

# PETERSBURG SCHOOL BOARD

**Regular Meeting  
Tuesday, May 11, 2021  
6:00 PM, MS/HS Library  
109 Charles W St  
Petersburg, AK 99833**

The Petersburg School Board meets on the second Tuesday of each month in the high school library at 6:00 PM This is an open meeting and the public is invited to attend online.

## A G E N D A

1. **CALL TO ORDER**
2. **DETERMINE QUORUM**
3. **PLEDGE OF ALLEGIANCE**
4. **APPROVAL OF AGENDA**
5. **STUDENT PRESENTATION**
6. **STUDENT REPRESENTATIVE REPORT**
7. **CORRESPONDENCE**
8. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**
9. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**
10. **COMMENTS FROM BOARD MEMBERS**
11. **CONSENT AGENDA**
  1. APRIL 2021, Monthly accounting report, bills, payroll, and electronic fund transfers, ASB trial balance, and P-Card statements in the amount of \$1,002,738.32
  2. APRIL. 13, 2021, regular board meeting minutes
  3. APRIL 19, 2021, special meeting minutes 3
  4. Personnel Action Report 5.11.21 5
12. **ADMINISTRATIVE REPORTS**
  1. Superintendent's report
  2. Elementary Principal's Report
  3. MS/HS Principal's Report
  4. Director of Activities Report
13. **SCHOOL BOARD COMMITTEE REPORTS**
14. **SPECIAL RECOGNITION**
15. **OLD BUSINESS**
  1. Return to School after Travel Protocol 6
16. **NEW BUSINESS**
  1. Public Hearing: Indian Education Grant
  2. Action Item: BP 5141.42 Professional Boundaries of Staff with Students - Second Reading 9
  3. Action Item: FY 21 Budget Revision 24
  4. Action Item: New Hires for 2021/22 School Year 49
  5. Action Item: Close Up Travel 2022
  6. Action Item: PDSP Negotiation Agreements 50
  7. Action Item: Leave of Absence
  8. Informational Item: American Rescue Plan (ARP) funding 53

17. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**
18. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**
19. **FUTURE AGENDA ITEMS**
20. **OTHER NEW BUSINESS**
21. **ADJOURNMENT**

*The Board reserves the right to enter into executive session on any agenda item as provided for in State Law. Executive sessions will be entered into by motion and approved by a majority of the Board for discussion of the following subjects as permitted by law: (1) matters in the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided that the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential.*

## Special Meeting

Monday, April 19, 2021 5:45 PM

Virtual Online via Ring Central, 109 Charles W St, Petersburg, AK 99833

Cheryl File: Present  
Sarah Holmgrain: Present  
Katie Holmlund: Absent  
Jay Lister: Present  
Meg Litster: Present  
Katie unable to attend - excused

### 1. Call to Order

### 2. Determine Quorum

**Discussion:** Quorum was present. Kinley Lister Student Rep also in attendance. Katie Holmlund excused

### 3. Ratification of the ATP Agreement 2021-2024

#### Action(s):

Ratify and Approve the ATP Labor Agreement for 2021-2024 including a 1% increase in FY 22, a 1% increase in FY23, and a 1% increase in FY24, all language changes made within and two MOA's including a one-time signing bonus for returning certificated staff of \$1500, and another MOA regarding carryover or payout of unused leave. This motion, made by Sarah Holmgrain and seconded by Cheryl File, Passed.

#### Voting Detail:

Cheryl File: Yea  
Sarah Holmgrain: Yea  
Katie Holmlund: Absent

Jay Lister: Yea  
Meg Litster: Yea

**Voting Summary:** Yea: 4, Nay: 0, Absent: 1

**Discussion:** Cheryl File and Sarah Holmgrain were the School Board reps on the negotiating team in addition to Superintendent Kludt Painter, Karen Morrison; Director of Finance and Mara Lutomski; Board Admin Asst.

**Highlights:** There were a few language changes offered and accepted by both parties, a 1% salary increase each year. In lieu of a higher percentage salary increase, the team settled on a signing bonus for returning certificated staff as an outside of the contract Memorandum of Agreement (MOA) . A second MOA was also agreed to as part of the whole package regarding unused personal leave and the ability to carry it over to next year or cash out unused days, this MOA covers the SY 2020-21 and SY 2021-2022. These



# **Personnel Action Report for 2020-2021**

**5-11-2021**

**Page 1 of 1**

## **TRANSFER OF CERTIFIED PERSONNEL**

Stephanie Pawuk  
3<sup>rd</sup> grade to 4<sup>th</sup> -6<sup>th</sup>  
grade interventionist

Becky Martin  
2<sup>nd</sup> to 3<sup>rd</sup> Grade

Michelle Brock  
1<sup>st</sup> to 2<sup>nd</sup> Grade

Mary Midkiff  
2<sup>nd</sup> to 3<sup>rd</sup> grade

Gregg Kowalski  
4<sup>th</sup> to 5<sup>th</sup> Grade

Eliza Warmack  
1<sup>st</sup> grade – K-3 Reading  
specialist/ Title 1 / ELL

## **RESIGNATION/RETIREMENT CERTIFIED PERSONNEL**

## **EMPLOYMENT OF CLASSIFIED PERSONNEL**

## **RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL**

## **EXTRA DUTY CONTRACTS**

Christine Slaght  
Community Garden Coordinator

<b>2020-2021 School Year</b>	
Teachers	45.00
Classified*	37.00
Principals	2.00
District Administration	5.00
<b>Total Employees</b>	<b>89.00</b>

(\*This is the number of classified personnel working for the district.)

**Petersburg School District**  
**\*COVID-19 Travel Protocol\***

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## COVID-19 RETURN TO SCHOOL AFTER TRAVEL PROTOCOL

3/25/2021

**Purpose:** To ensure the health and safety of our employees, students and community, and to make every effort to keep our schools in the GREEN status with in-person school.

- Applies to intra-state and out of state *AIRLINE* and AMHS travel for PSD employees and students.
- School Sponsored activity travel that follows PSD mitigation plans will be exempt from intrastate testing requirement protocols
- 5 day Quarantine/Strict Social Distancing required AND a test with negative results completed between day 0 and day 5 but before returning to school on Day 6 (or 10 day quarantine).

Travelers pose a potential risk to their family, friends, and community for 10 days after they travel. COVID cases are staying steady in the State of Alaska (SOA) and outside the (SOA). PSD Students, unless vaccinated and *non-vaccinated* staff will be required to use this protocol for all intra and out of state travel. Travelers should take caution to limit community spread of COVID-19 after traveling from one location to another for 10 days after the last travel related potential exposure. Travelers last potential COVID-19 exposure from travel is during the return back to Petersburg on Day 0. Travelers who have been to an area that is experiencing a high level of community spread or who have attended higher risk activities (for example, large social gathering, mass gathering, hotspots as indicted by the CDC or international travel) should take extra precautions during the 10 days after travel (CDC, 8/6/2020) and are required to follow these protocols.

**Procedure:**

Staff or Students Returning from *in-state* and *out-of-state* Airline or AMHS travel (if gone 72hrs+):

1. PSD Staff or Students will take a COVID-19 test at the Petersburg airport upon return from travel (Day 0).
2. PSD Staff or Students will quarantine until the results of the Day 0 test results are back.
3. Once they have received negative test results, PSD Staff / Students will practice strict social distancing for the remaining 5 days after their original arrival date.
4. PSD Staff or Students are recommended, but not required to have a second COVID-19 test at the Petersburg Airport on Day 7+.
5. PSD Staff or Students may report back to school at PSD on Day 6, with negative test results and if they are symptom free.
6. PSD Staff who can work from home may do so with prior supervisor and Superintendent approval, Students should attend classes remotely, if offered, or parent should work with classroom teacher to determine make-up work.
7. PSD Staff or Students may quarantine for 10 days after they return from travel without testing.
8. PSD Staff or Students will self-monitor for symptoms for 10 days after return and promptly report symptoms.

Definitions:

**Day 0:** Day traveler returns to Petersburg

**Strict Social Distancing:** (previously defined under Mandate 10)

- May be in outdoor spaces but must be 6 feet away from anyone not in your household and must wear mask.
  - Curbside shopping or food delivery okay.
  - Cannot enter restaurants, bars, gyms, community centers, sporting facilities, office buildings, school or daycare facilities.
  - No group activities like sports, practices, weddings, funerals etc. (AK Mandate 10, 10/16/2020)
-

**Petersburg School District**  
**\*COVID-19 Travel Protocol\***

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Encouraged conduct during travel for PSD staff and students:

- Follow local guidelines for COVID-19 wherever traveling.
- Avoid crowded places and public activities
- Practice excellent hand hygiene techniques
- Practice Social Distancing
- Mask when social distancing is not practical (when within 6 feet of another person)
- Monitor for symptoms suggestive of COVID-19 and seek medical guidance before traveling.
- If an employee travels and believes they may have been in contact with COVID-19 they are required to self-report to manager.

References: CDC, Coronavirus 2019 (COVID-19)

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/after-travel-precautions.html>

<https://covid19.alaska.gov/health-mandates/>

## COVID-19 RETURN TO SCHOOL AFTER TRAVEL PROTOCOL (4/14/2021)

**Purpose:** To ensure the health and safety of our employees, students and community, and to make every effort to keep our schools in the GREEN status with in-person schools.

- **Applies to intra-state and out of state AIRLINE and AMHS travel for PSD employees and students.**
- **School Sponsored activity travel that follows PSD mitigation plans will be exempt from intrastate testing requirement protocols**

Travelers pose a potential risk to their family, friends, and community for 10 days after they travel. COVID cases are staying steady in the State of Alaska (SOA) and outside the (SOA). Travelers should take caution to limit community spread of COVID-19 after traveling from one location to another for 10 days after the last travel related potential exposure. Travelers last potential COVID-19 exposure from travel is during the return back to Petersburg on Day 0. Travelers who have been to an area that is experiencing a high level of community spread or who have attended higher risk activities (for example, large social gathering, mass gathering, hotspots as indicted by the CDC or international travel) should take extra precautions during the 10 days after travel (CDC, 4/10/2021) and are required to follow these protocols.

### **Procedure:**

Staff or Students Returning from *in-state* and *out-of-state* Airline or AMHS travel (if gone 72hrs+):

1. All PSD Staff or Students will take a COVID-19 test at the Petersburg airport upon return from travel(Day 0).
2. Unvaccinated PSD Staff or Students will quarantine for a minimum of five days, until the results of the Day 0 test results are back. They may report back to school at PSD on Day 6, with negative test results and if they are symptom free.
3. Vaccinated Staff and Students may return to school upon return from travel, as long as they are symptom free.
4. All PSD Staff and Students are recommended, but not required to have a second COVID-19 test at the Petersburg Airport on Day 7+.
5. Unvaccinated PSD Staff who can work from home, may do so, with prior supervisor and Superintendent approval, Students should attend classes remotely, if offered, or parent should work with classroom teacher to determine make-up work.
6. Unvaccinated PSD Staff or Students may quarantine for 10 days after they return from travel without testing.
7. All PSD Staff or Students will self-monitor for symptoms for 10 days after return and promptly report symptoms.

Encouraged conduct during travel for PSD staff and students:

- Follow local guidelines for COVID-19 wherever traveling.
- Avoid crowded places and public activities
- Practice excellent hand hygiene techniques
- Practice Social Distancing
- Mask when social distancing is not practical (when within 6 feet of another person)
- Monitor for symptoms suggestive of COVID-19 and seek medical guidance before traveling.
- If an employee travels and believes they may have been in contact with COVID-19 they are required to self-report to manager.

References: CDC, Coronavirus 2019 (COVID-19)

[https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-during-covid19.](https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-during-covid19.html)

[hml](https://www.cdc.gov/coronavirus/2019-ncov/travelers/travel-during-covid19.html)

<https://www.psgcovidinfo.net/travel-testing>

## **AR 5141.42 PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS**

### **Boundary Invasions**

School employees and volunteers are professionally and ethically obligated to maintain professional boundaries with students when working in an educator's professional role. Staff is defined as school employees and volunteers. In any staff-student relationship, staff is expected to maintain professional boundaries with students and avoid any boundary invasion which does not have a legitimate health, safety, or educational reason.

Schools must pay attention to boundary invasions and unprofessionalism because inappropriate boundary invasions by staff can morph into sexual grooming of students. If there is no legitimate health, safety, or educational reason for such boundary invasions, such boundary invasions are unwise and prohibited. Curtailing inappropriate boundary invasions reduces the opportunity for sexual grooming.

### **Inappropriate Boundary Invasion Examples**

Examples of possible inappropriate boundary invasions by staff members include, but are not limited to, the following:

#### ***Taking an undue interest in a Particular Student:***

1. Having a "special friend or a "special relationship" with a particular student.
2. Favoring certain students by giving them special privileges.
3. Favoring certain students, inviting them to come to the classroom at non-class times.
4. Getting a particular student out of class to visit the teacher during the teacher's prep period.
5. Engaging in peer-like behavior with students including rough-housing.

#### ***Using poor judgment in relation to a particular student:***

1. Allowing a particular student to get away with inappropriate behavior.
2. Being alone with the student behind closed doors at school.
3. Giving gifts or money to the student.
4. Being overly "touchy" with certain students.
5. Touching students for no educational or health reason.
6. Giving students rides in the educator's personal vehicle, especially alone.
7. Frequent electronic communication or phone contacts with a particular student.

#### ***Becoming involved in the student's private life:***

1. Talking to the student about the educator's personal problems.
2. Talking to the student about the student's personal problems to the extent that the adult becomes a confidant of the student when it is not the adult's job role to do so.
3. Initiating or extending contact with students beyond the school day in a private or non-group setting.
4. Taking a particular student on personal outings, away from protective adults.
5. Using email, text-messaging, instant messaging, or social networking to discuss personal topics or interests with students.
- 6.

#### ***Not respecting normal boundaries:***

1. Invading the student's physical privacy (i.e., walking in on the student in the bathroom).

2. Inviting students to the educator's home.
3. Visiting the student's home.
4. Asking the student to keep certain things secret from his/her parents.
- 5.

***Sexually related conduct:***

1. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
2. Talking with a student about sexual topics that are not related to a specific curriculum.
3. Showing pornography to the student.
4. Hugging, kissing, or other affectionate physical contact with a student.
- 5.

**Reporting Violations and Administrative Follow Up**

***Reporting:*** Staff members must promptly report to the principal or administrative supervisor of any employee or volunteer suspected of engaging in inappropriate boundary invasions they become aware. Do not inform the employee or volunteer suspected of engaging in appropriate boundary invasions that a report has been made.

Students and their parents/guardians are strongly encouraged to notify the principal (or other administrator) if they believe a staff member may be engaging in conduct that violates this policy or procedure.

***Administrative Follow Up:*** The administrator to whom a boundary invasion concern is initially reported must document the concern and promptly provide a copy of that documentation to the Superintendent or Superintendent's designee. The Superintendent or Superintendent's designee shall see to it that (a) the alleged conduct is investigated, (b) any students involved are protected, (c) parents are informed, (d) where appropriate Office of Children's Services (OCS) and/or law enforcement are contacted, and (e) where appropriate, remedial and/or disciplinary action is taken.

**Reporting Sexual Abuse**

[A.S. 47.17.020](#) and Board Policy require that persons who are mandatory reporters who, in the performance of their occupational duties have reasonable cause to suspect that a child has suffered harm as a result of **child abuse** or **neglect**, shall immediately report the harm to OCS or to a peace officer if OCS cannot be reached and immediate action is necessary for the well-being of the child. If there is reasonable cause to suspect sexual abuse, a report must be promptly made to OCS. Any situation where a school employee or volunteer is believed to have engaged in sexual abuse of a student should also be reported to law enforcement.

**Disciplinary Action**

Staff violations of this policy may result in disciplinary action up to and including dismissal.

**Training**

Staff (including volunteers) will receive training on professional boundaries, inappropriate boundary invasions, and the relationship of inappropriate boundary invasions to sexual grooming. Such training shall take place at least every three years. All new employees and volunteers will receive such training within three months of employment or service. Such training will cover the information included in the training handout, [E 5141.42-1](#), "School Guidelines for Preventing Sexual Abuse Against Students."

**Dissemination of Policy and Reporting Protocols**

This policy and procedure will be included on the district website and in all employee, student, and volunteer handbooks.

## **BP 5141.42 PROFESSIONAL BOUNDARIES OF STAFF WITH STUDENTS**

### **Purpose**

The District is committed to protecting children from inappropriate conduct by adults, including school staff and volunteers. The purpose of this policy is to provide all staff, students, volunteers and community members with information about their role in protecting children. This policy applies to all district staff and volunteers. For purposes of this policy and its administrative regulation, the terms “district staff,” “staff member(s),” and “staff” also includes volunteers.

### **General Standards**

***Maintain professional boundaries:*** The board expects all staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries with students.

The interactions and relationships between district staff and students should be based upon mutual respect and trust, an understanding of the appropriate boundaries between adults and students in and outside of the educational setting, and consistency with the district’s educational mission.

District staff will not intrude on a student’s physical and/or emotional boundaries unless the intrusion is necessary to serve a bona fide health, safety, or educational purpose. An educational purpose is one that relates to the staff member’s duties as an educator. Additionally, staff members are expected to avoid any appearance of impropriety in their conduct when interacting with students.

***Report violations of professional boundaries:*** Whenever a staff member observes another staff member engaging in inappropriate boundary invasions with a student, they must report what they have observed to administration. ***When in doubt, report it out.***

***Preexisting, outside relationships with students:*** The board recognizes that staff may have familial and pre-existing social relationships with parents/guardians/caretakers of students and students. This could create dual relationships with students. Staff members should use sound professional judgment when they have a dual relationship with students to avoid violating this policy. In all such relationships staff should avoid any appearance of impropriety with any student and any appearance of favoritism toward any student.

Staff members shall pro-actively discuss dual relationship circumstances with their building administrator or supervisor. Regardless of any preexisting relationship with students outside of work, when on the job as an educator, staff shall abide by this policy and its accompanying administrative regulations.

***Use of technology:*** The board supports the use of technology to communicate for educational purposes. However, unless the student is the staff member’s own child, staff are prohibited from communicating privately with students on-line or from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards.

Staff whose conduct violates this policy may face disciplinary and/or termination consistent with the district’s policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

***Training:*** The Superintendent or Superintendent’s designee will develop staff training relating to this policy, including protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

(cf. [4131](#) – Staff development)  
(cf. [5131.43](#) – Harassment, intimidation and bullying)  
(cf. [5137](#) – Positive school climate)  
(cf. [5141.4](#) – Child abuse and neglect)  
(cf. [6161.4](#) – Internet)  
cf. [6161.5](#) – Web sites)

#### ALASKA STATUTES

[11.61.120](#) Harassment in the second degree  
[14.08.111](#) Duties  
[14.14.090](#) Duties of School Boards  
[14.30.355](#) Sexual abuse and sexual assault awareness and prevention  
[14.30.360](#) Curriculum (health and safety education)  
[14.33.200](#) Harassment, intimidation and bullying  
[14.33.210](#) Reporting of incidents of harassment, intimidation and bullying  
[14.33.220](#) Reporting no reprisals  
[14.33.240](#) Immunity from suit  
[14.33.250](#) Definitions  
[47.14.300](#) Multidisciplinary Child protection teams  
[47.17.010](#) Child protection  
[47.17.020](#) Persons required to report  
[47.17.022](#) Training

## **E 5141.42-1 SCHOOL EMPLOYEE TRAINING HANDOUT**

### **School Guidelines for Preventing Sexual Abuse against Students**

#### **I. Introduction**

These guidelines are aimed at assisting school employees in protecting students from sexual misconduct by other school employees. The key to prevention is for each employee to report behaviors which put students at risk for sexual misconduct. The principles identified in this handout are based on what sex offender treatment providers identify as the most effective way of protecting students from sexual abuse in the schools: (1) being able to identify “risk behaviors,” (2) reporting such “risk behaviors” to administration, and (3) follow-up by administration.

Sexual abuse of students by a small number of school employees causes disproportionate harm to children, families, schools, and the public’s perceptions of and confidence in public education. It is every educator’s responsibility to understand how offenders typically engage in sexual misconduct in schools and to know what to report and to whom reports should be made regarding conduct that constitutes “risk behaviors.”

The purposes of these Guidelines are:

- (1) To inform school employees about how sexual offenders prey on children so that with timely reporting, such misconduct may be prevented in our schools;
- (2) To provide a checklist of “risk behaviors” which may be sexual grooming and need to be reported; and
- (3) To provide additional Guidelines for practices that will protect students from sexual abuse by providing educators the tools to stop potential grooming behaviors.

#### **II. Basic Principles**

##### **Professionalism is the Best Protection**

While educators need to establish good relationships with students in order to teach them, educators must not rely upon students to meet their own social needs. If an educator relies on a student to meet the educator’s social needs, their relationship is not a professional relationship. Nor is it a true friendship since educator-student relationship is by its very nature, not an equal or even relationship.

The relationship between educator and student is a relationship of trust where the educator has power over the student, making it inappropriate and unprofessional for the educator to try and meet his/her social needs through that relationship. While good relationships with students are very important for the education process that does not mean that the educator may become personal friends with his/her students. Failure to follow this basic principle of professionalism can result in an educator fitting the profile of someone attempting to engage in sexual misconduct with students, even if that is not the educator’s intent.

At the same time, a sound and trusting relationship with students is often necessary to advance educational goals. To strike an appropriate balance an educator must consider whether s/he is attempting to have personal needs met through the relationship, or to have a peer-to-peer or

“special relationship” with a student. The educator is the adult and is responsible for establishing professional boundaries.

Even in small villages where everyone knows everyone and school employees may be related to some of their students, these principles of professional relationships with students apply whenever educators are on the job.

### **“Grabbers” and “Groomers”**

Sexual predator experts have identified two types of sexual predators of children based on their basic approach —“grabbers” and “groomers.” (Carla van Dam, Ph.D., *Identifying Child Molesters* (2001).), In schools, “grabbers” usually victimize young children. Although “groomers” may also be involved with young children, nearly all offenders in schools who victimize teens youth are groomers.

What social scientists tell us about sexual grooming reveals that **other educators are the key to stopping sexual misconduct against students.**

Unless a child reports misconduct, it is easier to notice risk behaviors which might be sexual grooming than it is to see signs that a student is being molested by a “grabber.” These guidelines address preventing sexual grooming by preventing inappropriate boundary invasion risk behaviors.

### **Dealing with Groomers**

**How sexual grooming works:** Grooming is the process by which much of the serious sexual misconduct against children occurs in schools. An adult befriends a child, creating a connection with the child, a special relationship, lowering the child’s natural inhibitions in order to eventually take advantage of the child sexually. In the education context, sexual abusers often target students who are passive or needy and then engage in personal boundary invasion behaviors that are increasingly invasive of the child’s boundaries. The child gets used to the boundary invasions and their increasing intrusiveness, and starts to accept them as normal. Eventually, when the student’s inhibitions are down, sexual misconduct may occur. Commonly the child may even blame him/herself for what happened.

**Student victim profile:** Students who become victims are often in special need of adult attention, and at first may find the special relationship with the educator to be grounding and centering. They end up trusting the educator, feel that they are personal friends with the educator, allow the boundary invasions because they are friends, and then if something inappropriate happens, may end up blaming themselves. The victim can also be a relative of the abuser or a friend of the abuser’s children.

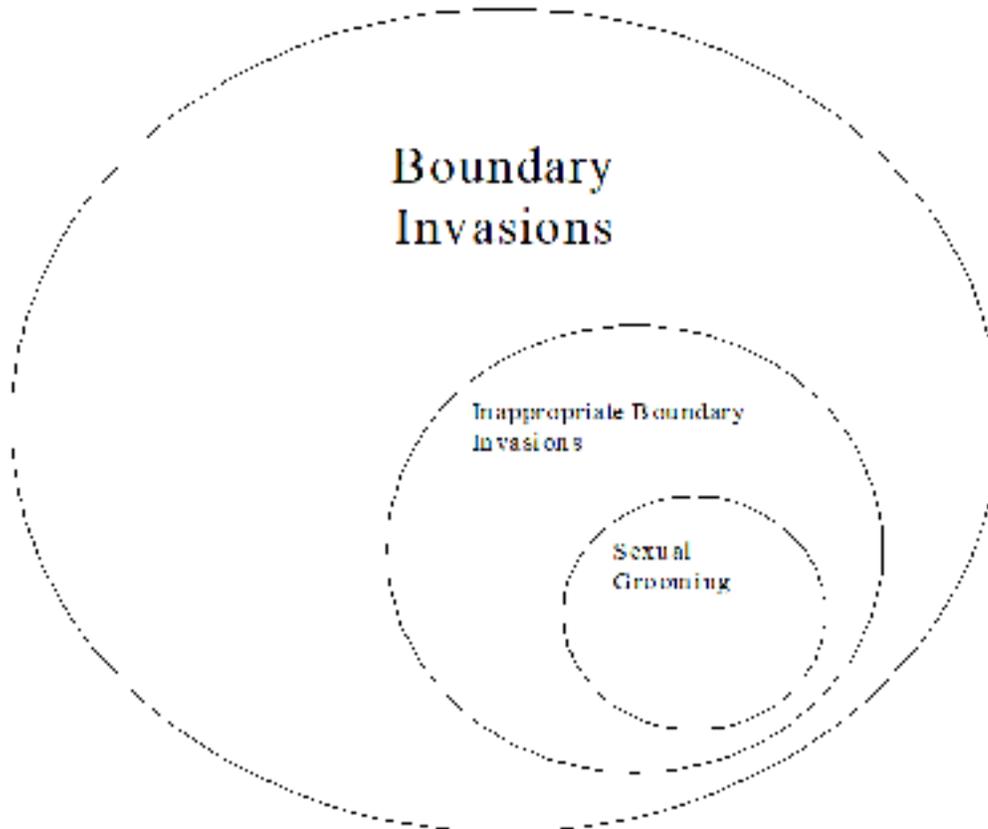
### **Principles Which Are the Key to How Educators Can Stop Sexual Grooming and Thereby Most Sexual Molestations**

1. Sexual molesters may victimize children either by “grabbing” or “grooming” children. (Carla van Dam, Ph.D., *Identifying Child Molesters* (2001).)
2. The majority of educators who sexually molest students accomplish their molestations through the sexual grooming process.
3. Sexual grooming of students begins with and is accomplished by a process of increasingly invasive ***inappropriate boundary invasions.***
- 4.

**Therefore:**

4. If we ***stop inappropriate boundary invasions***, we can prevent most molestations by educators.

**Venn Diagram Showing Relationship of Grooming to Boundary Invasions**



**Definitions**

***Inappropriate:*** “Inappropriate” in conjunction with “inappropriate boundary invasions” means conduct which under the totality of the circumstances does not have valid and bona fide educational, health, or safety reasons.

***Boundary invasions:*** Boundary invasions are situations where the educator does not respect the student’s personal physical and psychological boundaries. In predatory situations, the boundary invasions become increasingly invasive, with the student becoming used to the invasions and allowing increasing invasions to occur. Not all boundary invasions are inappropriate, and not all inappropriate boundary invasions result in sexual misconduct with students. However, inappropriate Boundary invasions are something which other adults may become aware of. Since inappropriate boundary invasions may be the only clue by which other adults could detect that an educator-student relationship may be headed in the wrong direction, it is important for educators to avoid inappropriate boundary invasions and for administration to address them promptly with the educator when they occur.

Whether boundary invasion behaviors have “questionable educational benefit” can be determined by examining the relationship established by the educator with the student to see whether that relationship moved from being professional to becoming personal.

Possible “inappropriate boundary invasion” (*i.e.*, “risk behaviors,” are behaviors which show that a risky relationship is being established and may include:

### **Inappropriate Boundary Invasions**

The following are “risk behaviors” which might be sexual grooming.

#### **Taking an Undue Interest in a Particular Student:**

1. Having a "special" friend or a “special relationship” with a particular student.
2. Favoring certain students by giving them special privileges.
3. Favoring certain students, inviting them to come to the classroom at non-class times.
4. Getting a particular student out of class to visit the teacher during the teacher’s prep period.
5. Engaging in peer-like behavior with students including rough-housing.

#### **Using Poor Judgment in Relation to a Particular Student:**

6. Allowing a particular student to get away with inappropriate behavior.
7. Being alone with the student behind closed doors at school.
8. Giving gifts or money to the student.
9. Being overly “touchy” with certain students.
10. Touching students for no educational or health reason.
11. Giving students rides in the educator’s personal vehicle, especially alone.
12. Frequent electronic communication or phone contacts with a particular student.

#### **Becoming Involved in the Student’s Private Life:**

13. Talking to the student about the educator’s personal problems.
14. Talking to the student about the student’s personal problems to the extent that the adult becomes a confidant of the student when it is not the adult’s job role to do so.
15. Initiating or extending contact with students beyond the school day in a private or non-group setting.
16. Taking a particular student on personal outings, away from protective adults.
17. Using e-mail, text-messaging, instant messaging, or social networking to discuss personal topics or interests with students.

#### **Not Respecting Normal Boundaries:**

18. Invading the student's physical privacy (*e.g.*, walking in on the student in the bathroom).
19. Inviting students to the educator’s home.
20. Visiting the student’s home.
21. Asking the student to keep certain things secret from his/her parents.

#### **Sexually Related Conduct:**

22. Engaging in sex talk with students (sexual innuendo, sexual banter, or sexual jokes).
23. Talking with a student about sexual topics that are not related to a specific curriculum.
24. Showing pornography to the student.
25. Hugging, kissing, touching, or other affectionate physical contact with a student.

### **Small Communities**

In small communities it is more likely that people working in the schools will already know students before they become students. Children in the community may be friends of the family or part of the educator’s extended family. The child may be the educator’s babysitter, someone who

is hired to do chores, and someone often seen at community events. The educator may belong to the same community organizations as the child, be an elder, the child's uncle, aunt, cousin, or best friend's parent.

These Guidelines recognize the realities of small communities where everyone knows everyone and people who grew up in the community have close ties and blood relationships with a large segment of the community.

The additional guidance for small communities is:

- 1) Even if the child is a relative, professional boundaries are to be observed at school or when the educator is on the job (in his/her role as an educator).
- 2) If students come to the educator's home, it should be to visit the educator's children, not the educator, unless the visit is arranged by the parent (*e.g.*, the child might be staying with the educator and his/her family while the parent is in the hospital).
- 3) The parent of the child visiting the educator's home should be aware that the child is there. If there is any ambiguity about whether the parent of the visiting child knows where that child is, it is up to the educator to so inform the parent.
- 4) If children visit the educator's home on more than an occasional basis, the educator should inform the school principal and explain the circumstances.
- 5) Regardless of contacts outside of school, it is still inappropriate for the educator to engage in a peer-to-peer behaviors with a student unless the educator is the child's parent.

### **III. Additional Guidelines**

#### **In addition to avoiding inappropriate boundary invasions with students at school:**

1. Classroom doors should have windows.
2. Windows should not be covered except in school lockdown situations.
3. Educators should not be meeting in private with students to "mentor" or "counsel" the student unless that is the educator's official role in the school.
4. If a student needs counseling, non-counselor educators should send the student to the counselor or person whose role it would be to help the child. If there is no such person, then administration should consult with the District Office.
5. When an educator meets alone with a student, the door should be open unless it is a counselor or administrator meeting with a student. The counselor's or administrator's door should have a window on it which is not covered.
6. When dealing with a child's toileting accident, two adults should assist the child.
7. Do not initiate hugs with students.

#### **8. *The following forms of behavior are not appropriate and should be reported immediately to administration:***

- a. Private text-messaging, social media contacts, other private electronic communication, or phone calls, unless the child is an immediate family member;
- b. full frontal hugs, lengthy hugs;
- c. kisses;
- d. holding children over three years old on the lap;
- e. touching any child anywhere below the waist [except for toileting or diapering with younger children, helping younger children with their footwear, or in organized games like softball where one might tag the other person out].
- f. showing inappropriate affection;
- g. occupying a bed with a child or youth;
- h. being in the same hotel room with a student other than an immediate family member;

- i. touching knees or legs of children or youth;
- j. wrestling with children or youth, unless coaching wrestling;
- k. tickling children or youth;
- l. piggyback rides;
- m. massages, shoulder rubs, neck rubs, etc.;
- n. comments or compliments relating to a youth's body;
- o. snapping bras, giving wedgies, or similar touch on underwear;
- p. giving gifts or money to individual children or youth;
- q. Visits to the child's home to visit the child or visits by the child to the educator's home to visit the educator.

#### 9. Coaching:

When coaching sports, it is occasionally necessary for a coach to touch a player to demonstrate various positions or moves. Coaches should discuss this necessity with players and their parents at the beginning of the year/season, and explain that anyone uncomfortable with that should let him/her know privately, or inform another adult who can inform the coach. Students' privacy should be protected.

Opposite gender wrestling coaches should not be demonstrating holds on

- a. opposite gender wrestlers unless to demonstrate wrestling moves, and only when there has been a meeting at the beginning of the year with parents where the wrestler and parents agree whom the child would feel comfortable doing the demonstrating. Parents should be allowed to attend wrestling practices if they wish.
- b. In track, if there is a need to have a runner lift his or her hips in the starting blocks, this can be accomplished without touching by using a cell phone (preferably the student's) to show the deficiency in the position. A side view would be used.
- c. In basketball, an opposite gender coach should discuss with opposite gender players that s/he may need to touch them in demonstrating various moves in the game and that anyone uncomfortable with that should let him/her know privately, or inform another adult who can inform the coach. The student's privacy should be protected.
- d. If there is touching involved in coaching other sports, similar principles should be applied.
- e. If possible, having two coaches at practices is desirable.
- f. If there is touching involved in coaching other sports, similar principles should be applied.
- g. If possible, having two coaches at practices is desirable.

#### **IV. What Should Happen**

When you are aware of inappropriate boundary invasions by another educator, Board Policy [5141.42](#) and professional ethics require you to report the matter to administration. What administration does next will depend on the situation, though the first step is to contact the District Office for guidance. If the boundary invasions are inappropriate, reminding the employee of appropriate professional boundaries and/or verbal or written reprimands may occur. In situations where an employee continues to engage in inappropriate boundary invasions, progressive discipline up to and including termination may be warranted. In situations where sexual abuse may have occurred, law enforcement and Office of Children's Services (OCS) will be contacted; a full investigation should be conducted; and depending on the results of the investigation, the employee could be terminated. In situations involving sexual abuse of a student, loss of credentialing, and possible criminal conviction could also result.

In any case involving suspected abuse, mandatory child abuse reporting obligations must be met.

#### **Staff Member Duties**

The staff member's role in preventing sexual abuse of students is two-fold: first, to avoid engaging in risk behaviors which could be mistaken for boundary invasion or grooming behaviors; and second, to report situations where such behaviors by other employees take place.

1. Do not engage in inappropriate boundary invasion behaviors described above or behaviors like them. Keep your interactions with students at school and at school related events on a professional level.
2. Refer students who need emotional or other support to appropriately trained staff such as counselors or school psychologists. In small or remote communities, where appropriately trained staff may not be available, consult with District Office leadership for workable alternatives. Staff can be caring while maintaining an appropriate level of professional decorum.
2. *Report the Boundary Invasion:* If a staff member observes any adult engaging in the behaviors described above with students, or other behaviors which raise concerns, the staff member must:
  - a. **WHEN IN DOUBT, REPORT IT OUT!** Inform your principal or the appropriate person at the District Office at your earliest opportunity. Do not wait or mull things over or attempt to determine for yourself whether the behavior you have observed has a plausible, innocent explanation. You may not be aware of or understand the entire situation, and allowing the conduct to continue could be harmful for both the staff member and students.
  - b. DO NOT confront or discuss the matter with the adult.
  - c. Do not inform the person of your concern, unless it is a situation where immediate intervention is necessary to protect a child.
  - d. **Maintain confidentiality.** Failure to do so may impede official investigations, foster untrue rumors, or violate privacy. You owe a legal duty of confidentiality to students on matters which a reasonable person would want to remain confidential.
  - e. Follow rules for mandatory reporting of child abuse and/or sexual abuse to law enforcement and/or Office of Children's Services.
  - f. Document who you notified, where and when and what you reported for your own records.

#### **What if the Person Is a Friend?**

If the person engaging in the boundary invasion or misconduct is your friend, it is still necessary to report the conduct to administration in order to protect students, yourself, and your friend. Sometimes an employee ends up getting too close to a student without originally intending anything sexual. Eventually an opportunity may present itself for something unprofessional to occur, and the employee may make a career-ending mistake which harms the student, the student's family, the employee's family, and the employee. Reporting boundary invasions to administration early on helps to prevent such problems from developing.

## E 5141.42-2 ADMINISTRATIVE RESPONSE CHECKLIST

This checklist identifies proactive, best practices and subjects to consider in addressing situations in which a school employee has been accused of inappropriate boundaries or sexual misconduct involving a student.

**Overall duties:** A school district has three duties in relation to allegations of such misconduct. First, **protect any students** involved. Second, **investigate** the allegations. And third, **take action** after the investigation where appropriate. There may be many moving parts to the school district's response to the allegations. It is best that district administration is guided through the process by an attorney with an understanding of how school districts should respond to such situations.

**The size of the problem:** There are big problems and little problems with employees ignoring professional boundaries. Be cautious. What looks like a little problem may be the tip of the iceberg of an even bigger problem. There may be a pattern of other boundary invasions that school employees are not aware of.

When there are allegations of something that appears minor, it may be appropriate to have site administration do any investigation. It may also be appropriate to forego placing the employee in question on administrative leave. Outside help may be called in at any point. If it becomes apparent that the problem is a bigger problem, District Office should be consulted.

The checklist below may assist in determining whether the problem is a big problem or little problem in consultation with an attorney, superintendent, insurance person, and site administrator.

### First Day Checklist

1. **First notice:** When a site or District Office administrator hears of an allegation that an employee has engaged in inappropriate boundary invasions or sexual misconduct with a student that administrator should promptly do the following:
  - a. Do not immediately investigate. Others will do that. **Obtain specific information about what is alleged from the person making the initial report** when that person makes the initial report. (Write down the information.)
  - b. Do not immediately inform the employee whose conduct is in question. Others will do that.
  - c. Without delay, **report the allegations to the Superintendent or designee.**
  - d. Other than meeting mandatory reporting duties, administrator reporting the situation should **hold off doing** anything after this, unless instructed, other than **seeing to it that the student is protected**. There may be other steps site administration is asked to take, like taking part in placing an employee on administrative leave.
2. **Mandatory reporting and discussion with law enforcement** has either occurred or occurs. ([A.S. 47.17.020](#) and Board Policy [5141.4](#)) When appropriate make a report to Office of Children's Services (OCS) and/or law enforcement. If sexual misconduct involving touching is alleged, law enforcement should be called. Document these conversations.
  - Inform law enforcement that the employee will be placed on administrative leave by the end of the day, if that is to occur. They may want to speak with the employee first.

- Also let law enforcement know you need to report to the parent. They may ask you to hold off to allow them to make the contact.

3. **Contact insurance.** Many insurers will want to take part in any investigation and in some circumstances will pay for the investigation.

4. **Contact legal counsel.** This may be a person insurance puts you in contact with.

5. **Teleconference call to plan response:** This call would include the attorney who will be guiding the school district through the process, the Superintendent, possibly the insurance person, and the administrator who received the initial notice of the allegations. The purpose is to plan the school district's response to the allegations and assure that each person knows their role. Depending on the situation, the following items might be discussed:

a. Discuss **investigation:**

- 1) Identify who will investigate. With big problems and potential big problems, an outside investigator is preferred where feasible.
- 2) Preliminarily, identify people who should be interviewed.
- 3) Gather records for the investigator to review including board policies and procedures, professional boundaries training records for the employee, site administrator's notes of the initial report, and the personnel file of the employee in question, including any prior discipline.

b. Review the collective bargaining agreement governing employment of each employee whose conduct is at issue to determine whether there are any applicable requirements.

c. Determine whether the employee will be placed on **administrative leave**. If it seems that you are dealing with sexual misconduct or a pattern of inappropriate boundary invasions, administrative leave may be warranted. If it seems you are dealing with a minor, isolated incident, it may be a little problem that you are dealing with.

- 1) When placing an employee on administrative leave, **secure the employee's work-space and district technology** simultaneously with placing the employee on leave. Lock the employee out of the district's email system. Isolate and preserve any school computers the employee uses.

d. **Mandatory reporting:** Verify that OCS and/law enforcement have been notified where such notification is appropriate.

e. **Inform the parent:** Determine who will **contact the parent or parents** and when that will happen.

- 1) If the parent is unaware of the situation, it should be done immediately. If the parent is aware of the situation, someone should be reporting back to the parent to inform them of the process that is being followed so the parent knows what to expect.

- 2) In addition to informing the parent of the allegations, inform the parent of what measures are being taken to protect the child.

- 3) In situations where sexual misconduct may have occurred, the superintendent and site principal should meet with the parent to go through what is known, what is being done, and to answer any questions the parent may have. As part of this discussion, let the parent know that the District would pay for **psychological counseling** for the child up to a certain dollar amount if counseling is something the parent wishes to pursue. Also inform the parents that the results of the investigation will be provided to them. (Document this in a confirming letter to the parent.)

f. Prepare to respond to any media inquiries.

g. Discuss response to staff or community questions which may arise.

6. **Contact the parent.**

7. **Administrative leave**

**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget  
Instructions**

**Completing the workbook** - In order to use the spreadsheet capabilities, save this internet version to your computer and open the saved document through your Excel program. This spreadsheet automatically calculates totals after each activity, then automatically fills the operating fund budget summary on page 2. Many cells are protected against input because they have formulas. Use the Tab key to navigate through the document to complete the budget.

**Uniform Chart of Accounts** - Please code according to the required codes AND DESCRIPTIONS in the State of Alaska Uniform Chart of Accounts 2018 Edition so your budget will not have to be returned to you. The Chart of Accounts is on our website at: [https://education.alaska.gov/publications/chart\\_of\\_accounts.pdf](https://education.alaska.gov/publications/chart_of_accounts.pdf) Effective 7/1/2018.

**Do NOT include cents** when entering balances.

**Include personnel full-time equivalents (FTE's)** for each salary listed in the expenditure functions.

**Fund balances** - please manually enter the beginning and ending unreserved and reserved fund balances.

**Leave blank** any required fund, function, or object code that is not applicable to your district.

**ADM** - The district ADM for FY2021, upon which the budget is based, may or may not be the same as submitted for the initial projections. Please breakout the projected ADM as brick & mortar and then correspondence.

**TRS/PERS On-behalf** - The full amount of the TRS and PERS on-behalf from all funds must be recorded in the operating fund using object revenue codes 056 and 057. The district is to calculate the functional break-out in order to allocate the related on-behalf expenditures.

**Proofread and check for accuracy** the final workbook before submitting to the department.

**Questions? Please contact:**

School Finance  
Linda Hall, Audit & Review Analyst  
(907) 465-2748 or [linda.hall2@alaska.gov](mailto:linda.hall2@alaska.gov)

**THIS REPORT IS DUE JULY 15TH  
OF THE FISCAL YEAR FOR WHICH IT APPLIES  
PER REGULATION 4 AAC 09.110.**

**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget  
Signature Page**

School District Name: Petersburg School District

Proj. District ADM: 470  
brick & mortar ADM + correspondence ADM

Proj. Intensive count: 17

Proj. SPED count: 73  
Total SPED student count

Prepared by: \_\_\_\_\_  
Signature/Title \_\_\_\_\_ Date \_\_\_\_\_

Phone Number: 877-526-7656 ext 102

Approved by: \_\_\_\_\_  
Superintendent's Signature \_\_\_\_\_ Date \_\_\_\_\_

Approval of City/Borough Official of Local Contribution designated on Page 3:

\_\_\_\_\_  
Official Signature/Title \_\_\_\_\_ Date \_\_\_\_\_

**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Summary**

Petersburg School District  
District Name

Page 2

<b>Beginning Fund Balance: July 1, 2020 (Subject to 10% Limit per AS)</b>	1,480,758		Prepays
<b>(Excluded from the 10% Limit)</b>	-		\$307,027
<b>Total Beginning Fund Balance</b>	<u>\$ 1,480,758</u>		
	<b>APPROVED</b>	<b>PROPOSED</b>	
<b>Revenue</b>	<b>WINTER</b>	<b>CHANGES</b>	<b>SPRING REVISED</b>
010 City/Borough Appropriations (1)	1,800,000		1,800,000
030 Earnings on Investments (2)	700	0	700
040 Other Local Revenues (3)	65,000	15,000	80,000
041 Tuition from Students (4)	-		
042 Tuition - Other Districts (5)	-		
047 E-Rate Program (6)	112,644	4,320	116,964
050 State Sources (7)	\$ 6,709,847	15,851	6,725,698
100 Federal Sources - Direct (8)	-		
150 Federal Sources - Through the State (9)	-		
190 Federal Sources - Other Agencies (10)	-		
250 Transfers From Other Funds (11)	0		
<b>Total Revenue</b>	<u>\$ 8,688,191</u>	35,171	8,723,362
<b>Expenditures</b>			
100 Instruction (12)	3,805,987	(33,418)	3,772,569
200 Special Education Instruction (13)	1,147,435	(14,402)	1,133,033
220 Special Education Support Services (14)	-		
300 Support Services - Students (15)	308,634	32,765	341,399
350 Support Services - Instruction (16)	712,454	3,689	716,143
400 School Administration (17)	330,829	(22,432)	308,397
450 School Administration Support Services (18)	245,899	(14,815)	231,084
510 District Administration (19)	331,400	6105	337,505
550 District Administration Support Services (20)	244,212	(5,588)	265,624
600 Operations and Maintenance of Plant (21)	1,175,571	-	1,175,571
700 Student Activities (22)	330,700	(0)	330,700
780 Community Services (23)	0		
900 Other Financing Uses (24)	150,000		150,000
<b>Total Expenditures</b>	<u>\$ 8,783,121</u>	<u>\$ (48,096)</u>	<u>\$ 8,762,025</u>
<b>Ending Fund Balance: June 30, 2021 (Subject to 10% Limit per AS)</b>	1,385,828		1,442,095
<b>(Excluded from the 10% Limit)</b>	-		565,892.89
<b>Total ending Fund Balance</b>		<u>\$</u>	<u>876,202.47</u>

\*\* Must be greater than or equal to zero

**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Revenues**

Petersburg School District  
District Name

<b>010 City/Borough Appropriations</b>		<i>Amount</i>	
011 City/Borough Direct Appropriation		1,800,000	NO CHANGE
012 City/Borough "In-Kind"			
<b>(detail descriptions &amp; dollar amts required for in-kind or budget will be returned)</b>			
_____			
_____			
_____			
<b>Total City/Borough Appropriations</b>		\$ 1,800,000	
			Transferred to (1) on page 2

<b>030 Earnings on Investments</b>			
030 Earnings on Investments		700	NO CHANGE
<b>Total Earnings on Investments</b>		\$ 700	
			Transferred to (2) on page 2

<b>040 Other Local Revenues</b>			
040 Other Local Revenues - Identify:			
APEI Grant		2,000	NO CHANGE
ALASBO Pcard Rebate		14,000	NO CHANGE
Borough Insurance Reimbursement		18,000	NO CHANGE
Misc Local		11,000	5,000
Student Fees		20,000	10,000
<b>Total Other Local Revenues</b>		\$ 65,000	\$ 75,000
			Transferred to (3) on page 2

<b>041 Tuition from Students</b>			
041 Tuition from Students			
<b>Total Tuition from Students</b>		\$ -	
			Transferred to (4) on page 2

<b>042 Tuition - Other Districts</b>			
042 Tuition			
<b>Total Tuition - Other Districts</b>		\$ -	
			Transferred to (5) on page 2

<b>047 E-Rate Program</b>			
047 E-Rate Program Revenue		112,644	4320
<b>Total E-Rate Program</b>		\$ 116,964	
			Transferred to (6) on page 2

**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Revenues**

Petersburg School District  
District Name

**050 State Sources** (051 includes quality schools grants)

	<i>Amount</i>	
51 Foundation Program	5,996,897	(3,412)
55 Supplemental Aid		
56 TRS On-Behalf Payments	604964	53201
57 PERS On-Behalf Payments	107986	-33938
59 Tuition		
90 Other State Revenues - Identify		
		15,851
<b>Total State Sources</b>	<b>6,709,847</b>	<b>\$ 6,725,698</b>

Transferred to (7) on page 2

**100 Federal Sources - Direct**

110 Impact Aid (Public Law 874 (100%))		
140 Other Federal Revenue - <b>Identify</b>		
<b>Total Federal Sources - Direct</b>		<b>\$ -</b>

Transferred to (8) on page 2

**150 Federal Sources - Through the State of Alaska - Identify:**

<b>Total Federal Sources - Through the State of Alaska</b>		<b>\$ -</b>
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Transferred to (9) on page 2

**190 Federal Sources - Other Agencies - Identify:**

<b>Total Federal Sources - Other Agencies</b>		<b>\$ -</b>
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Transferred to (10) on page 2

**250 Transfers From Other Funds - Identify:**

<b>Total Transfers From Other Funds</b>		<b>\$ -</b>
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Transferred to (11) on page 2

<b>Total Projected Revenues</b>	<b>\$ 8,688,191</b>	<b>\$ 8,718,362</b>
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**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Expenditures**

Petersburg School District  
District Name

Page 5

<i>Function 100 Instruction</i>	APPROVED WINTER REVISION	PROPOSED CHANGES	SPRING REVISION
Salaries			
310 Certificated Salaries	2,178,852	-	2,178,852
320 Non-Certificated Salaries	25,500	5,980	31,480
<b>Total Salaries</b>	<b>\$ 2,204,352</b>	<b>5,980</b>	<b>2,210,332</b>
Employee Benefits			
360 Employee Benefits	1,325,435	(20,298)	1,305,137
380 Housing Allowance/Subsidy			0
390 Transportation Allowance			0
<b>Total Employee Benefits</b>	<b>\$ 1,325,435</b>	<b>(20,298)</b>	<b>1,305,137</b>
<b>Total Salaries &amp; Employee Benefits</b>	<b>\$ 3,529,787</b>	<b>(14,318)</b>	<b>3,515,469</b>
Non-Personnel			
410 Professional and Technical Services	18,700	(\$7,000)	\$11,700
419 Chief Administrator Contract Services	-		\$0
420 Staff Travel	1,500		\$1,500
425 Student Travel	3,000		\$3,000
430 Utility Services	-		\$0
435 Energy			
440 Other Purchased Services	6,300		\$6,300
445 Insurance and Bond Premiums	-		\$0
450 Supplies, Materials and Media	230,000	(\$12,100)	\$217,900
480 Tuition and Stipends	-		\$0
490 Other Expenses - Identify:	-		\$0
PHS VHS, HS ACCREDITATION, ODDESSEY WARE	16,700		\$16,700
510 Equipment			
<b>Total Non-Personnel</b>	<b>\$ 276,200</b>	<b>\$ (19,100)</b>	<b>\$ 257,100</b>
<b>Total Salaries, Benefits, Non-Personnel</b>	<b>\$ 3,805,987</b>	<b>\$ (33,418)</b>	<b>\$ 3,772,569</b>

Transferred to (12) on page 2

**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Expenditures**

Petersburg School District  
District Name

Page 6

<i>Function 200 Special Education Instruction</i>	APPROVED WINTER	PROPOSED CHANGES	SPRING REVISION
Salaries			
310 Certificated Salaries	299,308	5,918	305,226
320 Non-Certificated Salaries	380,651	(3,500)	377,151
<b>Total Salaries</b>	<b>\$ 679,959</b>	<b>2,418</b>	<b>682,377</b>
Employee Benefits			
360 Employee Benefits	436,269	(21,285)	414,984
380 Housing Allowance/Subsidy			0
390 Transportation Allowance			0
<b>Total Employee Benefits</b>	<b>\$ 436,269</b>	<b>(21,285)</b>	<b>414,984</b>
<b>Total Salaries &amp; Employee Benefits</b>	<b>\$ 1,116,228</b>	<b>(18,867)</b>	<b>1,097,361</b>
Non-Personnel			
410 Professional and Technical Services	6500	\$2,760	\$9,260
420 Staff Travel	10000	(\$1,590)	\$8,410
425 Student Travel			
430 Utility Services			
435 Energy			
440 Other Purchased Services			
445 Insurance and Bond Premiums			
450 Supplies, Materials and Media	14707	\$3,295	\$18,002
480 Tuition and Stipends			
490 Other Expenses - Identify:			
510 Equipment			
Total Non-Personnel	\$31,207	\$4,465	\$35,672
<b>Total Salaries, Benefits, Non-Personnel</b>	<b>\$ 1,147,435</b>	<b>\$ (14,402)</b>	<b>\$ 1,133,033</b>

Transferred to (13) on page 2

**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Expenditures**

Petersburg School District  
District Name

Page 7

<b>Function 220 Special Education Support Services - Students</b>	Amount	Personnel FTE
Salaries		
310 Certificated Salaries	_____	_____
320 Non-Certificated Salaries	_____	_____
<b>Total Salaries</b>	<b>\$ -</b>	
Employee Benefits		
360 Employee Benefits	_____	
380 Housing Allowance/Subsidy	_____	
390 Transportation Allowance	_____	
<b>Total Employee Benefits</b>	<b>\$ -</b>	
<b>Total Salaries &amp; Employee Benefits</b>	<b>\$ -</b>	
Non-Personnel		
410 Professional and Technical Services	_____	
419 Chief Administrator Contract Services	_____	
420 Staff Travel	_____	
425 Student Travel	_____	
430 Utility Services	_____	
435 Energy	_____	
440 Other Purchased Services	_____	
445 Insurance and Bond Premiums	_____	
450 Supplies, Materials and Media	_____	
480 Tuition and Stipends	_____	
490 Other Expenses - Identify:	_____	
_____	_____	
_____	_____	
_____	_____	
510 Equipment	_____	
<b>Total Non-Personnel</b>	<b>\$ -</b>	
<b>Total Salaries, Benefits, Non-Personnel</b>	<b>\$ -</b>	

Transferred to (14) on page 2

**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Expenditures**

Petersburg School District  
District Name

Page 8

<i>Function 300 Support Services - Students</i>	APPROVED WINTER	PROPOSED CHANGES	SPRING REVISION
Salaries			
310 Certificated Salaries	145,386	2,400	147,786
320 Non-Certificated Salaries	37,100	(2,078)	35,022
<b>Total Salaries</b>	<b>\$ 182,486</b>	<b>322</b>	<b>182,808</b>
Employee Benefits			
360 Employee Benefits	117,948	34,443	152,391
380 Housing Allowance/Subsidy			0
390 Transportation Allowance			0
<b>Total Employee Benefits</b>	<b>\$ 117,948</b>	<b>34,443</b>	<b>152,391</b>
<b>Total Salaries &amp; Employee Benefits</b>	<b>\$ 300,434</b>	<b>34,765</b>	<b>335,199</b>
Non-Personnel			
410 Professional and Technical Services			\$0
420 Staff Travel			\$0
425 Student Travel			
430 Utility Services			
435 Energy			
440 Other Purchased Services			
445 Insurance and Bond Premiums			
450 Supplies, Materials and Media	8200	(\$2,000)	\$6,200
480 Tuition and Stipends			
490 Other Expenses - Identify:			
_____			
_____			
_____			
510 Equipment			
<b>Total Non-Personnel</b>	<b>\$ 8,200</b>	<b>(\$2,000)</b>	<b>\$6,200</b>
<b>Total Salaries, Benefits, Non-Personnel</b>	<b>\$ 308,634</b>	<b>\$ 32,765</b>	<b>\$ 341,399</b>

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**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Expenditures**

Petersburg School District  
District Name

<i>Function 350 Support Services - Instruction</i>	APPROVED WINTER	PROPOSED CHANGES	SPRING REVISION
Salaries			
310 Certificated Salaries	164,653	3,542	168,195
320 Non-Certificated Salaries	49,206	(878)	48,328
<b>Total Salaries</b>	<b>\$ 213,859</b>	<b>2,664</b>	<b>216,523</b>
Employee Benefits			
360 Employee Benefits	79,896	(4,975)	74,921
380 Housing Allowance/Subsidy	0		0
390 Transportation Allowance			0
<b>Total Employee Benefits</b>	<b>\$ 79,896</b>	<b>(4,975)</b>	<b>74,921</b>
<b>Total Salaries &amp; Employee Benefits</b>	<b>\$ 293,755</b>	<b>(2,311)</b>	<b>291,444</b>
Non-Personnel			
410 Professional and Technical Services	47,000		\$47,000
420 Staff Travel			
425 Student Travel			
430 Utility Services	137,280		\$137,280
435 Energy			
440 Other Purchased Services	59,219	\$6,000	\$65,219
445 Insurance and Bond Premiums	20,000		\$20,000
450 Supplies, Materials and Media	155,200		\$155,200
480 Tuition and Stipends			
490 Other Expenses - Identify:			
_____			
_____			
_____			
510 Equipment			
<b>Total Non-Personnel</b>	<b>\$ 418,699</b>	<b>\$ 6,000</b>	<b>\$424,699</b>
<b>Total Salaries, Benefits, Non-Personnel</b>	<b>\$ 712,454</b>	<b>\$ 3,689</b>	<b>\$ 716,143</b>

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**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Expenditures**

Petersburg School District  
District Name

Page 10

<i>Function 400 School Administration</i>	APPROVED WINTER	PROPOSED CHANGES	SPRING REVISION
Salaries			
310 Certificated Salaries	196,331	(16,493)	179,838
<b>Total Salaries</b>	<b>\$ 196,331</b>	<b>\$ (16,493)</b>	<b>\$ 179,838</b>
Employee Benefits			
360 Employee Benefits	131,706	(5,939)	
380 Housing Allowance/Subsidy			0
390 Transportation Allowance			0
<b>Total Employee Benefits</b>	<b>\$ 125,298</b>	<b>(5,939)</b>	<b>119,359</b>
<b>Total Salaries &amp; Employee Benefits</b>	<b>\$ 321,629</b>	<b>(22,432)</b>	<b>299,197</b>
Non-Personnel			
410 Professional and Technical Services			
419 Chief Administrator Contract Services			
420 Staff Travel	0		\$0
425 Student Travel			
430 Utility Services			
435 Energy			
440 Other Purchased Services			
445 Insurance and Bond Premiums			
450 Supplies, Materials and Media	8,000		\$8,000
480 Tuition and Stipends			
490 Other Expenses - Identify:			
Membership for professional organizations	1,200		\$1,200
510 Equipment			
<b>Total Non-Personnel</b>	<b>\$ 9,200</b>	<b>\$ -</b>	<b>\$9,200</b>
<b>Total Salaries, Benefits, Non-Personnel</b>	<b>\$ 330,829</b>	<b>\$ (22,432)</b>	<b>\$ 308,397</b>

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**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Expenditures**

Petersburg School District  
District Name

Page 11

<i>Function 450 School Administration Support Services</i>	APPROVED WINTER	PROPOSED CHANGES	SPRING REVISION
Salaries			
320 Non-Certificated Salaries	123,529	(7,300)	116,229
<b>Total Salaries</b>	<b>\$ 123,529</b>	<b>\$ (7,300)</b>	<b>\$ 116,229</b>
Employee Benefits			
360 Employee Benefits	106,420	(6,375)	100,045
380 Housing Allowance/Subsidy			0
390 Transportation Allowance			0
<b>Total Employee Benefits</b>	<b>\$ 106,420</b>	<b>(6,375)</b>	<b>100,045</b>
<b>Total Salaries &amp; Employee Benefits</b>	<b>\$ 229,949</b>	<b>(13,675)</b>	<b>216,274</b>
Non-Personnel			
410 Professional and Technical Services			
420 Staff Travel			
425 Student Travel			
430 Utility Services	10,100		\$10,100
435 Energy			
440 Other Purchased Services			
445 Insurance and Bond Premiums			
450 Supplies, Materials and Media	5,850	(\$1,140)	\$4,710
480 Tuition and Stipends			
490 Other Expenses - Identify:			
_____			
_____			
_____			
510 Equipment			
<b>Total Non-Personnel</b>	<b>\$ 15,950</b>		
<b>Total Salaries, Benefits, Non-Personnel</b>	<b>\$ 245,899</b>	<b>\$ (1,140)</b>	<b>\$14,810</b>
		<b>\$ (14,815)</b>	<b>\$ 231,084</b>

**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Expenditures**

Petersburg School District  
District Name

Page 12

<i>Function 510 District Administration</i>	APPROVED WINTER	PROPOSED CHANGES	SPRING REVISION
Salaries			
310 Certificated Salaries	144,620	1,500	146,120
320 Non-Certificated Salaries	50,500	\$ 1,264	51,764
<b>Total Salaries</b>	<b>\$ 195,120</b>	<b>2,764</b>	<b>197,884</b>
Employee Benefits			
360 Employee Benefits	91,310	(659)	90,651
380 Housing Allowance/Subsidy			
390 Transportation Allowance		(659)	
<b>Total Employee Benefits</b>	<b>\$ 91,310</b>		<b>90,651</b>
<b>Total Salaries &amp; Employee Benefits</b>	<b>\$ 286,430</b>	<b>2,105</b>	<b>288,535</b>
Non-Personnel			
410 Professional and Technical Services	10,000	\$4,000	\$14,000
419 Chief Administrator Contract Services			
420 Staff Travel	-		\$0
425 Student Travel			
430 Utility Services	2,100		\$2,100
435 Energy			
440 Other Purchased Services			
445 Insurance and Bond Premiums			
450 Supplies, Materials and Media	19,000	(\$4,681)	\$14,319
480 Tuition and Stipends			
490 Other Expenses - Identify:			
_____	13,870	\$4,681	\$18,551
_____			
_____			
510 Equipment			
<b>Total Non-Personnel</b>	<b>\$ 44,970</b>	<b>\$ 4,000</b>	<b>\$ 48,970</b>
<b>Total Salaries, Benefits, Non-Personnel</b>	<b>\$ 331,400</b>	<b>6,105</b>	<b>337,505</b>

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**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Expenditures**

Petersburg School District  
District Name

Page 13

<i>Function 550 District Administration Support Services</i>	APPROVED WINTER	PROPOSED CHANGES	SPRING REVISION
Salaries			
310 Certificated Salaries			0
320 Non-Certificated Salaries	103,034	\$ 652	103,686
<b>Total Salaries</b>	<b>\$ 103,034</b>	<b>652</b>	<b>103,686</b>
Employee Benefits			
360 Employee Benefits	55,414	(240)	55,174
380 Housing Allowance/Subsidy			
390 Transportation Allowance		(240)	
<b>Total Employee Benefits</b>	<b>\$ 55,414</b>		<b>55,174</b>
<b>Total Salaries &amp; Employee Benefits</b>	<b>\$ 158,448</b>	<b>412</b>	<b>158,860</b>
Non-Personnel			
410 Professional and Technical Services	57,500	(\$8,100)	\$49,400
420 Staff Travel	3,000		
425 Student Travel			
430 Utility Services			
435 Energy			
440 Other Purchased Services			
445 Insurance and Bond Premiums	59,864	\$3,000	\$62,864
450 Supplies, Materials and Media	1,900		\$1,900
480 Tuition and Stipends			
490 Other Expenses - Identify:			
FRONTLINE & MISC FEES	8,500	\$600	\$9,100
495 Indirect Costs	(15,000)	(\$1,500)	(\$16,500)
510 Equipment			
<b>Total Non-Personnel</b>	<b>\$ 85,764</b>	<b>\$ (6,000)</b>	<b>\$ 106,764</b>
<b>Total Salaries, Benefits, Non-Personnel</b>	<b>\$ 244,212</b>	<b>(5,588)</b>	<b>265,624</b>

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**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Expenditures**

Petersburg School District  
District Name

Page 14

<i>Function 600 Operations and Maintenance of Plant</i>	APPROVED WINTER	PROPOSED CHANGES	SPRING REVISION
Salaries			
310 Certificated Salaries			0
320 Non-Certificated Salaries	299,200	\$ -	299,200
<b>Total Salaries</b>	<b>\$ 299,200</b>	<b>-</b>	<b>299,200</b>
Employee Benefits			
360 Employee Benefits	164480	(21,738)	142,742
380 Housing Allowance/Subsidy			
390 Transportation Allowance			
<b>Total Employee Benefits</b>	<b>\$ 164,480</b>	<b>(21,738)</b>	<b>142,742</b>
<b>Total Salaries &amp; Employee Benefits</b>	<b>\$ 463,680</b>	<b>(21,738)</b>	<b>441,942</b>
Non-Personnel			
410 Professional and Technical Services	15000		\$15,000
420 Staff Travel	0		\$0
425 Student Travel			
430 Utility Services	88980	(\$25,000)	\$63,980
435 Energy	345000	(\$42,000)	\$303,000
440 Other Purchased Services	40000	\$70,000	\$110,000
445 Insurance and Bond Premiums	92411		\$92,411
450 Supplies, Materials and Media	125500	\$18,738	\$144,238
480 Tuition and Stipends			
490 Other Expenses - Identify:			
<u>SCHOOLDUDE AND MISC SUBSCRIPTIONS</u>	5,000		\$5,000
510 Equipment			
<b>Total Non-Personnel</b>	<b>\$ 711,891</b>	<b>\$21,738</b>	<b>\$733,629</b>
<b>Total Salaries, Benefits, Non-Personnel</b>	<b>\$ 1,175,571</b>	<b>\$ -</b>	<b>\$ 1,175,571</b>

**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Expenditures**

Petersburg School District  
District Name

Page 15

<i>Function 700 Student Activities</i>	Amount	PROPOSED CHANGES	WINTER BUDGET REVISION
Salaries			
310 Certificated Salaries	92,706	(2,357)	90,349
320 Non-Certificated Salaries	46,082	\$ (16,250)	29,832
<b>Total Salaries</b>	<b>\$ 138,788</b>	<b>(18,607)</b>	<b>120,181</b>
Employee Benefits			
360 Employee Benefits	57,508	(10,839)	46,669
380 Housing Allowance/Subsidy			
390 Transportation Allowance			
<b>Total Employee Benefits</b>	<b>\$ 57,508</b>	<b>(10,839)</b>	<b>46,669</b>
<b>Total Salaries &amp; Employee Benefits</b>	<b>\$ 196,296</b>	<b>(29,446)</b>	<b>166,850</b>
Non-Personnel			
410 Professional and Technical Services			
420 Staff Travel	5,200	(\$4,683)	\$517
425 Student Travel	86,421	(\$5,759)	\$80,662
430 Utility Services	1,200		\$1,200
435 Energy	0		\$0
440 Other Purchased Services	0		\$0
445 Insurance and Bond Premiums	0		\$0
450 Supplies, Materials and Media	33,633	\$7,751	\$41,384
480 Tuition and Stipends			
490 Other Expenses - Identify:			
Region V Dues and Participation Fees	7,950	(\$1,311)	\$6,639
510 Equipment- Mats for the Gym and Mat room		\$33,448	\$33,448
<b>Total Non-Personnel</b>	<b>\$ 134,404</b>	<b>\$29,446</b>	<b>\$163,850</b>
<b>Total Salaries, Benefits, Non-Personnel</b>	<b>\$ 330,700</b>	<b>\$ (0)</b>	<b>\$ 330,700</b>

Transferred to (22) on page 2

## Alaska Department of Education & Early Development - School Finance FY2021 District Operating Fund Budget Expenditures

Petersburg School District  
District Name

Page 16

<b>Function 780 Community Services</b>	Amount	Personnel FTE
Salaries		
310 Certificated Salaries		
320 Non-Certificated Salaries		
<b>Total Salaries</b>	\$ -	
Employee Benefits		
360 Employee Benefits		
380 Housing Allowance/Subsidy		
390 Transportation Allowance		
<b>Total Employee Benefits</b>	\$ -	
<b>Total Salaries &amp; Employee Benefits</b>	\$ -	
 Non-Personnel		
410 Professional and Technical Services		
420 Staff Travel		
425 Student Travel		
430 Utility Services		
435 Energy		
440 Other Purchased Services		
445 Insurance and Bond Premiums		
450 Supplies, Materials and Media		
480 Tuition and Stipends		
490 Other Expenses - Identify:		
_____		
_____		
_____		
510 Equipment		
<b>Total Non-Personnel</b>	\$ -	
<b>Total Salaries, Benefits, Non-Personnel</b>	\$ -	

Transferred to (23) on page 2

**Alaska Department of Education & Early Development - School Finance  
FY2021 District Operating Fund Budget Expenditures**

Petersburg School District

Page 17

District Name

**Function 900 Other Financing Uses**

Transfers To:

550 Transfer to Other Funds

Capital for ES Water Heater

Pupil Transportation


Amount

PROPOSED CHANGES	WINTER BUDGET REVISION
90,000	90,000
60,000	60,000
<b>\$ -</b>	<b>\$ 150,000</b>

**Total Other Financing Uses**

Transferred to (24) on page 2

# Alaska Department of Education & Early Development - School Finance FY2021 School Operating Fund Budget TRS/PERS Functional Breakdown

Petersburg School District  
District Name

Page 18

The department uses two required revenue object codes, 056 and 057, for the purpose of recording TRS and PERS on-behalf revenue. The full amount of the TRS and PERS on-behalf from all funds must be recorded in the operating fund. The district is to calculate the functional break-out in order to allocate the related on-behalf expenditure.

The district is to use the following allocation method for breaking out the TRS by function.

1) To calculate the TRS on-behalf amount take the difference between the Board Recommended Rate and the Effective Rate and multiply the difference by the total district wide TRS payroll from all funds. You will now have the total dollar amount of the TRS on-behalf for all funds.

2) Divide the (total district wide TRS payroll by function from all funds) by the (total district wide TRS payroll from all funds) to derive a percentage of total district wide TRS payroll by function. 3) The total district wide TRS payroll by function percentage is multiplied by the total TRS on-behalf to come up with the total TRS on-behalf by function to be recorded in the operating fund.

The district is to use the same methodology for recording total PERS on-behalf. The TRS and PERS on-behalf allocations are to be recorded in the schedule below and also included in the employee benefits in each function. The total on-behalf employee benefits by function should reconcile to the total on-behalf revenues recorded from page 4.

	TRS	PERS
<b>Total On-Behalf Revenue from page 4</b>	604,964	107,986
Function 100 On-Behalf Expenditures	390,942	1,726
Function 200 On-Behalf Expenditures	63,726	31,849
Function 220 On-Behalf Expenditures		
Function 300 On-Behalf Expenditures	40,440	20,698
Function 350 On-Behalf Expenditures	30,277	4,443
Function 400 On-Behalf Expenditures	38,397	
Function 450 On-Behalf Expenditures		10,658
Function 510 On-Behalf Expenditures	24,179	3,268
Function 550 On-Behalf Expenditures		7,849
Function 600 On-Behalf Expenditures		24,338
Function 700 On-Behalf Expenditures	17,003	3,157
Function 780 On-Behalf Expenditures		
<b>Total On-Behalf Employee Benefits by Function</b>	604,964	107,986

Note: TRS and PERS on-behalf for Pupil Transportation and Food Service should be included in function 300 and TRS and PERS on-behalf for Construction & Facilities Acquisition should be included in function 600.

Borough Appropriations	1,800,000
Earnings on Investments	700
Other Local Revenues	65,000
E-Rate Program	105,504
State Sources	6,861,054

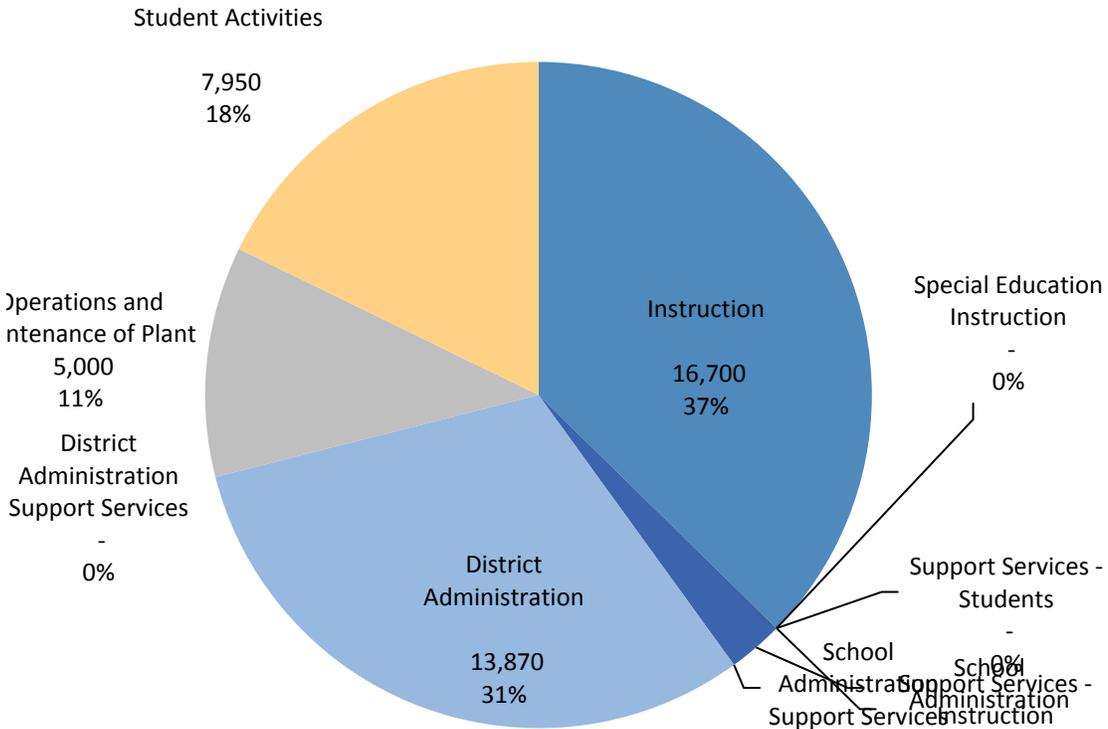
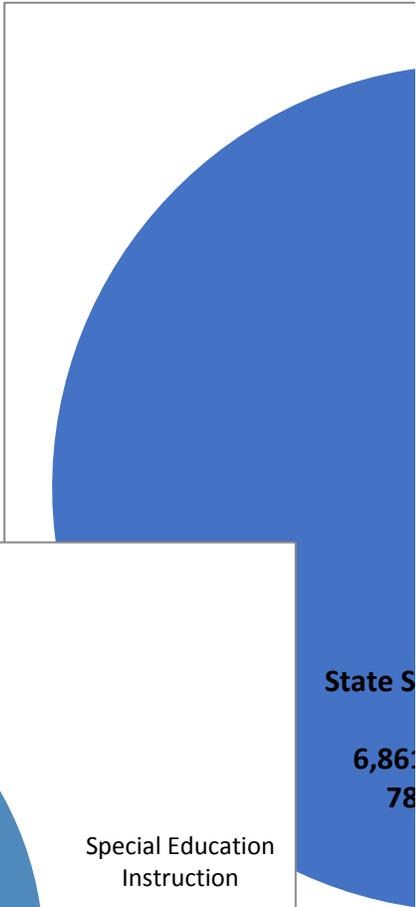
Instruction	<u>16,700</u>
Special Education Instruction	<u>-</u>
Support Services - Students	<u>-</u>
Support Services - Instruction	<u>-</u>
School Administration	<u>1,200</u>
School Administration Support Services	<u>-</u>
District Administration	<u>13,870</u>
District Administration Support Services	<u>-</u>
Operations and Maintenance of Plant	<u>5,000</u>
Student Activities	<u>7,950</u>
	44,720

Certificated Salaries	\$3,381,674
Non-certificated Salries	\$1,054,872
Employee Benefits	\$2,612,099
Professional and Technical Services	\$134,500
Staff Travel	\$24,200
Student Travel	\$133,000
Utility Services	\$237,660
Energy	\$345,000
Other Purchased Services	\$85,219
Insurance and Bond Premiums	\$179,254
Supplies, Materials and Media	\$499,950
Dues and Fees	\$54,770

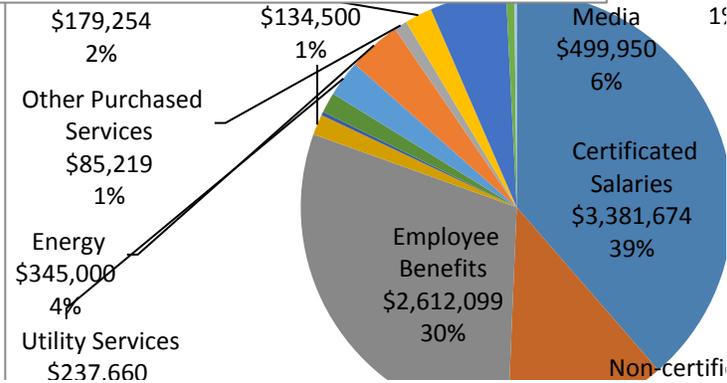
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Indirect Rate

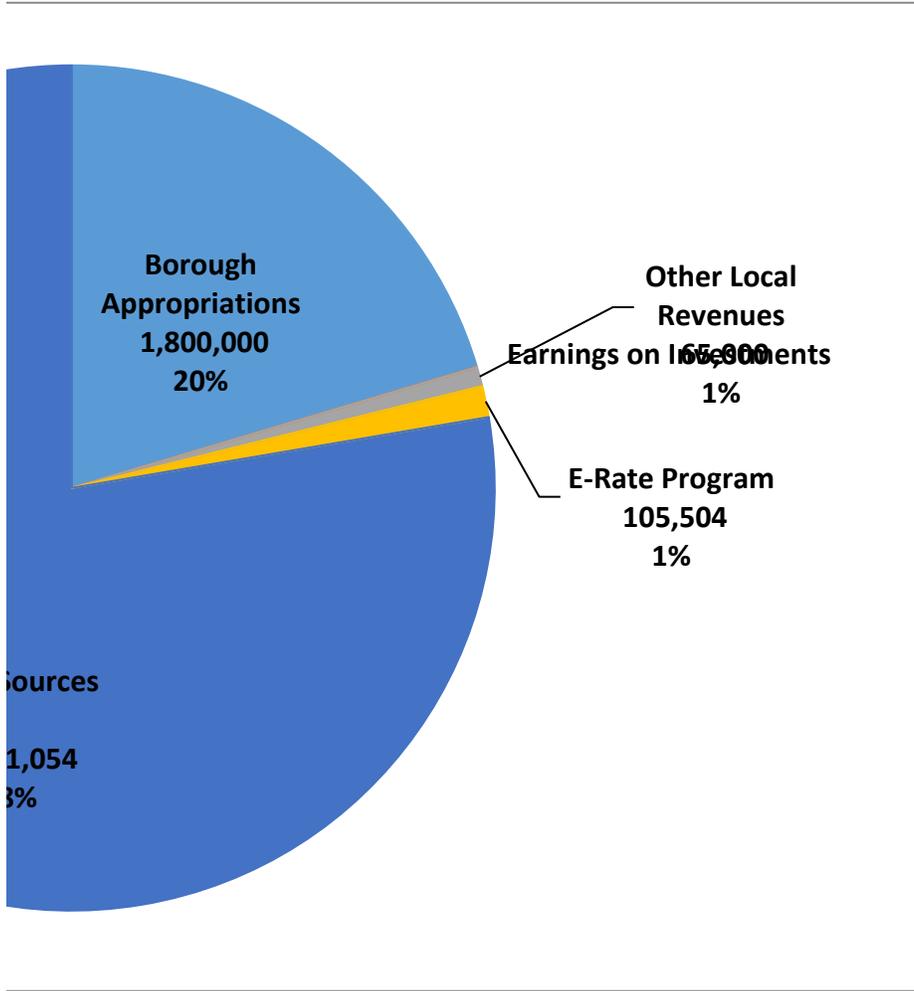
(\$15,000)  
\$8,727,198



Supplies and  
Dues and  
Fees \$54,







Staff Fee	Standard Rate
\$20,200	(\$33,000)
% 0%	19%

icated

-----  
5  
372

New Hires School Year 2021/22 School Year:

Samantha Marifern - Swim PE

Debra Eddy – 1<sup>st</sup> Grade

Laura Allison – 1<sup>st</sup> Grade

Ethan Bryner – 2<sup>nd</sup> Grade

Jamie Eddy – 4<sup>th</sup> Grade

Amy Wilkes – 4<sup>th</sup>/5<sup>th</sup> Grade

Casey Gates – 6<sup>th</sup> Grade



**Memorandum of Agreement between the  
Petersburg School District  
and the Petersburg District Support Personnel**

**Collective Bargaining Signing Incentive**

It is hereby agreed and understood between the parties that all currently employed 2020-21 SY classified staff who sign an acknowledgement of receipt (see attached) by May 20, 2021 and they intend to continue with the District for the 2021-22 SY, full time staff members (30+ hrs/wk) will receive a one time signing incentive of \$1000, part time staff members (up to 29 hrs/wk) will receive \$500. This signing incentive is NOT PERS eligible.

All other provisions of the collective bargaining agreement not modified herein or by previous MOAs shall remain in full force and effect.

The salary schedule will be amended for FY 21/22 (attached on back), for the duration of the agreement thereafter.

**Entered into this 3rd day of May, 2021 at Petersburg, Alaska.**

**For the District:**

**For PDSP Local 6131:**

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**Sarah Holmgrain  
President  
Petersburg School Board**

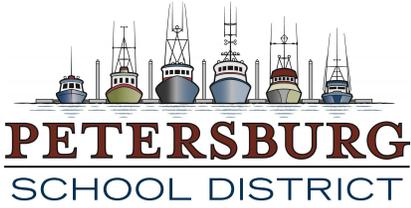
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**Pennie Caples  
President  
Petersburg District Support Personnel**

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**Erica Kludt-Painter  
Superintendent  
Petersburg School District**

<b>2% increase</b>												
<b>FY21/22</b>	<b>0-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-10</b>	<b>11-12</b>	<b>13-14</b>	<b>15-16</b>	<b>17-18</b>
Custodian	\$ 17.07	\$ 17.83	\$ 18.58	\$ 19.34	\$ 20.09	\$ 20.85	\$ 21.55	\$ 22.32	\$ 22.77	\$ 23.21	\$ 23.65	\$ 24.11
Secretary	\$ 17.24	\$ 18.00	\$ 18.76	\$ 19.51	\$ 20.27	\$ 21.00	\$ 21.78	\$ 22.53	\$ 22.97	\$ 23.42	\$ 23.88	\$ 24.34
Food Service	\$ 15.74	\$ 16.44	\$ 17.12	\$ 17.83	\$ 18.48	\$ 19.19	\$ 19.88	\$ 20.56	\$ 20.97	\$ 21.38	\$ 21.80	\$ 22.22
Paraprofessional	\$ 16.52	\$ 17.28	\$ 17.97	\$ 18.71	\$ 19.41	\$ 20.15	\$ 20.86	\$ 21.57	\$ 21.99	\$ 22.42	\$ 22.86	\$ 23.30
Technician	\$ 19.58	\$ 20.33	\$ 21.05	\$ 21.82	\$ 22.55	\$ 23.30	\$ 24.03	\$ 24.79	\$ 25.28	\$ 25.77	\$ 26.27	\$ 26.79



### **Acknowledgement of Receipt**

**Signing this page is acknowledgement of your receipt of the signing incentive in the amount of \$1000 and your intent to work for the 2021-22 school year. This signing incentive is NOT PERS eligible.**

**Should circumstances change and you are unable to return in the fall, you agree that you will repay the full amount of the signing incentive within 30 days of your resignation or the start of the FY 22 school year, whichever is earlier.**

\_\_\_\_\_

**Printed Name**

\_\_\_\_\_

**Signature**

\_\_\_\_\_

**Date**

## District ARP Plan Milestones



## Updated Smart Start Plans

Posted on district website by: June 23, 2021

**Within 30 days after receiving ARP ESSER III funds, districts will develop and make publicly available on the district website the plan for safe return to in-person instruction.**

- Adopted policies and a description of the policies for-
  - Universal and correct wearing of masks
  - Physical distancing
  - Handwashing and respiratory etiquette
  - Cleaning and maintaining healthy facilities, including improving ventilation
  - Contact tracing in combination with isolation and quarantine, in collaboration with the State local, territorial, or Tribal health departments
  - Diagnostic and screening tests
  - Efforts to provide vaccinations to educators, other staff, and students, if eligible
  - Appropriate accommodations for children with disabilities with respect to the health and safety policies
- Description of how the district will ensure continuity of services including, but not limited to, services to address student's academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.
- Periodic review of the plan no less frequently than every six months for the duration of the ARP ESSER III grant period.

## Program Details Completed in GMS

Due: August 23, 2021

**Within 90 days of receiving ARP ESSER Funds, districts will complete an ARP ESSER Plan. Statutory requirements have been incorporated into the GMS application for ARP ESSR III funds.**

### Section A: District Plan for Safe Return to In-Person Instruction and Continuity of Services

- A.1. Describe how the district developed the plan for the safe return to in-person instruction and continuity of services. Provide how the district sought public comment on the plan and took such comments into account in the development of the plan. Include which stakeholders were involved in the development of the plan.
- A.2. Provide the link to district's Smart Start Plan.

### Section B: Stakeholder Consultation

- B.1. Describe how, in the planning for the use of ESSER III funds, the district provided opportunities for input and engaged in meaningful consultation with stakeholders including, but not limited to: students; families; school and district administrators (including special education administrators); teachers, principals, school leaders, other educators, school staff, and their unions; Tribes; and other stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory children, children who are incarcerated, and other underserved students.

### Section C: Identifying Needs

- C.1. Describe the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic.

### Section D: Coordination of Funds

- D.1. Describe how the district will coordinate with other federal education funding (i.e., other federal COVID Relief funding, ESEA, IDEA, CTE, and Child Nutrition).

(Continued on next page)

### Section E: Use of Funds

- E.1. Describe how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- E.2. Describe how the district will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ESSER III funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- E.3. Describe how the district will use funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students.
- E.4. If applicable, describe how the district will use funds to sustain and support access to early childhood education programs.

### Section F: Evaluation

- F.1. Describe how the district will evaluate the level of implementation and effectiveness of programs funded.

### Section G: General Education Provision Act (GEPA)

- G.1. Describe how the district will comply with the requirements of Section 427 of GEPA, 20 U.S.C 1228a. The description must include information on the steps the district proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

## Evidence-Based Interventions

Evidence-based interventions are practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

**Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.

**Tier 2 – Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.

**Tier 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

**Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

## Select Relevant Evidence-Based Interventions

(The following excerpt is taken from U.S. Department of Education’s [Non-Regulatory Guidance: Using Evidence to Strengthen Investments](#), page 4-5.)

Once needs have been identified, SEAs, LEAs, schools, and other stakeholders will determine the interventions that will best serve their needs. By using rigorous and relevant evidence and assessing the local capacity to implement the intervention (e.g., funding, staff, staff skills, stakeholder support), SEAs and LEAs are more likely to implement interventions successfully. Those concepts are briefly discussed below (also see Part II of this guidance for more information on evidence-based interventions):

- While ESEA requires “at least one study” on an intervention to provide strong evidence, moderate evidence, or promising evidence, SEAs, LEAs, and other stakeholders should consider the entire body of relevant evidence.
- Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have

been proven to be effective. When strong evidence or moderate evidence is not available, promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.

- The relevance of the evidence – specifically the setting (e.g., elementary school) and/or population (e.g., students with disabilities, English Learners) of the evidence – may predict how well an evidence-based intervention will work in a local context (for more information, also see Part II and endnotes). SEAs and LEAs should look for interventions supported by strong evidence or moderate evidence in a similar setting and/or population to the ones being served. The What Works Clearinghouse (WWC) uses rigorous standards to review evidence of effectiveness on a wide range of interventions as well as summarizes the settings and populations in the studies.
- Local capacity also helps predict the success of an intervention, so the available funding, staff resources, staff skills, and support for interventions should be considered when selecting an evidence-based intervention. SEAs can work with individual and/or groups of LEAs to improve their capacity to implement evidence-based interventions.

### Some questions to consider about using evidence:

- Are there any interventions supported by strong evidence or moderate evidence?
- What do the majority of studies on this intervention find? Does the intervention have positive and statistically significant effects on important student or other relevant outcomes, or are there null, negative, or not statistically significant findings?
- Were studies conducted in settings and with populations relevant to the local context (e.g., students with disabilities, English Learners)?
- If strong evidence or moderate evidence is not available, is there promising evidence?
- Does the intervention demonstrate a rationale that suggests it may work (e.g., it is represented in a logic model supported by research)?
- How can the success of the intervention be measured?

### Some questions to consider about local capacity:

- What resources are required to implement this intervention?
- Will the potential impact of this intervention justify the costs, or are there more cost-effective interventions that will accomplish the same outcomes?

- What is the local capacity to implement this intervention? Are there available funds? Do staff have the needed skills? Is there buy-in for the intervention?
- How does this intervention fit into larger strategic goals and other existing efforts?
- How will this intervention be sustained over time?

## Resources for Exploring EBIs

The following websites can be useful in finding evidence-based educational interventions and exploring interventions that have been successful in addressing identified needs. These sites use varying criteria for determining which interventions are supported by evidence and distinguish between randomized controlled trials and other types of supporting evidence.

- [Doing What Works](#) by the US Department of Education
- [Intervention Central](#)
- [RTI Action Network](#) by the National Center for Learning Disabilities
- [National Center for Positive Behavior Interventions and Supports](#)
- [National Center on Response to Intervention](#)
- [What Works Clearinghouse](#) by the USDOE Institute of Education Sciences
- [Social Programs That Work](#) by the Coalition for Evidence-Based Policy
- [Practical Intervention in the Schools Series](#) Book Series
- [Results First Clearinghouse Database](#) by Pew Charitable Trusts as rated by eight national databases
- [Roadmap to Evidence Based Reform for Low Graduation Rate High Schools](#) by the Every Student Graduates Center at Johns Hopkins University

# FY2022 Federal COVID Relief Funding Application Assurances and Certification Packet

Governors' Emergency Education Relief I Fund (GEER I)

Elementary and Secondary School Emergency Relief I Fund (ESSER I)

Elementary and Secondary School Emergency Relief II Fund (ESSER II)

Elementary and Secondary School Emergency Relief III Fund (ESSER III)



## **Alaska Department of Education and Early Development**

### **Division of Innovation and Education Excellence**

**Physical Address:** 801 West 10th Street, Suite 200, Juneau, AK 99801

**Mailing Address:** P.O. Box 110500, Juneau, AK 99811-0500

**Website:** [education.alaska.gov](http://education.alaska.gov)

Revised May 2021

### **Assurances and Certification Packet Submission**

Print this packet, have the superintendent sign and date each appropriate page, and upload it to the Grants Management System (GMS) under the "Assurances" section of the COVID Relief application.

**COVID Relief Application  
FY2022 Assurances and Certification Packet**

**Assurances form a binding agreement between the local education agency (LEA), the Alaska Department of Education and Early Development, and the U.S. Department of Education that assures all legal requirements are met in accordance with state and federal laws, regulations, and rules. These assurances apply to program activities and expenditures of funds. Compliance to general and specific program assurances is the legal responsibility of the LEA under the authorization of the local board of education and the direction of the superintendent.**

**The LEA certifies the following statements:**

1. The LEA understands and will comply with the provisions, regulations and rules of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act.
2. The LEA understands and will comply with all applicable assurances for federal grant funds as provided in this COVID Relief Application Assurances Packet.
3. The LEA will provide, on request, other data as required, and will maintain all required documentation at the district office.
4. The LEA will comply with the provisions of all applicable acts, regulations, and assurances; the provisions of the Education Department General Administrative Regulations in 34 CFR parts 75, 76, 77, 81, 82, 84, 86, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.
5. The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.
6. With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program. The LEA will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR part 82, Appendix B).

**By my signature I am assuring that:**

1. I am an authorized district representative;
2. I certify that to the best of my knowledge the above statements, 1-6, are true; and,
3. Each applicable page of this COVID Relief Application Assurances & Certifications Packet has been signed (as applicable to the district) and has been uploaded on the DEED online grants management system.

Name of Authorized Representative: \_\_\_\_\_

Signature of Authorized Representative: \_\_\_\_\_

Date Signed: \_\_\_\_\_

COVID Relief Application  
FY2022 Assurances and Certification Packet

**Governors' Emergency Education Relief (GEER I) Fund Assurances**

**In accepting CARES Act GEER I funding the LEA assures that:**

- Solely as authorized by Section 18002 of Division B of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), Pub. L. No. 116-136 (March 27, 2020), and subject to all other applicable laws, funds will be used for one or more of the following:
  - To continue to provide educational services to public and non-public school students and to support the on-going functionality of the LEA;
  - To carry out emergency educational services to students for authorized activities described in Section 18003(d)(1) of the CARES Act; and
  - To provide childcare and early childhood education, social and emotional support, and the protection of education-related jobs.
- Generally speaking, the U.S. Department of Education does not expect administrative or executive salaries and benefits to be a lawful purpose for GEERF.
- The LEA will, to the greatest extent practicable, continue to pay its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act.
- The LEA will comply with all reporting requirements including those in Section 15011(b)(2) of Division B of the CARES Act. The Secretary may require additional reporting in the future, which may include:
  - Uses of funds by the LEA and demonstration of their compliance with Section 18002(c), including any use of funds was applied to support addressing digital divide and related issues in distance learning;
  - The number of public and non-public schools that received funds or services; and
  - A description of the internal controls the State has in place to ensure that funds were used for allowable purposes and in accordance with cash management principles.
- The LEA will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public schools.
  - The LEA will maintain control of funds for the services and assistance provided to a non-public school under the GEERF.
  - The LEA will have title to materials, equipment, and property purchased with GEERF.
  - The LEA will ensure that services to a non-public school with GEERF will be provided by the LEA, or through contract with, another public or private entity.
- The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the U.S. Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- The LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of Section 442 of the General Education Provisions Act (GEPA), 20 U.S.C. 1232e.
- To the extent applicable, the LEA will include in its local application a description of how the LEA will comply with the requirements of Section 427 of GEPA, 20 U.S.C. 1228a. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

**By my signature below, I agree, upon the approval of the project application by the Alaska Department of Education and Early Development, to accept and perform the requirements as contained in the assurances above.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_  Not Applicable (LEA does not receive GEER I)

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**Elementary and Secondary School Emergency Relief I (ESSER I) Fund Assurances**

**In accepting CARES Act ESSER I funding the LEA assures that:**

- The LEA will use their funds in accordance with the allowable use of funds listed in Section 18003(d).
  - The U.S. Department of Education generally does not consider the following to be an allowable use of ESSERF, under any part of 18003:
    - subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the state education agency (SEA) or LEAs; or
    - expenditures related to state or local teacher or faculty unions or associations.
- The LEA will provide equitable services to students and teachers in non-public schools as required under 18005 of Division B of the CARES Act.
- The LEA will provide equitable services to students and teachers in non-public schools located within the LEA in the same manner as provided under section 1117 of the ESEA, as determined through timely and meaningful consultation with representatives of non-public schools.
  - The LEA will maintain control of funds for the services and assistance provided to a non-public school under the ESSERF.
  - The LEA will ensure that a public agency will have title to materials, equipment, and property purchased with ESSERF.
  - The LEA will ensure that services to a non-public school with ESSERF will be provided by a public agency directly, or through contract with, another public or private entity.
- The LEA will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with Section 18006 of Division B of the CARES Act. In addition, the LEA will continue to pay employees and contractors to the greatest extent practicable based on the unique financial circumstances of the entity. CARES Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
- The LEA will comply with all applicable reporting requirements listed in Section 15011 of the CARES Act.
- The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the U.S. Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- The LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of Section 442 of the General Education Provisions Act (GEPA), 20 U.S.C. 1232e.
- To the extent applicable, the LEA will include in its local application a description of how the LEA will comply with the requirements of Section 427 of GEPA, 20 U.S.C. 1228a. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

**By my signature below, I agree, upon the approval of the project application by the Alaska Department of Education and Early Development, to accept and perform the requirements as contained in the assurances above.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_  Not Applicable (LEA does not receive ESSER I)

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**Elementary and Secondary School Emergency Relief II (ESSER II) Fund Assurances**

**In accepting CRRSA Act ESSER II funding the LEA assures that:**

- The LEA will use their funds in accordance with the allowable use of funds listed in Section 313(d) of the CRRSA Act.
- The LEA will comply with all applicable reporting requirements listed in Section 313 of the CRRSA Act.
- The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the U.S. Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- The LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of Section 442 of the General Education Provisions Act (GEPA), 20 U.S.C. 1232e.
- To the extent applicable, the LEA will include in its local application a description of how the LEA will comply with the requirements of Section 427 of GEPA, 20 U.S.C. 1228a. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

**By my signature below, I agree, upon the approval of the project application by the Alaska Department of Education and Early Development, to accept and perform the requirements as contained in the assurances above.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_  Not Applicable (LEA does not receive ESSER II)

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## Elementary and Secondary School Emergency Relief III (ESSER III) Fund Assurances

### In accepting ARP Act ESSER III funding the LEA assures that:

- The LEA will use their funds in accordance with the allowable use of funds listed in Section 2001(d) of the American Rescue Plan Act.
- The LEA will reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care.
- The LEA will develop and make publicly available on the local educational agency's website, not later than 30 days after receiving the allocation of funds, a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the local educational agency will seek public comment on the plan and take such comments into account in the development of the plan.
- The LEA will review and update the plan every six months to ensure that it is in compliance with the most current CDC requirements.
- The LEA will comply with the LEA Maintenance of Equity for High-Poverty school provision listed in Section 2004(c) of the American Rescue Plan Act.
- The LEA will comply with all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:
  - data on each school's mode of instruction (remote, hybrid, in-person) and conditions;
  - LEA uses of funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
  - LEA uses of funds to sustain and support access to early childhood education programs;
  - impacts and outcomes (disaggregated by student subgroup) through use of ESSER III funding (e.g., quantitative and qualitative results of ESSER III funding, including on personnel, student learning, and budgeting at the school and district level);
  - student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
  - requirements under the Federal Financial Accountability Transparency Act (FFATA); and
  - additional reporting requirements as may be necessary to ensure accountability and transparency of ESSER III funds.
- Records pertaining to the ESSER III award under 2 C.F.R. § 200.334 and 34 C.F.R. § 76.730, including financial records related to use of grant funds, will be retained separately from other grant funds, including funds that an LEA receives under the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act)
- The LEA will cooperate with any examination of records with respect to such funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of (i) the U.S. Department of Education and/or its Inspector General; or (ii) any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority.
- The LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of Section 442 of the General Education Provisions Act (GEPA), 20 U.S.C. 1232e.

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- To the extent applicable, the LEA will include in its local application a description of how the LEA will comply with the requirements of Section 427 of GEPA, 20 U.S.C. 1228a. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

**By my signature below, I agree, upon the approval of the project application by the Alaska Department of Education and Early Development, to accept and perform the requirements as contained in the assurances above.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_  Not Applicable (LEA does not receive ESSER III)

# COVID Relief Application

## FY2022 Assurances and Certification Packet

### Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 2 CFR Part 180, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

#### 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;
- (b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

#### 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined at 2 CFR Part 180, Sections 180.105 and 180.110.

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

#### 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 2 CFR Part 180, Subpart F, for grantees, as defined at 2 CFR Part 180, Sections 180.605 and 180.610.

C. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about:
  - (1) The dangers of drug abuse in the workplace;
  - (2) The grantee's policy of maintaining a drug-free workplace;
  - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
  - (1) Abide by the terms of the statement; and
  - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

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(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

D. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:  
Place of Performance (Street address, city, county, state, zip code)

\_\_\_\_\_

Check  if there are workplaces on file that are not identified here.

**As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.**

Name of Applicant: \_\_\_\_\_ PR/Award Number and/or Project Name: \_\_\_\_\_

Printed Name and Title of Authorized Representative: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 2 CFR Part 180, Subpart F, for grantees, as defined at 2 CFR Part 180, Sections 180.605 and 180.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

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Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352 (See reverse for public burden disclosure)

\*Did NOT lobby – Check box, skip sections 1-10, sign below in section 11

\*Did lobby – Check box, complete sections 1-10, sign below in section 11

1. Type of Federal Action:

- contract
- grant
- cooperative agreement
- loan
- loan guarantee
- loan insurance

2. Status of Federal Action:

- bid/offer/application
- initial award
- post-award

3. Report Type:

- initial filing
- material change

For material change only:

Year: \_\_\_\_\_  
Quarter: \_\_\_\_\_  
Date of last report: \_\_\_\_\_

4. Name and Address of Reporting Entity:

Prime  Subawardee Tier \_\_\_\_\_, if known

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Congressional District, if known: \_\_\_\_\_

6. Federal Department/Agency:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Federal Action Number, if known:

\_\_\_\_\_

10. a. Name and Address of Lobbying Registrant  
(if individual, last name, first name, MI):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. If Reporting Entity in No. 4 is Subawardee,

Enter Name and Address of Prime:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Congressional District, if known: \_\_\_\_\_

7. Federal Program Name/Description:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CFDA Number, if applicable: \_\_\_\_\_

9. Award Amount, if known:

\$ \_\_\_\_\_

b. Individuals Performing Services (including address if different from  
No. 10a) (last name, first name, MI):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Telephone: \_\_\_\_\_ Date: \_\_\_\_\_

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Approved by OMB 0348-0046

# COVID Relief Application

## FY2022 Assurances and Certification Packet

### Instructions for Completion Of SF-LLL Disclosure Of Lobbying Activities

This disclosure form shall be completed by the reporting entity, whether subawardee or prime federal recipient, at the initiation or receipt of a covered federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered federal action.
2. Identify the status of the covered federal action.
3. Identify the appropriate classification of this report. If this is a follow-up report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, state and zip code of the prime federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the federal program name or description for the covered federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate federal identifying number available for the federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered federal action where there has been an award or loan commitment by the federal agency, enter the federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered federal action.  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

## 16 Health and Safety Protocols



Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

### ***Funding Sources: ESSER III***

#### ***Consider...***

- Consider the [CDC's webpage for schools](#).
- Consider the [CDC's voluntary K-12 Schools COVID-19 Mitigation Toolkit](#).
- Consider the [US Department of Education's Roadmap to Reopening Schools, Volume 2](#).

#### ***Possible Allowable Activities***

- Provide stipends to existing staff or hire new staff to develop public health protocols for school sites
- Hire additional facilities staff to ensure the health and safe operation of school facilities
- Provide professional development opportunities to staff in areas recommended by the CDC

### **Questions?**

Please contact us: [DEED.CARES@alaska.gov](mailto:DEED.CARES@alaska.gov)