinstatement, termination or dismissal from employment shall be made in accordance with applicable district policies and procedures.

Records

The district shall keep and maintain testing records, and shall maintain the confidentiality of those records, in accordance with law. Testing records, and any information about false positive test results, shall not be released without the written

consent of the employee. The district shall not retain records of false positive test results in the employee's employment records.

Training

The district shall take steps to ensure that supervisors receive appropriate training to administer the district's drug and alcohol testing program, and that employees receive the notifications required by law.

(cf. 4020 - Drug, [Tobacco](#), and Alcohol Free Workplace)

(cf. 3514 - [Environmental](#) Safety)

(cf. 4158/~~4258~~/4358 - Employee Security)

(cf. 5144.1 - Suspension and Expulsion/~~Due Process~~)

Legal Reference:

ALASKA STATUTES

[AS 14.09.025](#) (~~Drug Testing for School Bus Drivers~~)

[AS 17.38.120](#) *Employers, driving, minors and control of property*

FEDERAL LAW

Omnibus Transportation Employee Testing Act of 1991

The Drug-Free Workplace Act of 1989

The Drug-Free Schools and Communities Act of 1986, as amended

International Brotherhood of Teamsters v. Dept. of Transportation, 932 F.2d 1292 (1991).

Added 4/04

Reviewed 8/07

Adoption Date: 04/09/98

Southeast Island School District

BP 4030 All Personnel - Nondiscrimination in Employment

Note: Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA), which became effective November 21, 2009, with implementing regulations effective July 18, 2016, protects applicants and employees from employment discrimination based on genetic information employers are prohibited from discriminating in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment. GINA also restricts employers' acquisition of genetic information and strictly limits disclosure of genetic information. Genetic information includes information about genetic tests of applicants, employees, or their family members; the manifestation of diseases or disorders in family members (family medical history); and requests for or receipt of genetic services by applicants, employees, or their family members.

The district and its employees shall not unlawfully discriminate against or harass employees or job applicants on the basis of ~~gender, gender identity, sexual orientation,~~ sex, race, color, religion, national origin, ancestry, age, marital status, changes in marital status, pregnancy, parenthood, physical or mental disability, Vietnam era veteran status, genetic information, or good faith reporting to the board on a matter of public concern.

The district may provide optional wellness programs to seek to improve health or prevent disease. All wellness programs must be in accord with applicable state and federal law. An employee may not be discriminated against in employment because of the medical information they provide as part of participating in the wellness program, nor may they be subject to retaliation for choosing not to participate.

(cf. 4119.11/4219.11/4319.11 - *Sexual Harassment*)

(cf. 4161.4-~~4261.4/4361.4~~ - *Family and Medical Leave*)

Note: The Americans with Disabilities Act sets forth an employers' duty to reasonably accommodate persons with disabilities.

Equal opportunity shall be provided to all employees and applicants in every aspect of personnel policy and practice. The district shall not discriminate against persons with physical or mental disabilities who, with or without reasonable accommodation, can perform the essential functions of the job in question.

(cf. 0411 - *Service Animals*)

(cf. 4119.41/4219.41/4319.41 - *Employees with Infectious Disease*)

Note: Federal Regulations ([45 CFR, Section 86.9](#)) require federal aid recipients to take "continuing steps" to notify applicants for employment that, in compliance with Title IX, they do not discriminate on the basis of sex. Districts employing 15 or more persons also must give "continuing" notification about nondiscrimination on the basis of handicap. (Vocational Rehabilitation Act of 1973)–

The Superintendent or designee shall publicize this policy annually throughout the district and the community.

(cf. 1312.3 - Complaints Concerning Discrimination)

~~*(cf. 4111.1 - Affirmative Action)*~~

Legal Reference:

ALASKA STATUTES

[14.18.010](#) *Discrimination based on sex and race prohibited*

[14.18.020](#) *Discrimination in employment prohibited*

[14.18.090](#) *Enforcement by state board of education and early development*

[18.80.220](#) *Unlawful employment practices*

[39.90.100](#) *Nondiscrimination – Protection for whistleblowers*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.510](#) *Discrimination in hiring practices*

UNITED STATES CODE

[29 U.S.C. 621-634](#) *Age Discrimination In Employment Act*

[29 U.S.C. 791](#) *et seq. Vocational Rehabilitation Act of 1973, Sections 503 and 504*

[38 U.S.C. 2011](#) *et seq. Vietnam Era Veterans' Act*

[42 U.S.C. Ch. 21F](#) *Prohibiting Employment Discrimination on the Basis of Genetic Information*

[42 U.S.C. 2000d-200d-7](#) *Title VI of the Civil Rights Act*

[42 U.S.C. 2000e-2000e-17](#) *The Equal Employment Opportunities Act*

[42 U.S.C. 12101-12213](#) *Americans With Disabilities Act*

CODE OF FEDERAL REGULATIONS

[29 C.F.R. §1635.8](#) *Acquisition of genetic information*

Revised 9/93, 9/01, 9/11, 10/2017

Adoption Date: 04/09/98

Southeast Island School District

~~BP 4111.1/4211.1/4311.1 All Personnel - Affirmative Action~~

~~Note: Pursuant to AS 514.18.070, the State Board of Education may require an affirmative action program if the district is found to be out of compliance with state laws against gender and race discrimination. Affirmative Action plans should be developed with advice from legal counsel. Unless the district has specific evidence of past discrimination by the district which the program can be tailored to remedy, the district should base its program on an appropriate statistical analysis of the qualified people currently available in the relevant recruiting area for each job group. An affirmative action program should be remedial, fair to minority and nonminority group members, and also temporary.~~

~~The Superintendent or designee shall determine whether the following groups are underrepresented within the district work force based on the relevant job market: men, women, whites, blacks, Hispanics, Asians, American Indians or other minorities. Where underrepresentation exists, the affirmative action program shall specify remedial action to be taken, including hiring goals and timetables.~~

~~The Superintendent or designee shall maintain an affirmative action program as required by law. The affirmative action program shall be temporary and shall be fashioned in response to a demonstrated need for remedial action. The Superintendent or designee shall update the affirmative action program not less than every five years. The program shall not unnecessarily hinder the employment of any group member.~~

~~The Superintendent or designee shall publicize this policy throughout the district and the community.~~

~~The Superintendent or designee shall report to the Board annually regarding the extent to which program goals are being achieved.~~

~~(cf. 4030—Nondiscrimination in Employment)~~

Legal Reference:

ALASKA STATUTES

~~14.18.070~~ *Affirmative action*

ALASKA ADMINISTRATIVE CODE

~~4 AAC 06.510~~ *Discrimination in hiring practices*

VOCATIONAL REHABILITATION ACT OF 1973

~~29 U.S.C. 794~~

Proposed for removal from board policy

~~AGE DISCRIMINATION IN EMPLOYMENT ACT~~

~~29 U.S.C. 621-624~~

~~VIETNAM ERA VETERANS' ACT~~

~~38 U.S.C. 2012 et seq.~~

~~United Steel Workers v. Weber~~

~~443 U. S. 193 (1979)~~

Reviewed 3/29/2017

Adoption Date: 04/09/98

Southeast Island School District

Memorandum of Understanding Between
Southeast Island School District, Brightways Learning, and Island Hands
Made this 26th day of January 2026

The purpose of this agreement is to work collaboratively with the Southeast Island School District and its partners to meet the unique educational needs of Prince of Wales Island's Indigenous students. Southeast Island School District is collaborating with local tribal councils, Island Hands, and Brightways Learning to bring Project APEX and Project ARISE to communities serving Alaska Native students.

- The objectives and activities of the APEX grant will provide a comprehensive academic support program for students and educators, supporting their career opportunities, culturally responsive instruction, academic achievement and increased graduation rates.
- The objectives of the ARISE grant will provide a comprehensive Career and Technical Education (CTE) program for students and educators, supporting their career opportunities, culturally responsive instruction, academic achievement and increased graduation rates.

This agreement demonstrates mutual support and commitments to deliver services specifically for Southeast Alaska Native youth through the Native Youth Community Projects (NYCP) program. Upon grant funding, the partners will implement the services and supports outlined in the Project APEX and Project ARISE narratives to benefit Alaska Native students across participating districts. Nothing in this Memorandum of Understanding shall be construed to obligate Southeast Island School District to expend funds beyond those awarded under the Project APEX and Project ARISE grants.

Accordingly, Brightways Learning is committed to providing the following:

1. **Technical and Logistical Support for Program Management**
Provide guidance to the Project Director on timelines, budgeting, service agreements, and deliverables, drawing from extensive experience in federally funded projects.
2. **Financial and Logistical Support for Training Programs**
Assist in the implementation of programs such as the Sealaska Institute for Educators and other professional development programs that benefit district educators. In addition, Brightways Learning will manage training facility procurement and travel booking and logistics services.
3. **Soft Skills & Student Engagement Strategy**
Support the integration of resilience-based SEL components into the academic curriculum. This includes optional services such as PHlight Club, PHlight Camp, and Student Support Cards to support youth development and tiered interventions.
4. **Support for Advisory Team Collaboration**
Participate in the APEX and ARISE Advisory Team meetings as a supporting partner to ensure culturally responsive programming and continuous quality improvement.

Accordingly, Island Hands is committed to providing the following:

1. **Project Director Services**
Ensure the facilitation of programmatic elements of Project APEX and Project ARISE and that they meet the goals and objectives as outlined in the grant narrative. Main components include:
 - a. Liaison to the US Department of Education

- b. Supervising staff; managing project personnel and operations
 - c. Initiating purchase orders and contracts
 - d. Co-leading Advisory Council meetings; preparing agendas
 - e. Monitoring expenditures
2. **Annual Performance Reporting**
Compile data for and submit Annual Performance Reports as required. This will include data collected on project goals and objectives and budget management.
 3. **Communication & Planning Support**
Coordinate multi-district logistics, communication, and collaborative planning between school and tribal partners.
 4. **Evaluation and Data Support**
Assist in the collection, analysis, and reporting of formative and summative data, including pre-/post-surveys, student testing data, Student Support Card data (Brightways Learning data collection tool), and community feedback tools aligned with the evaluation plan.

Southeast Island School District agrees to provide the following support and coordination to facilitate Island Hands’ and Brightways Learning’s contributions and ensure the successful implementation of Project APEX and Project ARISE.

1. **Program Leadership and Fiscal Management**
Serve as the lead grantee responsible for overall project oversight, fiscal management, and day-to-day implementation of Project APEX and Project ARISE services across participating districts for Alaska Native and other eligible students.
2. **Professional Development Coordination**
Organize and support professional development for school district staff, community partners, and tribal members to promote culturally responsive instruction and academic best practices.
3. **Resource and Personnel Support**
Allocate funding for Project APEX and Project ARISE personnel, supplies and materials, training activities, and contractual services, including those provided by Brightways Learning and Island Hands.
4. **School–Community–Partner Collaboration**
Coordinate across schools, tribal councils, and community partners to expand learning opportunities for Alaska Native students both on and off Prince of Wales Island.

Student Data Sharing, Confidentiality, and FERPA Compliance

The Southeast Island School District (“District”) may share limited student education records with Island Hands and Brightways Learning solely for the purposes of program implementation, evaluation, monitoring, and required state and federal reporting related to Project APEX and Project ARISE and the Native Youth Community Projects (NYCP) program.

All data sharing under this Memorandum of Understanding shall comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations (34 C.F.R. Part 99).

For purposes of this Agreement, Island Hands and Brightways Learning are designated as school officials with legitimate educational interests. Access to student data shall be limited to the minimum necessary to fulfill grant requirements and reporting obligations and may include, but is not limited to:

- Student enrollment and participation status
- Attendance data
- Academic performance indicators and assessment data
- Pre- and post-survey results
- Student Support Card data
- Aggregated or de-identified outcome measures

Island Hands and Brightways Learning agree to:

- Use student data only for purposes expressly authorized under this Agreement
- Maintain appropriate administrative, technical, and physical safeguards to protect the confidentiality and security of student data
- Not disclose personally identifiable information (PII) to any third party without prior written authorization from the District, unless otherwise permitted by FERPA
- Ensure that all reports submitted publicly or to external agencies use aggregated or de-identified data whenever practicable
- Return or securely destroy student data upon termination or expiration of this Agreement, unless retention is required by law or authorized in writing by the District for FERPA-compliant purposes.

Student data shall not be used for marketing, commercial, or non-educational purposes.

Independent Contractor Status

Brightways Learning and Island Hands shall act as independent contractors. Nothing in this Agreement shall be construed to create an employer–employee relationship, joint venture, or partnership.

Compliance with Laws

All parties agree to comply with applicable federal, state, and local laws, regulations, and grant requirements in the performance of this Agreement.

Term, Amendment, and Termination

This Memorandum of Understanding shall become effective upon execution by all parties and shall remain in effect for the duration of the Project APEX and Project ARISE grant periods, unless earlier terminated.

This Agreement may be amended by mutual written consent of all parties.

Any party may terminate this Agreement with thirty (30) days written notice to the other parties, provided that such termination does not conflict with grant requirements or federal obligations.

Nondiscrimination

All programs and activities under this Memorandum of Understanding shall be provided in accordance with Southeast Island School District Board Policy 0410 – Nondiscrimination in District Programs and Activities. Services shall be delivered without discrimination on the basis of age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability, or any other unlawful consideration, and in compliance with applicable federal and state law.

This Memorandum of Agreement establishes the foundation for a long-term partnership, including additional collaborators, to successfully implement and sustain the goals of the Project APEX and Project ARISE grants.

Signatures:

Rod Morrison

Rod Morrison
Southeast Island School District

Date: 2-3-26

Jennifer Lutey

Jennifer Lutey
Brightways Learning

Date: 2-4-2026

Amy Killian

Amy Killian
Island Hands

Date: 01/26/2026

BP 5113 Absences and Excuses

The School Board believes that regular attendance is directly related to the success a student achieves in school. The Board recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 7 to 16 are obligated to send their children to public school except as allowed by law. The Board shall abide by all state attendance laws and may use any legal means to correct the problems of chronic poor attendance or truancy. School-sponsored field trips and sports trips, and activity trips are considered in-session school days as such trips are part of the school instructional program.

Poor attendance shall result in the following action:

- 1) For every four (4) days of absence in a semester a letter will be sent to parent(s) and/or guardian(s) to inform them of the District's concern.

- 2) When a student shows chronic poor attendance (more than twelve (12) absences in a semester) the superintendent/designee will meet with parent(s) and/or guardian(s) to review absences and student academic standing. This meeting will result in a plan to rectify the situation and keep student academic achievement in alignment with the student's individual education plan.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

Excused Absences

The Superintendent or designee may excuse student absences for health reasons, family emergencies or other reasons the Superintendent or designee determines constitute good cause.

Student absence for religious instruction or participation in religious exercises away from school property may be excused.

No student excused for religious holiday shall be denied the opportunity to make up a test given on the religious holiday or denied an award or eligibility to compete for an award.

(cf. 6154 - Homework/Makeup Work)

Unexcused Absences/Truancy

The Board is committed to keeping students in school. Truancy is defined as the absence of a student from class without the knowledge or prior consent of the parent/guardian. The Superintendent or designee shall implement whatever steps are deemed appropriate to reduce student absences and to ensure that all children residing within the district are receiving appropriate educational services as required by law.

(cf. 5147 - Dropout Prevention)

(cf. 6164.5 - Student Study Teams)

(cf. 6176 - Weekend/Saturday Classes)

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

(cf. 5121 - Grades/Evaluation of Student Achievement)

The Superintendent or designee shall report to the Board any apparent violations of compulsory attendance laws. The Board shall investigate such reports and any public complaints of violations of state compulsory attendance laws. When warranted, the Board shall initiate a complaint with the district court against any person believed to be in violation of state compulsory attendance laws. ([AS 14.30.030](#))

Legal Reference:

ALASKA STATUTES

[14.03.070](#) School age

[14.17.500](#) Student count estimates

[14.17.160](#) Student counting periods

[14.30.010](#) When attendance compulsory

[14.30.020](#) Violations

[14.30.030](#) Report of violations and procedures

ALASKA ADMINISTRATIVE CODE

[4 AAC 09.005-4 AAC 09.105](#) State aid

Revised 11/05, 05/2018

Adoption Date: 04/09/98

Southeast Island School District

AR 5113 Absences and Excuses

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian or parent-representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student.
 - b. Name of parent/guardian or parent representative.
 - c. Name of verifying employee.
 - d. Date or dates of absence.
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee.
4. Any other reasonable method which establishes the fact that the student was actually absent for the reasons stated. A written recording shall be made, including information outlined above.

Excused Absences

When students contemplate absence for personal reasons, their parents/guardians should write the principal/lead-teacher to ask that the expected absence be excused. The principal/lead-teacher or designee may deny the request if the principal/lead-teacher believe that the absence would be educationally harmful to the student or set a poor example in matters of school attendance for the student or other students. If the request is denied, reasons will be given.

Truancy

Unless a child subject to compulsory attendance laws is exempted, excluded or expelled from school attendance, each five days of unlawful absence constitutes a separate violation of state law. ([A.S. 14.30.020](#))

The parents/guardians shall be notified of any unexcused absence of their child and informed of state compulsory attendance laws.

Adoption Date: 04/09/98

Southeast Island School District



2024

JULY

18-21 AASB Board of Directors Summer Meeting — Kotzebue, Alaska

SEPTEMBER

14-15 Fall Boardsmanship Academy — Pike's Waterfront Lodge, Fairbanks

OCTOBER

2-3 Maintenance Employees Conference — The Lakefront Anchorage

NOVEMBER

7-10 AASB's 71st Annual Conference & Youth Leadership Institute — Hilton Anchorage

11 AASB Board of Directors Meeting — Hilton Anchorage

DECEMBER

12-13 Executive Administrative Assistants Training — Hotel Captain Cook, Anchorage

13-14 Winter Boardsmanship Academy — Hotel Captain Cook, Anchorage

2025

FEBRUARY

7-10 Legislative Fly-In and Youth Advocacy Institute — Elizabeth Peratrovich Hall,
Juneau



2025

APRIL

25 AASB Board of Directors Meeting — The Lakefront Anchorage

26-27 Spring Boardsmanship Academy — The Lakefront Anchorage

JULY

TBD AASB Board of Directors Summer Meeting — TBD

SEPTEMBER

20-21 Fall Boardsmanship Academy — Marriott Anchorage Downtown

OCTOBER

8-9 Maintenance Employees Conference — Clarion Suites, Anchorage

NOVEMBER

13-16 AASB's 72nd Annual Conference & Youth Leadership Institute — Hilton Anchorage

17 AASB Board of Directors Meeting — Hilton Anchorage

DECEMBER

11-12 Executive Administrative Assistants Training — Embassy Suites, Anchorage

12-13 Winter Boardsmanship Academy — Embassy Suites, Anchorage

SISD BOARD MEETINGS CALENDAR OF AGENDA ITEMS

August	<ul style="list-style-type: none"> • Welcome Staff and Students • Crisis Response Plan Review • Student Handbook Review • Parent Involvement Policy and Handbook Review • Annual Public Notices to Parents • Six Year Capital Improvement Plan Approval • Board Policy Updates • Title I District and School-Wide Plans
September	<ul style="list-style-type: none"> • Site Enrollment • Review Student Assessment Data • Graduation Date Approvals • SISD Resolutions (AASB Call for Resolutions) • Plan AASB Leadership Conference Attendance • Annual Progress & Summary Report for Student Nutrition and Physical Activity • Work Session: ASC Officer Election Certification; ASC Training & School Year Goals/Objectives Development
October	<ul style="list-style-type: none"> • New Board Member Orientation Work Session/Oath of Office • Board President and Clerk Elections • Appoint Legislative Liaison & Advocate for AK Youth Liaison • Appoint Student Board Representative(s) • Review AASB Resolutions • Report Student Count • Board Public Opinion Survey
November	<ul style="list-style-type: none"> • Audit Review/Budget Revisions • Annual audit of student organization accounts (ASC) • AASB Conference • Review and Refresh Strategic Plan/timeline
December	No Scheduled Meeting
January	<ul style="list-style-type: none"> • Budget Revisions • Plan for February Legislative Visits • ID Lobbying Strategies & Issues for Legislative Visits • Superintendent Evaluation
February	<ul style="list-style-type: none"> • Plan for AASB Spring Fly-In (if attending) • Board Self-Evaluation/Goal Update and Review
March	<ul style="list-style-type: none"> • Budget Development • Teacher Contracts • AK STEPP Needs Assessments • School Calendar Adoption
April	<ul style="list-style-type: none"> • Graduation Attendees • Budget Development • Teacher Contracts • Capital Improvement Plan/Facility Needs Report
May	<ul style="list-style-type: none"> • Budget Development • School District Report Card to the Public • Bruce Hill Scholarship
June	<ul style="list-style-type: none"> • Budget Adoption • Board Policy Updates from AASB • Disciplinary Action Data Review • Curriculum Quarterly Reports
Every Month	<ul style="list-style-type: none"> • Policy Review • Stipend and Mileage Forms 255 • Exemplary Stakeholder Nominations



ASC Agenda

Barry C. Stewart Kasaan School
02/12/2026

Call to order:

Time:4:21

Attendance: Mike Congdon, Jessica West, Jerry Byrne, LaNeice Congdon, Eric Hamar, Terry West

Approve the Agenda :

Motion to approve: Jessica West

Second: LaNeice Cogdon

All in favor? Y Any opposed?N

Motion Passed? (yes or no)Y

Approval of last meeting minutes:Link (https://docs.google.com/document/d/1i7Ub9Zu6N4PVgnH1psQIGKKoBfj5WZ8G_7Fdfd3jcGs/edit)

Motion to approve:Jessica West

Second:Jerry Byrne

All in favor? Y Any opposed?N

Motion Passed? (yes or no)Y

People to be Heard/ Public Comment/ Adjustments to Agenda:

Any advance requests:

Other:

Lead Teacher Report:

Mike makes a few suggestions: He would like to highlight a student once a week. (Student of the week) It might help students try to excel or try harder in some things. The student will get a prize. He would also like to have the parents, grandparents or friends come in and read with the students once a month. He will send out flyers to advertise so that he can report back to the district our reading initiative. .

Shop-class is working on carving and blacksmithing their own tools. Adds and carving knives. In the end, the students will have a carved bowl made with tools that they made themselves.

Students are building rockets in science and building the parts on the 3d printer. The 3d printer broke so we are waiting on parts. Ceramic class will be making chia pets. 8th graders will have testing on the 24th, the state will come and administer the test. Some of the kids seem very depressed lately so we would like to plan a field trip or an activity to get them outside in the sun (Hopefully we will get some sun) Thinking about hiking around Salt Chuck. Mike was asked to clear all of the ceramic stuff out of Thorne Bay. All the supplies will be stored here in Kasaan until we get a conexas converted into a ceramic storage place.

Jerry - We have a music program spending a ½ hour with each class group. We are in need of extra help in the classrooms. Maybe a little one on one tutoring.

Treasury Report:

Period report covers:None Treserer is not here.

Cash balance at beginning:
Income received during:
Expenses paid during period:
Cash at end of period:

Old business:

New Business: 0 votes for calendar A 6 votes for calendar B - calendar B Wins

Item #1: reimbursements

Motion to approve: Terry West, motions to increase the reimbursement to Mike Congdon for the ASC closest organization originally set at \$200 to \$220.40

Second: Eric Hamar

All in favor? Y Any opposed?N

Motion Passed? (yes or no)Y

Item #2: Calendar vote A or B

Motion to approve: Jessica West Motion to pay off the rest of Anna's, Lily's and Judah's Volleyball for 2024-2025 school year. balances. Anna - \$188.26 Lily's \$125.92 Judah West \$424.68. This is all of last years' volleyball travel. \$738.86

Second: Jerry Byrne

All in favor? Y Any opposed?N

Motion Passed? (yes or no)Y

Adjournment:

Motion to adjourn by:: Jessica West

Second: Eric Hamar

All in favor? Y Any opposed?N

Motion Passed? (yes or no)Y



Howard Valentine Coffman Cove School

618 Howard Valentine Drive
Coffman Cove, AK 99918
(907) 329-2244



Emergency MEETING

Advisory School Council Meeting Agenda

Wed Jan 14th, 2026

3:00 pm @ HVCC School

- I. **Call to order at 3:11 pm called to order by Mackenzie Slayton**
- II. **Items to be discussed**
 - A. Paying for College Classes for Middle and High school students; Motion to pay for the 9 dual credit classes and the supplies for this made by Crystal Coley , seconded by William Keys. All in favor, motion passes.
 - B. February Dinner 14th subcommittee and funding**
 1. Austin Keys motioned to make the dinner on Saturday Feb 14th. Seconded by Aubrey Carver ; all in favor; motion passed
 2. Lucia Bernal turn the dinner into an additional auction; Reese Carver seconds; all in favor; motion carried
 3. Austin Keys motioned for time to be at 5:30 pm, Trigg Farr Seconds; motion carried
 4. William Keys motioned for Chicken Alfrado; seconded by Zoey Carver; motion carried.
 5. Pizza fundraiser by Crystal Coley and seconded by Reese Carver; motion carried
 - C. Next meeting date**
 1. Feb 11th 2026
- III. **Adjournment**
 - A. Motion to adjourn Mackenzie Slayton; seconded by Zoey carver



Howard Valentine Coffman Cove School

618 Howard Valentine Drive
Coffman Cove, AK 99918
(907) 329-2244



Advisory School Council Meeting Agenda

Wed Feb 18th, 2026

3:00 pm @ HVCC School

- I. **Call to order** - Mackenzie Slayton- called to order at 2:57pm. Second by Reese Carver .
- II. **Approval of minutes**- Hess Keys moves to approve, Second by Judy Adamson.
- III. **Treasurer's Report**
 - A. Valentines day dinner 2,500 and about 325 for pizza fundraiser;
- IV. **Correspondence - None**
- V. **People to be Heard/Public Comment-**
 - A. Hess- Talked about starting a Job club on the weekends
- VI. **District Administration Reports - None**
- VII. **School Staff**
 - A. Lead Teachers' Report - We have had a very successful round of fundraising, which will help support several exciting upcoming events. State archery is scheduled for Friday and Saturday, and we are currently requesting permission to host it locally due to icy road conditions, though we will travel if conditions improve. We may also have a few students qualify for Nationals, which would require a significant portion of our fundraising funds. In addition, students have been doing very well in music, and we are exploring the purchase of additional instruments and amps. We are also planning a potential end-of-year camping trip and are reviewing tent options, with plans to purchase approximately two additional sleeping bags to ensure we have enough equipment for everyone.
 - B. President's Report/Vice Presidents Report - Hess Shout to students community engagement and school spirit!
 - C. Secretary Report - none
 - D. Student Report - Austin Keys - are wanting more music
 - E. Greenhouse Report - Lots of eggs and good sales
 - F. Committee Report - none
 - G. Coaches Report - none
- VIII. **Old Business**
 - A. Title 1-A and Title 1-C grants & Emergency Drill
 - B. Fundraising updates
 - C. Paying for College Classes for Middle and High school students;
 - D. **February Dinner 14th update**
 - E. **Pizza fundraiser results**
- IX. **New Business**
 - A. **College trips costs** - Possibility grant funding food is amazing.
 - B. **Archery Trip fundraiser - Move to next meeting-**
 - C. **Summer language classes for MS/HS -**

- D. Running Club - Water bottle purchase motion waterbottles, seconded by Journee Coley and Zoey Carver**
- E. Moment for literacy- Supporting student reading -**
- F. Book Challenge- We continue to support reading efforts both at school and at home. While our students are doing an excellent job and are strong readers, we are available to provide additional support in foundational skills as needed, including vowel sounds, encoding and decoding rules, and specific sound patterns such as the different sounds of “ea” and “ow.” Families are encouraged to reach out if they would like extra guidance so we can ensure everyone feels confident and set up for success in their reading journey. We will also continue partnering with the library and promoting summer reading to strengthen literacy at home and further connect families with students’ reading goals.
- G. Calendar Vote -** options A and B were presented by Mackenzie Slayton, Calendars circulated, individuals signed the back of the option they chose. Calendar A had the most votes, it was A had 12 and B had 1.
- X. Adjournment-** Judy motions to adjourn; Austin keys seconds



Naukati School

100 Heather Street
P.O. Box NKI
Naukati, Alaska 99950
907.629.4121



Advisory School Council (ASC) Meeting Minutes

Tuesday, January 6, 2026

- I. **Call to order** at 3:51 p.m. by Sharlet.
- II. **Members Present:** Sharlet Collins, Jay, Mihal, Cassandra Christopherson, Shelly LaGrou, and student representatives Tia and Megan Christopherson.
- III. **Approval of agenda:** Shelly moved adoption of the agenda as presented. Seconded and motion carried.
- IV. **Public Comment:** None
- V. **Approval of minutes** Shelly moved the approval of the minutes from December 8, 2025. The motion was seconded and approved.
- VI. **Treasurer's Report:** \$23,054.44 in the ASC bank account as of today.
- VII. **Administrative Reports**
 - A. Lead Teacher Report (Sharlet):
 - 1) ASC student Christmas presents are still coming for three students, which were actually the first gifts ordered.
 - 2) The last Raffle ticket winner, Roy Clark, received his \$2,500 gift certificate to Waterfall Resort in Ketchikan for the 2026 fishing season. Sharlet met with William Pattison on December 31 to submit the \$3,082.75 for the four fall raffles, which was deposited into the Naukati ASC account and dispersed into the individual student accounts who participated in ticket sales.
 - 3) Students will be helping run the concession stand in Thorne Bay to help students pay for sports travel for the 2025-2026 season. Sharlet will help and take 3-4 students each time from either the high school or elementary school.
 - B. Coaches Reports (Sharlet):
 - 1) Archers completed their first tournament December 19, 9:30 am, during school as the weather did not cooperate. Scores were sent to Thorne Bay.
 - 2) NYO season kicks off this weekend January 9-11, 2026. Naukati has 10 students participating.
 - C. Administrative Report: None present.
 - D. President's Report: None.

VIII. **Old Business:**

- A. Positive Behavior Grant: still working on plans for use of the \$5,000 grant.
- B. Food Reimbursements for Taekwondo students to Fall Nationals: Cassandra moved to approve reimbursements to Mackenzie Denham of \$181.82 and to Sharlet Collins of \$187.59. Seconded and carried. Note the amount to Mackenzie replaces the approval made at the December meeting as additional receipts were submitted.
- C. Taekwondo to Salem, Oregon: No Naukati students participated due to weather. All funds advanced were reimbursed.
- D. Switching ASC banks: First Bank to Tongass Federal Credit Union. Sharlet contacted Chris Page-Haufe who stated that Superintendent Morrison is working on it and she will send an update as soon as she learns more. There have been difficulties with the paperwork.

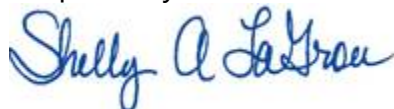
IX. **New Business:**

- 1) NYO Funding for the Ketchikan Tournament, January 9-11, was approved in December for up to \$2,000 to be allowed for the 10 participants. Snacks will be purchased for both the boys room and the girls room where the students will be staying in the school. Sharlet and Jay will be the female and male chaperones, respectively.
- 2) Request for ASC to pay off 2024/2025 sports travel: Sharlet moved to pay off the Christopherson girls' sports travel to Thorne Bay from the 2024/2025 season from their ASC account. Seconded and passed.
- 3) Graduation: Jay moved to spend up to \$120 for caps/tassels and gowns (if necessary). Seconded and carried. Black gowns will be borrowed from Thorne Bay and Coffman Cove before purchasing new ones. Some of those gowns may need laundering prior to graduation. Shelly offered to iron the gowns for the graduates.
- 4) Super Bowl Pizza Sale Fundraiser: Students will do pre-sales this month.

X. **Schedule Next Regular Meeting**: Monday, February 2, 3:45 pm.

XI. **Adjournment**: 4:34 p.m.

Respectfully submitted,



Shelly LaGrou
Secretary Pro-Tem



Naukati School

100 Heather Street
P.O. Box NKI
Naukati, Alaska 99950
907.629.4121



Advisory School Council (ASC) Meeting Minutes February 2, 2026

- I. Call to Order at 3:51 p.m.
- II. Members present: Principal Shaine Nixon, Sharlet Collins, Jay Mihal, Cassandra Christopherson, Mackenzie Denham, Yvonne Drozdowicz-Somfletch (Welcome to Yvonne–new Naukati School para), Cari Jones, Shelly LaGrou, and student representative Tia Christopherson.
- III. Agenda: Shelly moved the approval of the agenda with the addition of approving the resignation of the ASC President. Seconded. Motion passed.
- III. January 6, ASC Meeting Minutes: Cassandra moved to approve the January 6, 2026, meeting minutes as presented. Seconded and carried.
- IV. Treasurer's Report: \$23,054.44 in the ASC bank account as December 31, 2026. The bank could not provide a January ending month balance. Shelly moved acceptance of the December 31, 2026, report. Seconded and passed. Since that date, snack locker items have been purchased from the ASC account for the students' benefit.
- V. People to be Heard/Public Comment: None
- VI. Administrative Report (Principal Shaine Nixon):
 - A. Accompanied by Jay, Principal Nixon took photos today of numerous school pipe leaks along with vehicle photos. Pictures were submitted with an accompanying letter for grant requests for both.
 - B. Phlight Camp will be Wednesday.
 - C. Testing in Naukati is coming.
 - D. Prom will be held in Thorne Bay.
 - E. Webmasters: four Naukati students will be attending in Ketchikan leaving Friday and returning Saturday.
 - F. ASVAB for the Coast Guard: Students may go to Ketchikan to take the exam unless a recruiter will come to POW or Naukati to administer it. Mr. Nixon will follow-up.
 - G. A school shop in Thorne Bay is being cleaned and converted into a room where the SISD may offer welding classes.

VII. School Staff Reports:

- A. Lead Teacher Report (Sharlet Collins):
 1. ASC student Christmas presents: it's believed the last one arrived.
 2. We are helping run the concession stand in Thorne Bay to be applied to students sports travel for the 2025-2026 season. Sharlet will be taking 3 students to help run concessions February 3, leaving school at 3 p.m.
 3. Coffman Cove is considering holding a middle school dance for SISD students.
- B. Coaches Reports (Sharlet Collins):
 1. Archers completed their 2nd Tournament on January 16 and their 3rd Tournament on January 30. The State Tournament will be held on February 20.
 2. NYO - We are trying to set one up to host at Naukati School. The challenge is that other sports are still ongoing. This event might be coordinated with a "lock-in," which would include dinner, snacks, and a movie for attendees.
 3. Pizza Sales—students sold 103 pizzas. Delivery of orders will be either Thursday night or Friday, February 5 or 6. There were two other schools doing the same fundraiser simultaneously.

VIII. Old Business:

- A. Positive Behavior Grant: It is believed there is \$5,000 of the grant to be utilized for students. This needs to be confirmed with Robbin.
- B. Switching banks - 1st Bank to Tongass Federal Credit Union. Sharlet contacted Chris Page-Haufe, she stated that Superintendent Morrison is working on it and will send an update as soon as she can find out more. Mr. Nixon reported he has ASC funds frozen in a bank account.
- C. Graduation Gowns and Caps - Superintendent Morrison stated that the District would purchase the gowns. I ordered 6 gowns and will have the District reimburse them, once the gowns come in. Mr. Nixon confirmed parents will not need to reimburse the District the \$8.99 each for caps and tassels.

IX. New Business:

- A. NYO - Naukati is supposed to host NYO. Sharlet would like to purchase concession stand food (candy bars, candy, sodas, chips, etc). Shelly moved up to \$500 be allowed. Seconded and passed.
- B. Request for ASC to pay off the Christopherson girls' sports travel for 2024/2025 season—this request was approved last month.
- C. Taekwondo Spring Nationals - April 8-11, 2026 in St. Louis, MO - fees, travel, and food: Shelly moved up to \$5,000 be allowed for three students. Seconded and carried.
- D. NYO Regionals - April 9-11, in Juneau: Shelly moved up to \$1,700 be allowed for seven students. Seconded and carried.
- E. School Lock-in for 5th grade students and older. Other schools will be invited to participate. Jay moved up to \$500 be allowed for dinner and snacks. Seconded. Passed.

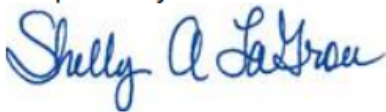
- F. Taekwondo - Mother's Day breakfast fundraiser -sausage links, waffles, coffee, and juice. Saturday, May 9, 10 to 11:30 a.m., \$10 per plate. Mackenzie moved \$250 be allowed to cover food expenditures. Seconded and carried.
- G. 100th Day of School - March 10th - swimming, pizza, and roller skating in Craig - Jay moved \$450 be allowed out of ASC funds **IF** the Positive Behavior Grant does not cover all of the costs. Seconded and carried. Sharlet will make pool and gym reservations.
- H. Resignation of the ASC President: Cari Jones submitted a resignation to serve as president the remainder of the academic year. Her resignation was accepted. Thank you, Cari, for serving in this role over the last two school years.

X. Announcements: Jay Mihal has offered to supervise Open Gym for the community Tuesday and Wednesdays, 4:30 to 6 p.m. beginning this week. Individuals will need to sign in. Youth under 6th grade will need to be accompanied by a parent. A rule sheet will be available and those signing in will need to acknowledge agreement to the rules created last school year. Thank you, Jay! Shelly will email Naukati residents with the Open Gym announcement.

XI. Next Meeting scheduled for March 9, 2026 at 3:45 p.m.

XII. The meeting adjourned at 5:05 p.m.

Respectfully submitted,



Shelly LaGrou Secretary Pro-Tem



Thorne Bay School

1010 Sandy Beach Road
Thorne Bay, AK 99919
(907) 828-3921



Advisory School Council (ASC) Regular Meeting Minutes

Date: Wednesday, January 21, 2026

Time: 6:00 p.m.

Time Zone: Alaska Standard Time (AKST)

Google Meet ID: <https://meet.google.com/kfb-atbw-gik>

I. Call to order at 6:05 p.m.

- A. Individuals Present: Melissa Dougherty, Jennifer Andis (Zoom), Sheila Nyquest, Mel Cook, Sonya Cook, Amy Killian (Zoom), Tristy Morrison

II. Approval of Agenda

- A. Motion to approve - Tristy
- B. Seconded - Sheila
- C. Motion Passed? Yes

III. Approval of minutes from the prior meeting

- A. Motion to approve - Tristy
- B. Seconded - Sonya
- C. Motion Passed? Yes

IV. Treasurer's Report

- A. Current finances as of the statement received December 31, 2025
 - 1. December statement and TB Activity Account Balances FY26 are attached for review. A few of the activity accounts are still in the red, but coaches are working on that with fundraisers. Tongass Federal balance for all accounts is \$90,669.58.

V. People to be Heard/Public Comment

- A. N/A

VI. District Administration

- A. Superintendent - traveling; N/A
- B. Principal - Sheila met with the student council last week, and it was exciting to see what is planned and who is involved; MS dance is in the planning phase; HS Prom is being planned; working on school spirit ideas and events, including Spirit Week; school is getting cleaned up and rooms are getting cleared for use; everyone is working hard and the community has commented that they are happy; working with the juniors to plan for their last year.
- C. Board Member(s) - N/A
- D. Others - N/A

VII. School Staff

- A. Teachers' Report - We just finished MAPS testing and Dibels is also taking place; the students are doing great!! Class Spelling Bee Thursday (tomorrow) and the School Spelling Bee is scheduled for 1:15 on Monday. The ASC will make popcorn for the audience. Sheila will share the Board Report with us to attach to the minutes (there are updates from each teacher).
- B. Coaches' Report -
 - 1. Jennifer: she updated the calendar so that it's now going out to the public. Basketball games this weekend. January 31st is an MS and Red Tide wrestling tournament.
 - 2. Coach Mel: Basketball game this weekend (note that there was a schedule change). Funding - the HS is doing well. He is going to have the HS group pay off the Elementary account that is in the red \$148.86. Fundraisers are coming up: Valentine's Dinner on February 14th. Flyer will go out, and reservations will be taken. They may include the cheerleaders this year. They are going to pay for the team parents' dinners. Asking for up to \$1,000 again from the ASC to help buy meat, etc. One more tournament and a trip are

coming up. They'll have more fundraisers (e.g., building demolition, vehicle detailing, etc.).

- a) Motion to approve: Sheila makes a motion to give the HS basketball team \$1,000 for the Valentine's Day fundraiser.

(1) Seconded: Tristy

(2) Motion passed? Yes

VIII. Old Business

- A. Gaming license - Amanda (not present; move to next month's meeting)
- B. Cheerleading Squad and Uniforms (Rod: Board Update) - Uniforms have been ordered and received. Total ended up being around \$850.
- C. Popcorn for Students - Volunteers/Date each month
 - 1. Amanda Allard is happy to volunteer each month. This month we'll do it on the 26th of January for the Spelling Bee. Wednesday, February 18th, we'll have popcorn in the classrooms right after lunch, and then have a Pep Rally for the Klawock game at the end of the game (3:00 p.m.).
- D. Potential Transition to PayPal from Square (Concessions) - we are currently using Square, but it costs more and doesn't have the same features available through PayPal. We would need to purchase a point of sale (POS) terminal for \$199. We can set it up on the webpage so that people can make donations.
 - 1. Motion to approve: A motion by Jennifer to spend up to \$225 to transition from Square to PayPal
 - 2. Seconded: Tristy
 - 3. Motion passed? Yes

IX. New Business

- A. Potential Book Fair to support Family Reading Night or Family Bingo (Prizes) - Book Walk as part of a family engagement night in March. Everyone will review their calendar to see what potential dates will work.
- B. Secondary Snack donations transitioning to A&P Receipt program funds (T.M) - Tristy is working on this and has been corresponding with A&P. Terri Kohn is working on getting Tristy's name added to the SISD account.

Receipts have been added up and submitted to A&P by Tristy. Math students are going to take over processing the receipts.

- C. Basketball Funds Request for Valentine's Dinner (Coach Mel) - see update above under Coach's Report.
 - D. High School Cheerleading - Travel to Regionals (Korrisa) - They are working on fundraisers (e.g., raffles, Valentine's Day, etc.) so that they can travel to Sitka with the HS Basketball games. Forward this item to next month's agenda.
- X. Next meeting scheduled for Tuesday, February 10th at 6:00 p.m.**
- XI. Adjournment**
- A. Motion to Adjourn made by Melissa
 - B. Seconded by Tristy
 - C. Meeting adjourned at 6:58 p.m.



Thorne Bay School

1010 Sandy Beach Road
Thorne Bay, AK 99919
(907) 828-3921



Advisory School Council (ASC) Regular Meeting Minutes

Date: Tuesday, February 10, 2026

Time: 6:00 p.m.

Time Zone: Alaska Standard Time (AKST)

Google Meet ID: <https://meet.google.com/kfb-atbw-gik>

I. Call to order at 6:07 p.m.

- A. Individuals Present: Tristy Morrison, Melissa Dougherty, Christi Nixon, Amanda Allard, Jennifer Andis

II. Approval of Agenda

- A. Motion to approve made by Christi
- B. Seconded by Tristy
- C. Motion Passed? All in favor; motion passes

III. Approval of minutes from the prior meeting

- A. Motion to approve made by Christi
- B. Seconded by Tristy
- C. Motion Passed? All in favor; motion passes

IV. Treasurer's Report

- A. Current finances as of the statement received January 31, 2026
 - 1. Balance of all accounts is \$97,571.85
 - 2. There are pending invoices and deposits (see attached breakdown).
 - 3. Still need email from Mel to transfer funds between basketball accounts (so that elementary is not in the red).

4. Tongass Federal Credit Union sponsored the basketball game on February 3rd and we will invoice them \$118 for popcorn sales and \$215 gate fees for a total of \$333.

V. People to be Heard/Public Comment

- A. Amanda Allard and her husband would like to make a donation to the school. They will discuss which account/activity they would like to target.

VI. District Administration

- A. Superintendent - n/a; not present
- B. Principal - n/a; not present
- C. Board Member(s) - n/a; not present
- D. Others - n/a

VII. School Staff

- A. Teachers' Report - Christi would like to thank Melissa for organizing the Battle of the Books, and for Sonya for organizing and running the Spelling Bee. Melissa talked about the students in the Outdoor Adventure class working on building shelters and working on hydroponics, and the Journalism class spending a week interviewing the heads of departments at the Forest Service. They did such a great job and represented us well!
- B. Coaches' Report - HS Volleyball is starting on February 24th; trying to get a track team started; basketball headed to regionals in about a week.

VIII. Old Business

- A. Gaming license - Amanda said that Korissa is willing to be the second person on the account. They will work on taking the exam. We won't be able to use the Chamber of Commerce's gaming license much longer. Amanda will need to get on the ASC banking account.
- B. Popcorn for Students - Volunteers/Date each month (review plans for February 18th) - Amanda volunteered for the Spelling Bee and is happy to keep helping. On the 18th we will have popcorn in the rooms right after lunch.
- C. Potential Book Fair to support Family Reading Night or Family Bingo (Prizes) - what dates will work for everyone? Wednesday, April 1st. Prizes

can be gag gifts. Literacy related. Book walk with donated books and left over Battle of the Books book. Games and fun!

1. Christi makes a motion to spend up to \$300 on book bags and prizes for the Family night to be held on April 1st.
 - a) Seconded by Melissa
 - b) All in favor; motion passed

IX. New Business

A. High School Cheerleading - Travel to Regionals (Korrissa)

1. Amanda makes a motion to fund the cheerleaders traveling to Sitka for regionals. They submitted a letter (attached) asking for the entire \$6,000 up front and they would pay it back if/when they earn it. This request breaks the precedent of fronting teams/monetary requests before it is earned.
2. Seconded by Tristy
3. Motion failed.

B. ASC to sponsor a pool/pizza party for Battle of the Books and Spelling Bee participants? (Melissa)

1. Amanda makes a motion to support up to \$300 for a pizza and pool party for the K-12 Battle of the Books and Spelling Bee participants.
2. Seconded by Tristy
3. All in favor; motion passes

C. Thorne Bay Student Council - submitted a letter (attached) asking to use funds for the Valentine's dance. They have \$314 in their account that they can use.

X. Next meeting is scheduled for Tuesday, March 10, 2026 at 6:00 p.m.

XI. Adjournment

- A. Motion to Adjourn made by Amanda
- B. Seconded by Tristy
- C. Meeting adjourned at 7:00 p.m.

Whale Pass School Advisory School Council Agenda

Tuesday, January 27 · 3:30 – 4:30pm

Video call link: <https://meet.google.com/mhb-achw-zgv>

Or dial: (US) +1 314-666-2629 PIN: 232 401 810#

I. Call to order:

- A. Time: 3:34pm
- B. Individuals Present: Peggy Dempsey, Cody Hillis, Dan Lapan, Matt Beck, Matt Gore, Pam Beck, Laurie Lapan, Michelle Dempsey, Elisa Rosier (online), Sharon Hillis (phone), Shaine Nixon (online)

II. Approval of agenda:

- A. Motion to approve: Pam
- B. Seconded: Peggy
- C. Any Discussion? none
- D. All in Favor? yes
- E. Any Opposed? no
- F. Motion Passed? yes

III. Approval of minutes from prior meeting ([link](#)):

- A. Motion to approve: Michelle
- B. Seconded: Pam
- C. Any Discussion? none
- D. All in Favor? yes
- E. Any Opposed? no
- F. Motion Passed? yes

IV. People to be Heard/Public Comment

- A. Any advance requests: none
- B. Other: Michelle wished to mention MAP scores are up; She is working on setting up a new aquarium habitat for science. Peggy shared the difficulties of having no running water; questions were asked about drilling a well. Pam asked for a breakdown of fundraising; Michelle will share in the treasurer's report, Cody mentions fundraising for field trips as was done in the past. Sharon stated she would like to see more photos of activities on the school Facebook page. Michelle stated that Laurie Lapan is now the

admin on the Facebook page, which was handed over from the previous staff member who was the page's admin. Laurie expressed concerns with posting personal information & photos on Facebook. There are currently two WP Facebook pages; one is Astrid's WP elementary page and the other is the official SISD WP page. Laurie will make sure Sharon has the link for the official page (which is where current notifications are being posted). Sharon is also waiting for copies of the school pictures; Matt Gore will work to send them.

V. Administrative Reports:

- A. Lead Teacher Report Laurie reported our superintendent Rod asked for & received information regarding well drilling. Sending letters to Astrid to support her grant writing efforts for WP water was also suggested. Laurie also shared about science projects such as vermiculture and reading for the Battle of the Books competition. A presentation was given regarding the Parent Engagement Plan [\(link\)](#)
- B. Administrative Report (Principal/Superintendent) Shaine visited briefly and asked for questions
- C. Treasurer Report [\(link\)](#)
\$1460 deposit/zero expenses bringing the total balance to \$10848.80

VI. Old Business -

February community event planning; Valentine's Day? Super Bowl?

- 1. Recommended Motion: Have a community Valentines' Craft day on Friday, February 13th from 2 to 4pm
- 2. Motion to approve: Pam
- 3. Seconded: (insert name) Cody
- 4. Any Discussion? Pending water keep it simple
- 5. All in Favor? yes
- 6. Any Opposed? no
- 7. Motion Passed? yes

VII. New Business-

Whale Pass Gun Calendar 2027 logistics/discussion

- 1. Recommended Motion: Matt to research design/preliminary planning (no financial commitment)
- 2. Motion to approve: Peggy
- 3. Seconded: Cody

4. Any Discussion? Set ticket amount/price (past price was 100 tickets each \$100), Secure WP gaming permit, Partner with Black Bear, Pam will manage calendar printing, Find approximate amounts for gun cost, Decide if all guns must be new in box to be marketable and routed through Black Bear (maybe reserve other gun donations for separate raffle), Research sites/activities at which to promote for ticket sales
5. All in Favor? yes
6. Any Opposed? no
7. Motion Passed? yes

Other New Business?

Michelle - Whale Pass school email address for the school ASC, Paypal and Venmo. Email to be used just for fundraising. Also looking for Youtube Premium purchase for school to stop inappropriate ads \$9.99/month. Michelle will review with Everett and Lucienne. Motion to pay from ASC to pay for Premium YouTube, pending district approval

1st Pam Beck

2nd Peggy Dempsey

All in Favor

Spring walk-a-thon and/or trash pick up (to benefit?): Laurie would like to carry on this WP tradition (other community members have also indicated an interest); wants to focus on what to give back, not fundraising for the school specifically, but on an act of service. Mentioned using a funding platform such as [Jump Rope for Heart](#) or [cancer research](#) and asking all the children in WP if they'd like to participate. Asked the ASC for other ideas on what to support. Matt Beck suggested fundraising to revitalize the former basketball concrete pad at the bottom of the school driveway. Michelle expressed concern if the fundraising money was leaving the community. Mentioned the potential Community Center build. Cody suggested fundraising to attend the Petersburg Norwegian Festival for a field trip in May. 1st Matt Gore moves for Laurie to report back fundraising opportunities, logistics, and feasibility at the next meeting with more information. 2nd Pam Beck; all in favor.

Peggy requested the key to the city ConEx that is sitting on school property. Sharon and Cody clarified this is the community disaster relief container. The community (prior to 2017, maybe 2013) asked SISD for its placement on school property to be on high enough ground to be able to survive a tsunami. The supplies inside may have reached expiration; it's been at least 3 years since last checked. Pam will check with Mike Huestis & city council and advise the ASC.

VIII. **Schedule Next Meeting:** February 24th, 2026?

IX. **Adjournment:**

- A. Motion to Adjourn by: Pam
- B. Seconded by: Peggy
- C. All in Favor? yes
- D. Any Opposed? no
- E. Motion Passed? Yes (5:30 pm)

BB 9323 Meeting Conduct

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

Parliamentary Procedure

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

Quorum

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

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

Abstentions

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

(cf. 9270 - Conflict of Interest)

Public Participation

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

1. The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each agenda item.
2. At a time so designated on the agenda, members of the public also may bring before the Board matters that are not listed on the agenda of a regular meeting. The Board may refer such a matter to the Superintendent or designee or take it under advisement. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.
3. A person wishing to be heard by the Board shall first be recognized by the president. They shall then identify themselves and proceed to comment as briefly as the subject permits.
4. The President may establish rules to govern the procedure whereby persons address the Board.
5. With Board consent, the president may modify the time allowed for public presentation or may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.
6. No oral presentation shall include charges or complaints against any employee of the Board, including the Superintendent, regardless of whether or not the employee is identified by name or by another reference which tends to identify. Charges or complaints against employees must be submitted to the Board under the provisions of Board policy and administrative regulations related to such complaints.

(cf. 1312.1 - Complaints Concerning School Personnel)

(cf. 9312 - Executive Sessions)

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

(cf. 9320 - Meetings)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES

[29.20.020 Meetings public](#)

Review 1/04, 1/05

Revised 6/11

Adoption Date: 04/09/98

Southeast Island School District
