

Sitka School District Mission:
The Sitka School District will intentionally develop
Haa Latseení
(Our Strength of Mind, Body, and Spirit)
to inspire and prepare students to be compassionate, empowered,
and equipped critical thinkers within a global community.

School Board Meeting

Wednesday, March 2, 2022 | 6:00 PM | Sheet'ka Kwaan Naa Kahidi Community House, Katlian Street,
Sitka, AK 99835

Proposed Agenda

1. **Call to Order**
2. **Flag Salute**
3. **Land Acknowledgment**
4. **Roll Call**
5. **Approval of the Proposed Agenda and Consent Agenda**
 - 5.a. February 2, 2022 Minutes
 - 5.b. Approval of Technology Standards - 2nd Reading
 - 5.c. Approval of AK DEED Pre-Elem. Grant MOA STA/SSD
 - 5.d. Approval of STEPS Grant MOA between STA and SSD
 - 5.e. Approval of Our Box of Treasures MOA between SHI/STA/SSD
6. **Special Reports: Government to Government**
7. **Recognitions**
 - 7.a. Spelling Bee and Geography Bee Winners
8. **Persons to be Heard**
9. **School Highlights - Ben White (Blatchley Middle School)**
10. **Reports and Presentations**
 - 10.a. Report from Youth Advocacy Institute Participants
 - 10.b. Discussion of Academic/Social and Emotional Student Supports
11. **Board Member Reports**
12. **Administrative Reports**
 - 12.a. Budget Update
 - 12.b. Enrollment Update
 - 12.c. Superintendent Update
13. **New Business**
 - 13.a. Renaming of Baranof School
 - 13.a.1. Written Public Testimony
 - 13.a.1.a. Charles Dean - Don't Rename Baranof
 - 13.a.1.b. Heidi Horner Raffaele - Preferred Name Change
 - 13.a.1.c. Karla Horner - Preferred Name Change

- 13.a.1.d. Marcia Strand - Suggested name change
- 13.a.1.e. Melonie Boord - Testimony and Independent Survey Results
- 13.a.1.f. Pauline Duncan - Messages to School Board and Cultural Resources Committee
- 13.a.1.g. Brian James - Preferred Name Change
- 13.a.1.h. Tommy Gee - Preferred Name Change
- 13.b. Review AR 5127 Graduation Regalia
- 14. **Correspondence and Information (Separate Packet)**
- 15. **Future Agenda Items/Upcoming Events**
 - 15.a. Policy Committee Meeting - March 9, 2022 - District Office Board Room 6:00pm
 - 15.b. Budget Work Session - March 22, 2022 - Centennial Hall 6:00pm
 - 15.c. Next Regular School Board Meeting - April 6, 2022 - Centennial Hall 6:00pm
- 16. **Adjournment**

Note: All items listed under Agenda & Consent Agenda are considered routine by the School Board and will be approved in one motion. Items may be removed at the request of a School Board Member.

SITKA SCHOOL BOARD MEETING

February 2, 2022 – 6:00 p.m.

Sitka School District

Superintendent: Frank Hauser

CALL TO ORDER

The Sitka School Board meeting was called to order by President Amy Morrison at 6:02 p.m. at Harrigan Centennial Hall, 330 Harbor Dr., Sitka, AK 99835.

ROLL CALL

Members present were Paul Rioux, Blossom Teal-Olsen, Todd Gebler, Vice-President Andrew Hames, and President Amy Morrison. The meeting was quorate.

APPROVAL OF PROPOSED AGENDA AND CONSENT AGENDA

Mr. Gebler moved to approve the consent agenda. Ms. Teal-Olsen seconded the motion. The motion PASSED by a unanimous roll call vote of all members present.

- APPROVAL OF JANUARY 5, 2022 MINUTES
- SCHOOLBLOCKS WEBSITE HOSTING CONTRACT
- LYNX EDUCATION TECHNOLOGY SUPPORT CONTRACT
- AASB SCCS MOA

SPECIAL REPORTS

- GOVERNMENT TO GOVERNMENT

Rebecca Himschoot – Sitka Assembly

Ms. Himschoot expressed how she was looking forward to meeting with the School Board February 3, 2022, to discuss the letter the Board sent to the Assembly.

RECOGNITIONS

The School Board recognized **Addie Poulson**, who was one of two students from Alaska selected as delegates to the 2022 United States Senate Youth Program.

Sitka High School students **Tyler Adres, Hank Maxwell, and Anna Prussian** were recognized for their work in preparing rapid test-kits for use in the schools.

The School Board wished to recognize all the **Front Office staff** from each of the schools.

Superintendent Hauser took a moment to acknowledge **School Board Appreciation Month**, thanking the Board for all their work.

Board Member, Blossom Teal-Olsen took a moment to recognize her two daughters, one who was celebrating her 10th birthday. Taking the time to explain to those present some of the traditional values and customs she is imparting to her daughters, she affirmed them as strong young women on a solid path.

PERSONS TO BE HEARD

Mike Vieira, President of SEA thanked the School Board and expressed appreciation for the sacrifice each member makes to serve on the Board. He also offered comment to the Tech Contract item in the Consent Agenda. He remarked that the District needs to consider an appropriate salary to attract applicants to the IT Director position, and to also fund an adequate tech support staff, the lack of which he believes is affecting classrooms.

Addie Poulson, peer educator, SYLC (Sitka Youth Leadership Committee). SYLC is a group of high school students who meet weekly to work on projects that promote respect and healthy relationships. From October 2021 – January 2022, SYLC peer educators have been able to reach 146 students through presentations at SHS, Sitka’s Cloud, and Raven’s Way.

Jaysen Anderson shared with the board information about hypoxia, which is the effect of lack of oxygen on the body.

SCHOOL HIGHLIGHTS

Jill Lecrone – BES, thanked School Board members for what they do. Mrs. Lecrone presented snowflakes made by students out of recycled lunch bags. She then shared a video of a variety of scenes from BES. Assessments have been taking place to assure that all students are making progress. Sitka Sound Science Center made presentation to classes. Dr. Seuss Readathon will be held during February. Last year during the Readathon, the students read hundreds of books.

REPORTS AND PRESENTATIONS

Janet Clarke, Education Director, Sitka Sound Science Center
Sarah Tobey, Science Education & Community Coordinator, SSSC
Stacy Golden, Science Teacher, Sitka High School

Ms. Clarke presented on Aquaculture Science Knowledge (ASK), which has the goal of connecting kids to STEM fields. Employers want students to gain skills and knowledge while in public school. ASK is a 3-year National Science Foundation funded grant.

Students learn about aquaculture concepts in a way that validates their cultural and rural experience.

The program was developed by hatchery and education staff of SSSC in cooperation with SSD science teachers, and Angie Bowers, Assistant Professor of Applied Fisheries.

High School (SHS and PHS) students go once a week to the hatchery, learning skills that are transferrable to the workforce.

The program leads up to a mentored research project and the potential of paid internships.

Board Comment:

Ms. Teal-Olsen asked if the program would integrate indigenous culture and knowledge about the animals. Ms. Tobey replied that they are working on doing that.

**INTRODUCTION TO THE
FY23 BUDGET
PROJECTIONS**

Superintendent Hauser highlighted a few points about the process of developing budget projections and included an explanation of how the state's Base Student Allocation (BSA) is arrived upon.

BOARD MEMBER REPORTS

- **Mr. Rioux** – Thanked the bus and maintenance staff for the extra effort expended to keep students safe on the bus and on the school grounds. He also cited having had many conversations with community members. He will be going to Juneau next week to speak with legislators about issues in education and school funding.
- **Mr. Hames** – Stated his appreciation to the city crews for fixing the broken water main in front of BMS so quickly. He will also be traveling to Juneau to meet with members of the state legislature. Mr. Hames reported about meeting with the policy committee and other participants about creating board policy for graduation regalia.
- **Ms. Teal-Olsen** – Shared how her oldest daughter is excited about DYP (Discover Your Potential) at BMS. Students will be taking a week to explore other subjects and interests in things outside the regular curricula. Spelling Bee is also coming up. Ms. Teal-Olsen is board liaison to SHS and is glad the school is busy with sports and music activities. She remarked how excited she is about the formation of the policy committee.
- **Mr. Gebler** – He was not aware that it is School Board appreciation month, and thanked BES for the gifts from the children.
- **President Morrison** – Thanked Andrew for running the meeting last month. She also recognized Mr. Rioux for earning the AASB Basic Boardmanship Award, which she explained is the result of hours of training.

**ADMINISTRATIVE
REPORTS:**

- **BUDGET REPORT**

Superintendent Hauser presented the monthly revenue report. **Mr. Rioux** questioned the tech services at negative number. Mr. Hauser will research an answer to his question.

- **ENROLLMENT
UPDATE**

Superintendent Hauser reported that enrollment is holding at 1127.

- **SUPERINTENDENT
UPDATE**

Superintendent Hauser informed the public that volunteers are welcomed in the schools. Those who wish to volunteer are instructed to contact their school office.

- **KGH Highlights** – Music concerts have been taking place since before Winter Break.
- **KGH Friday Fun Wear** – An opportunity for students and staff to dress in a theme, some of which include dress like a staff member, and dress in one color, head to toe. Boys on the Run will start up February 28th.
- **BMS students** in Mrs. Williams’ class took on the egg drop challenge, enabling the students to use scientific reasoning to create a system that would protect a raw egg when dropped from a significant height.
- **PHS culinary classes** resumed. In January, students participated in mini sessions (re-orientation) - two weeks of creativity: literature groups, culture class, guitar, and coding, among others. Friday enrichment classes have started up.
- **At SHS**, it is basketball season, complete with Pep Band. Recent games have been played with MEHS, Houston High School, and Barrow High School.
- **DDF hosted Region V Competition**, which SHS won. The team will be going to State, February 17-19.
- **SSD** welcomed Lydia Jacoby, Olympic gold medal swimmer.
- **The 2020-2021 DEED Report Card to the Public** has been released and is available to view online.

NEW BUSINESS

**A. COVID MITIGATION
PLAN**

Superintendent Hauser gave an update on COVID mitigation. Individual school Smart Start teams and the District-wide Smart

Start team reconvened to review the plan. Isolation guidelines have been shortened to be more in line with CDC recommendations.

President Morrison opened the floor to **public comment**:

- **Donald Wayne Arntzen**, a student at PHS, commented on the difficulty of wearing masks from a student's perspective.
- **Aurora Losey** commented on the harm caused to children by the mask mandate.
- **Jaysen Anderson** shared that mandating mask wearing by children is equal to child abuse and is causing mental injury.
- **Wayne Winther** spoke of concerns surrounding the American Rescue Plan Act and its requirements.
- **Doll Arntzen** offered comments regarding mitigation and the difficulties it causes with interpersonal relationships.
- **Carin Adickes** questioned the Board, wondering when the local risk of COVID will be low enough for the District to consider lifting the mask mandate.
- **Anna Hanson** informed the Board that she and others will hold the School Board accountable for the trauma and effects of mitigation.
- **Hayley Dugan**, a Junior at SHS, expressed her opposition to having to wear a mask.
- **Jeremy Twaddle** thanked Superintendent Hauser about the information related to budget funding. Regarding the District's mitigation plan, Mr. Twaddle stated that he feels the effects of mask wearing is in opposition to logic.
- **Isabelle Schmetzer** spoke in favor of the District's mask policy, citing an increase in COVID cases in Interior Alaska when masks were made optional.
- **Chelsea McLeod** suggested that the mitigation protocol was not being followed consistently between schools. She also expressed concern for educational gaps as well as a decline in the emotional health of students.
- **Jeannine Brooks**, Social Worker at KGH, thanked the Board for their hard work in establishing COVID mitigations. She noted that students are happy to be in school; masks are annoying, but not a block to education. Ms. Brooks stated that she has not heard any complaints from students.
- **Tiffany LeBahn** testified that she is opposed to the mitigations, claiming that they are discriminatory in nature. She cited how other schools in other communities are determining COVID alert levels.
- **Tim Holder** commented that the District's mitigations have been in place too long.

Board comment:

- **Mr. Rioux** agreed with the frustration expressed by those who spoke and appreciated knowing that there might be inconsistency between schools in protocol. He also stated

that the school district is under city ordinance until March 22. He continued by informing the audience that the mitigations didn't come from the Board, they were developed by the Smart Start task force. Learning loss is a huge concern of the board, he said.

- **Ms. Teal-Olsen** pointed out that the Smart Start task force included community members. She sympathized with those who were concerned about students' inability to interpret non-verbal communication while mask-wearing. Staff shortages are a real concern, she said, because the District is mandated by the State to have a certain number of people in the building to stay open. She acknowledged that it was hard when graduations, sports, and other important events and milestones were taken away. Listening to report after report about competitions and sports and achievements means a lot in the face of frustration about mitigation, she expressed.
- **Mr. Gebler** shared that he sees common threads between those who support and those who oppose the mask mandate. He stated that we all love our kids and want them to be healthy and thrive, recognizing that that's the goal, but the philosophy to get there is different between the two groups. All board members have kids in the schools. He asserted that the issue is not the Board against public, emphasizing that schools are open, and activities are able to take place again because of mitigation.
- **Mr. Hames** began by thanking those who spoke and publicly thanked those who have communicated with the board via email and noted that all communication has been equally split between the two positions. Everyone has a perspective, he said, and an idea for what the best thing to do is. He shared the words of a friend who said, we'll never know if we did too much, but we will know if we haven't done enough. He declared that he won't apologize for taking steps to keep people safe. He shared his observation of how very little community transmission there has been in the classroom this school year. Mr. Hames respectfully acknowledged the frustration expressed by the community members present.
- **President Morrison** clarified that the Open Meetings Act does not allow for a back-and-forth conversation. The Board can meet and talk to one or two people at a time if there is not a quorum present. This means that a lot of private conversations have been taking place, she said.

EXECUTIVE SESSION

Ms. Teal-Olsen moved, and **Mr. Rioux** seconded the motion to go into Executive Session in accordance with and under the provision of AS 44.62.310 (c)(1)(2); the immediate knowledge of which

would clearly have an adverse effect upon the finances of the district, and subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion. The matters to be discussed are contract negotiations. Mr. Hauser, Dawn Gluth, Leslie Young, and Genevieve Hollins are invited.

There was no public comment.

The motion to move into Executive Session to discuss union negotiations and a personnel matter was passed unanimously at 8:25 PM.

Mr. Gebler moved to reconvene, and **Mr. Rioux** seconded the motion at 10:00 PM.

UPCOMING EVENTS

- **JOINT
ASSEMBLY/SCHOOL
BOARD MEETING
FEBRUARY 3, 2022 –
CENTENNIAL HALL**
- **POLICY COMMITTEE
MEETING FEBRUARY
9, 2022 – DISTRICT
OFFICE BOARD
ROOM**
- **THE NEXT REGULAR
SCHOOL BOARD
MEETING IS
SCHEDULED FOR
MARCH 2, 2022 AT
6:00PM – SHEET'KA
KWAAN NAA KAHIDI**

ADJOURNMENT

The meeting was adjourned at 10:00 PM.

Amy Morrison, President

Paul G. Rioux, Clerk

**Department of Education
and Early Development**



Alaska Digital Literacy Standards

Adopted June 2019



Alaska Board of Education & Early Development

James Krere, Fields, Chair/REAA Representative
Dr. Keith Hamilton, First Vice Chair/Public-at-Large
Lorri Van Diest, Second Vice Chair/Third Judicial District
Bob Griffin, Public-at-Large
Sally Stockhausen, First Judicial District
Tiffany Scott, Second Judicial District
Sandy Kowalski, Fourth Judicial District
Colonel Spencer Van Meter, Military Advisor
Tanis Lorrington, Student Advisor

For additional information on Alaska's standards, write:
Standards, Department of Education & Early Development
PO Box 110500 Juneau, Alaska 99811-0500
Or call, (907) 465-2900; or visit our website: <http://education.alaska.gov>

Introduction:

The Alaska Digital Literacy Standards update the 2006 Alaska Technology Standards, bringing them into alignment with contemporary technology opportunities available to districts and students in Alaska. They focus on leveraging technology for learning, expression, digital citizenship and communication. The standards are based on the International Society for Technology in Education (ISTE) student standards (2016 edition).

The Alaska Digital Literacy Standards provide a framework for leveraging technology tools for learning and participating in a digital society. The standards are organized into seven concept areas, by grade bands: Kindergarten through 2nd grade, 3rd grade through 5th grade and 6th grade through 12th grade. Each standards is coded using the following patter: grade band, concept, and item number. For example:

K-2.EL.1 = Kindergarten through 2nd grade, Empowered Learning, item 1

Empowered Learning

K-2.EL.1 With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.

K-2.EL.2 With guidance from an educator, students learn about various technologies that can be used to connect to others or make their leaning environments personal and select resources from those available to enhance their learning.

K-2.EL.3 With guidance from an educator, students recognize performance feedback from digital tools, make adjustments based on that feedback and use age-appropriate technology to share learning.

K-2.EL.4 With guidance from an educator, students explore a variety of technologies that will help them in their learning and begin to demonstrate an understanding of how knowledge can be transferred between tools.

3-5.EL.1 Students develop learning goals in collaboration with an educator, select the technology tools to achieve them, and reflect on and revise the learning process as needed to achieve goals.

3-5.EL.2 With the oversight and support of an educator Students build a network of experts and peers within school policy and customize their environments to enhance their learning.

3-5.EL.3 Students seek from feedback from both people and features embedded in digital tools, and use age-appropriate technology to share learning.

3-5.EL.4 Students explore age-appropriate technologies and begin to transfer their learning to different tools or learning environments.

6-12.EL.1 Students articulate personal learning goals, select and manage appropriate technologies to achieve them, and reflect on their successes and areas of improvement in working toward their goals.

6-12.EL.2 Students identify and develop online networks within school policy, and customize their learning environments in ways that support their learning, in collaboration with an educator.

6-12.EL.3 Students actively seek performance feedback from people, including teachers, and from functionalities embedded in digital tools to improve their learning process, and they select technology to demonstrate their learning in a variety of ways.

6-12.EL.4 Students are able to navigate a variety of technologies and transfer their knowledge and skills to learn how to use new technologies.

Digital Citizenship

K-2.DC.1 Students practice responsible use of technology through teacher-guided online activities and interactions to understand how the digital space impacts their life.

K-2.DC.2 With guidance from an educator, students understand how to be careful when using devices and how to be safe online, follow safety rules when using the internet and collaborate with others.

K-2.DC.3 With guidance from an educator, students learn about ownership and sharing of information, and how to respect the work of others.

K-2.DC.4 With guidance from an educator, students demonstrate an understanding that technology is all around them and the importance of keeping their information private.

3-5.DC.1 Students demonstrate an understanding of the role an online identity plays in the digital world and learn the permanence of their decisions when interacting online.

3-5.DC.2 Students practice and encourage others in safe, legal and ethical behavior when using technology and interacting online, with guidance from an educator.

3-5.DC.3 Students learn about, demonstrate and encourage respect for intellectual property with both print and digital media when using and sharing the work of others.

3-5.DC.4 Students demonstrate an understanding of what personal data is, how to keep it private and how it might be shared online.

6-12.DC.1 Students manage their digital identities and reputations within school policy, including demonstrating an understanding of how digital actions are never fully erasable.

6-12.DC.2 Students demonstrate and advocate for positive, safe, legal and ethical habits when using technology and when interacting with others online.

6-12.DC.3 Students demonstrate and advocate for an understanding of intellectual property with both print and digital media— including copyright, permission and fair use—by creating a variety of media products that include appropriate citation and attribution elements.

6-12.DC.4 Students demonstrate an understanding of what personal data is and how to keep it private and secure, including the awareness of terms such as encryption, HTTPS, password, cookies and computer viruses; they also understand the limitations of data management and how data-collection technologies work.

Knowledge Construction

K-2.KC.1 With guidance from an educator, students use digital tools and resources, contained within a classroom platform or otherwise provided by the teacher, to find information on topics of interest.

K-2.KC.2 With guidance from an educator, students become familiar with age-appropriate criteria for evaluating digital content.

K-2.KC.3 With guidance from an educator, students explore a variety of teacher-selected tools to organize information and make connections to their learning.

K-2.KC.4 With guidance from an educator, students explore real-world issues and problems and share their ideas about them with others.

3-5.KC.1 Students collaborate with a teacher to employ appropriate research techniques to locate digital resources that will help them in their learning process.

3-5.KC.2 Students learn how to evaluate sources for accuracy, perspective, credibility and relevance.

3-5.KC.3 Using a variety of strategies, students organize information and make meaningful connections between resources

3-5.KC.4 Students explore real-world problems and issues and collaborate with others to find answers or solutions.

6-12.KC.1 Students demonstrate and practice the ability to effectively utilize research strategies to locate appropriate digital resources in support of their learning.

6-12.KC.2 Students practice and demonstrate the ability to evaluate resources for accuracy, perspective, credibility and relevance.

6-12.KC.3 Students locate and collect resources from a variety of sources and organize assets into collections for a wide range of projects and purposes.

6-12.KC.4 Students explore real-world issues and problems and actively pursue an understanding of them and solutions for them.

Innovative Design

K-2.ID.1 With guidance from an educator, students ask questions, suggest solutions, test ideas to solve problems and share their learning.

K-2.ID.2 Students use age-appropriate digital and non-digital tools to design something and are aware of the step-by-step process of designing.

K-2.ID.3 Students use a design process to develop ideas or creations, and they test their design and redesign if necessary.

K-2.ID.4 Students demonstrate perseverance when working to complete a challenging task.

3-5.ID.1 Students explore and practice how a design process works to generate ideas, consider solutions, plan to solve a problem or create innovative products that are shared with others.

3-5.ID.2 Students use digital and non-digital tools to plan and manage a design process.

3-5.ID.3 Students engage in a cyclical design process to develop prototypes and reflect on the role that trial and error plays. **3-5.ID.4** Students demonstrate perseverance when working with open-ended problems.

6-12.ID.1 Students engage in a design process and employ it to generate ideas, create innovative products or solve authentic problems.

6-12.ID.2 Students select and use digital tools to support a design process and expand their understanding to identify constraints and trade-offs and to weigh risks.

6-12.ID.3 Students engage in a design process to develop, test and revise prototypes, embracing the cyclical process of trial and error and understanding problems or setbacks as potential opportunities for improvement.

6-12.ID.4 Students demonstrate an ability to persevere and handle greater ambiguity as they work to solve open-ended problems.

Computational Thinking

K-2.CT.1 With guidance from an educator, students identify a problem and select appropriate technology tools to explore and find solutions.

K-2.CT.2 With guidance from an educator, students analyze age-appropriate data and look for similarities in order to identify patterns and categories.

K-2.CT.3 With guidance from an educator, students break a problem into parts and identify ways to solve the problem.

K-2.CT.4 Students understand how technology is used to make a task easier or repeatable and can identify real-world examples.

3-5.CT.1 Students explore or solve problems by selecting technology for data analysis, modeling and algorithmic thinking, with guidance from an educator.

3-5.CT.2 Students select effective technology to represent data.

3-5.CT.3 Students break down problems into smaller parts, identify key information and propose solutions. **3-5.CT.4** Students understand and explore basic concepts related to automation, patterns and algorithmic thinking.

6-12.CT.1 Students practice defining problems to solve by computing for data analysis, modeling or algorithmic thinking.

6-12.CT.2 Students find or organize data and use technology to analyze and represent it to solve problems and make decisions.

6-12.CT.3 Students break problems into component parts, identify key pieces and use that information to problem solve.

6-12.CT.4 Students demonstrate an understanding of how automation works and use algorithmic thinking to design and automate solutions.

Creative Communication

- K-2.CC.1** With guidance from an educator, students choose different tools for creating something new or for communicating with others.
- K-2.CC.2** Students use digital tools to create original works.
- K-2.CC.3** With guidance from an educator, students share ideas in multiple ways—visual, audio, etc.
- K-2.CC.4** With guidance from an educator, students select technology to share their ideas with different people.
- 3-5.CC.1** Students recognize and utilize the features and functions of a variety of creation or communication tools.
- 3-5.CC.2** Student create original works and learn strategies for remixing or repurposing to create new artifacts.
- 3-5.CC.3** Students create digital artifacts to communicate ideas visually and graphically.
- 3-5.CC.4** Students learn about audience and consider their expected audience when creating digital artifacts and presentations.
- 6-12.CC.1** Students select appropriate platforms and tools to create, share and communicate their work effectively.
- 6-12.CC.2** Students create original works or responsibly repurpose other digital resources into new creative works.
- 6-12.CC.3** Students communicate complex ideas clearly using various digital tools to convey the concepts textually, visually, graphically, etc.
- 6-12.CC.4** Students publish or present content designed for specific audiences and select platforms that will effectively convey their ideas to those audiences

Global Collaboration

- K-2.GC.1** With guidance from an educator, students use technology tools to work with friends and with people outside their neighborhood, city and beyond.
- K-2.GC.2** With guidance from an educator, students use technology to communicate with others and to look at problems from different perspectives.

- K-2.GC.3** With guidance from an educator, students take on different team roles and use age-appropriate technologies to complete projects.
- K-2.GC.4** With guidance from an educator, students use age-appropriate technologies to work together to understand problems and suggest solutions.
- 3-5.GC.1** Students use digital tools to work with friends and people from different backgrounds or cultures.
- 3-5.GC.2** Students use collaborative technologies to connect with others, including peers, experts and community members, to explore different points of view on various topics.
- 3-5.GC.3** Students perform a variety of roles within a team using age-appropriate technology to complete a project or solve a problem.
- 3-5.GC.4** Students work with others using collaborative technologies to explore local and global issues.
- 6-12.GC.1** Students use digital tools to interact with others to develop a richer understanding of different perspectives and cultures.
- 6-12.GC.2** Students use collaborative technologies to connect with others, including peers, experts and community members, to learn about issues and problems or to gain broader perspective.
- 6-12.GC.3** Students determine their role on a team to meet goals, based on their knowledge of technology and content, as well as personal preference.
- 6-12.GC.4** Students select collaborative technologies and use them to work with others to investigate and develop solutions related to local and global issues.

**Department of Education
and Early Development**



Alaska Computer Science Standards

Adopted June 2019



Alaska Board of Education & Early Development

James K. Fields, Chair/REAA Representative
Dr. Keith Hamilton, First Vice Chair/Public-at-Large
Lorri Van Diest, Second Vice Chair/Third Judicial District
Bob Griffin, Public-at-Large
Sally Stockhausen, First Judicial District
Tiffany Scott, Second Judicial District
Sandy Kowalski, Fourth Judicial District
Colonel Spencer Van Meter, Military Advisor
Tanis Lorrington, Student Advisor

For additional information on Alaska's standards, write:
Standards, Department of Education & Early Development
PO Box 110500 Juneau, Alaska 99811-0500
Or call, (907) 465-2900; or visit our website: <http://education.alaska.gov>

Introduction:

There is an urgent need to improve the level of public understanding of computer science as an academic and professional field. To successfully function in society, every citizen in the 21st century must understand, at the minimum, the principles of computer science. A commitment to implementing K–12 computer science standards in Alaska will aid in creating this broad public understanding and also help meet the evolving needs of the Alaskan workforce.

Computer science is an established discipline at the collegiate and post-graduate levels. It is best defined as “the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society.” All students need to understand a world that is increasingly influenced by technology and to apply computing as a tool for learning and expression across a variety of disciplines and interests.

The Alaska Computer Science Standards are meant to establish a baseline literacy in computer science for all Alaskan students and provide guidance for designing curriculum, assessments, and teacher preparation programs. The standards represent a vision in which all students, from a young age, engage in the concepts and practices of computer science. From kindergarten through 12th grade, students will develop new approaches to problem solving that harness the power of computational thinking, while not only becoming users, but creators of computing technology.

The Alaska Computer Science Standards are based on the Computer Science Teachers Association’s Interim K–12 Computer Science Standards. The standards introduce the principles and methodologies of computer science to all students, whether they are college bound or career bound after high school. The standards outlined in this document address the entire K–12 range.

K-12 educators from around the state, institutions of higher education, as well as industry were engaged as part of the standards creation process. Students proficient in Alaska’s Computer Science Standards will be prepared for either entry into postsecondary education or into positions in industry. Implementation of these standards will help ensure that Alaskans are prepared for the high-demand, good-wage jobs available across the employment landscape of Alaska and the world.

These standards do not tell teachers how to teach, nor do they attempt to override the unique qualities of each student and classroom. They simply establish a strong foundation of knowledge and skills that students need for success after graduation. It is up to schools and teachers to decide how to put the standards into practice and incorporate other state and local standards, including cultural standards.

A glossary of computer science terms is located in the Appendix where it was felt by the Standards Committee that definitions would be useful to educators.

Legend for Identifiers

Unique Numbering System for the Alaska Computer science K-12 Learning Standards. To help understand the organization of the standards for each individual standard here is an example.

K.CS.D.01 = kindergarten, computing systems, devices, item 1

Level	Core Concept	Sub- Concepts	Number	Computer Science K–12 Learning Standard
Grade K	Computing Systems	Devises	01	With guidance, follow directions and make choices while using computing devices to perform a variety of tasks.

The Legend below will help interpret the identifier for each Computer Science K-12 Learning Standard:

The identifier code corresponds to:

Level • Concept • Sub-concepts • Number

Identifier Code Level	Key
K	Kindergarten
1	Grades 1
Repeat 2-7	Repeat Grades 2-7
8	Grade 8
L1	Grades HS entry level employment competence
L2	Grades HS post-secondary education
Identifier Code Concepts	Key Concepts • Sub-concepts
CS	Computing Systems <ul style="list-style-type: none"> • Devices • Hardware and Software • Troubleshooting
NI	Networks and the Internet <ul style="list-style-type: none"> • Network Communication and Organization • Cybersecurity
DA	Data and Analysis <ul style="list-style-type: none"> • Storage • Collection, Visualization and Transformation • Inference and Models
AP	Algorithms and Programming <ul style="list-style-type: none"> • Algorithms • Variables • Control • Modularity • Program Development

Computing Systems

Devices

- **K.CS.D.01** With guidance, follow directions and make choices while using computing devices to perform a variety of tasks.
- **1.CS.D.01** With guidance, select and use a computing device to perform a variety of tasks for an intended outcome.
- **2.CS.D.01** Select and use a computing device to perform a variety of tasks for an intended outcome.
- **3.CS.D.01** Define how computer hardware and software work together as a system to accomplish tasks (e.g., input, output, processor, sensors, and storage).
- **4.CS.D.01** Define and discuss how computer hardware and software work together as a system to accomplish tasks (e.g., input, output, processor, sensors, and storage).
- **5.CS.D.01** Define, discuss, and model how computer hardware and software work together as a system to accomplish tasks (e.g., input, output, processor, sensors, and storage).
- **6.CS.D.01** Review and analyze device(s) based on personal use and recommend improvements to the device.
- **7.CS.D.01** Review, analyze, and evaluate device(s) and how other users interact with devices and recommend improvements to design.
- **8.CS.D.01** Develop and implement a process to evaluate existing computing devices and recommend improvements to design based on analysis of how other users interact with the device.
- **L1.CS.D.01** Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects.

Hardware and Software

- **K.CS.HS.01** Use accurate terminology to locate and identify common computing devices and components, in a variety of environments (e.g., laptop, tablet, mouse).
- **1.CS.HS.01** Use accurate terminology in naming and describing the function of common computing devices and components (e.g., laptop, tablet, mouse).
- **2.CS.HS.01** Identify computer system components and peripherals, and their basic use (e.g., hard drive, memory, processor).
- **3.CS.HS.01** Define binary, and how that relates to computers transmitting information. Review Binary's relationship to off and on.
- **4.CS.HS.01** Define and discuss how information flows through hardware and software to accomplish tasks using binary.

- **5.CS.HS.01** Define, discuss, and model how information flows through hardware and software to accomplish tasks such as converting a word to binary.
- **6.CS.HS.01** Identify ways that hardware and software (User Interface) design are combined to collect and exchange data.
- **7.CS.HS.01** Evaluate and recommend improvements to hardware and software (User Interface) design to collect and exchange data.
- **8.CS.HS.01** Design and refine projects that combine hardware and software (User Interface) to collect and exchange data. **L1.CS.HS.01** Explain the interactions between application software, system software, and hardware.
- **L2.CS.HS.01** Identify the interactions of an operating system between software and hardware.

Troubleshooting

- **K.CS.T.01** Recognize that computing systems might not work as expected and use accurate terminology to identify simple hardware or software problems (e.g., volume turned down on headphones, monitor turned off).
- **1.CS.T.01** Identify simple hardware and software problems that may occur during use (e.g., app or program is not working as expected; no sound is coming from the device; caps lock turned on).
- **2.CS.T.01** Identify simple hardware and software problems that may occur during use and discuss problems with peers and adults (e.g., app or program is not working as expected; no sound is coming from the device; caps lock turned on).
- **3.CS.T.01** Identify and discuss simple hardware and software problems that may occur during everyday use.
- **4.CS.T.01** Identify and research simple hardware and software problems that may occur during everyday use.
- **5.CS.T.01** Identify, discuss, and apply strategies for solving simple hardware and software problems that may occur using everyday use (e.g., rebooting the device; checking the power; force shut down of an application).
- **6.CS.T.01** Identify and discuss increasingly complex software and hardware problems with computing devices and their components.
- **7.CS.T.01** Identify and fix increasingly complex software and hardware problems with computing devices and their components.
- **8.CS.T.01** Systematically identify, fix, and document increasingly complex software and hardware problems with computing devices and their components.
- **L1.CS.T.01** Develop and apply criteria for systematic discovery of errors and strategies for correction in computing systems.

Network and the Internet

Network Communication and Organization

- **K.NI.NCO.01** Recognize that computing devices can be connected together.
- **1.NI.NCO.01** Recognize that by connecting computing devices together they can share information (e.g., remote storage, printing, the internet).
- **2.NI.NCO.01** Recognize that computing devices can be connected at various scales (e.g., Bluetooth, Wi-Fi).
- **3.NI.NCO.01** Recognize that information is sent and received over both physical or wireless paths.
- **4.NI.NCO.01** Recognize and explain how information is sent and received over both physical and wireless paths.
- **5.NI.NCO.01** Recognize, explain, and model how information is broken down into packets (smaller pieces), transmitted between devices, and reassembled.
- **6.NI.NCO.01** Model a simple protocol for transferring information using packets.
- **7.NI.NCO.01** Explain how a system recovers when a packet is lost and the effect it has on the transferred information.
- **8.NI.NCO.01** Explain protocols and their importance to data transmission; model how packets are broken down into smaller pieces and how they are delivered.
- **L1.NI.NCO.01** Evaluate the scalability and reliability of networks by identifying and illustrating the basic components of computer networks and network protocols (e.g., routers, switches, servers, IP, DNS).
- **L2.NI.NCO.01** Describe the issues that impact network functionality (e.g., bandwidth, load, delay, topology).

Cybersecurity

- **K.NI.C.01** Discuss what passwords are and why we do not share them with others. With guidance, use passwords to access technological devices, apps, etc.
- **1.NI.C.01** Identify what passwords are; explain why they are not shared; and discuss what makes a password strong. Independently, use passwords to access technological devices, apps etc.
- **2.NI.C.01** Explain what passwords are; why we use them, and write and design strong passwords to protect devices and information from unauthorized access. Identify other forms of authentication (biometrics).
- **3.NI.C.01** Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
- **4.NI.C.01** Define cybersecurity and discuss real-world cybersecurity problems and how physical and digital personal information can be protected.
- **5.NI.C.01** Discuss real-world cybersecurity problems and how personal information

can be protected. Discussion topics could be based on current events related to cybersecurity or topics that are applicable to students.

- **6.NI.C.01** Identify existing cybersecurity concerns with the Internet and systems it uses.
- **6.NI.C.02** Explain the importance of secured websites and describe how one method of encryption works.
- **7.NI.C.01** Explain how to protect electronic information, both physical and digital, identify cybersecurity concerns and options to address issues with the Internet and the systems it uses
- **7.NI.C.02** Identify and explain two or more methods of encryption used to ensure and secure the transmission of information.
- **8.NI.C.01** Evaluate physical and digital procedures that could be implemented to protect electronic data/information. Explain the impacts of malware (e.g., hacking, ransomware).
- **8.NI.C.02** Compare the advantages and disadvantages of multiple methods of encryption to model the secure transmission of information.
- **L1.NI.C.01** Compare various security measures by evaluating tradeoffs between the usability and security of a computing system.
- **L1.NI.C.02** Illustrate how sensitive data can be affected by attacks.
- **L1.NI.C.03** Recommend security measures to address various scenarios based on the principles of information security.
- **L1.NI.C.04** Explain tradeoffs when selecting and implementing cybersecurity recommendations from multiple perspectives such as the user, enterprise, and government.
- **L2.NI.C.01** Compare and refine ways in which software developers protect devices and information from unauthorized access.
- **L2.NI.C.02** Learn detection and prevention methods to respond to attacks on sensitive data. Develop a response plan that enables recovery from such attacks.

Data Analysis

Storage

- **K.DA.S.01** Identify types of data from our everyday lives and computing devices (e.g., digital images, videos, apps, documents)
- **1.DA.S.01** With guidance, locate, open, modify and save an existing file with a computing device.
- **2.DA.S.01** With guidance, create, copy, locate, modify, and delete a file on a computing device and define the information stored as data.

- **3.DA.S.01** Recognize that different applications work with different types of files (e.g., images, documents).
- **4.DA.S.01** Explain how many kilobytes make one megabyte, and how many megabytes make one gigabyte.
- **5.DA.S.01** Using correct terminology explain why various types of files differ in size (e.g., video, images and documents).
- **6.DA.S.01** Identify how the same data can be represented in multiple ways.
- **7.DA.S.01** Create multiple representations of data.
- **8.DA.S.01** Analyze multiple methods of representing data and choose the most appropriate method for representing data.
- **L1.DA.S.01** Translate and compare different bit representations of real-world phenomena, such as characters, numbers, and images.
- **L1.DA.S.02** Review different database types.
- **L2.DA.S.01** Evaluate and explain the various types of databases, with their specific benefits and limitation.

Collection, Visualization and Transformation

- **K.DA.CVT.01** With guidance, collect data and present it visually.
- **1.DA.CVT.01** With guidance, collect data and present it two different ways.
- **2.DA.CVT.01** With guidance, collect and present the same data in various visual formats.
- **3.DA.CVT.01** Collect and organize data in a spreadsheet.
- **4.DA.CVT.01** Collect and organize data to highlight and display relationships.
- **5.DA.CVT.01** Collect, organize, interpret, and display data to highlight relationships and support a claim.
- **6.DA.CVT.01** Collect data using computational tools and transform the data to make it more useful (e.g., spreadsheet formulas)
- **7.DA.CVT.01** Collect data using computational tools and transform the data to make it more useful and reliable.
- **8.DA.CVT.01** Develop, implement, and refine a process that utilizes computational tools to collect and transform data to make it more useful and reliable.
- **L1.DA.CVT.01** Use tools and techniques to locate, collect and create visualizations of small and large-scale data sets (e.g., paper surveys, online data sets, etc.).
- **L2.DA.CVT.01** Use data analysis tools and techniques to identify patterns from complex real- world phenomena.
- **L2.DA.CVT.02** Generate data sets that support a claim or communicates information using a variety of data collection tools and analysis techniques.

Inference and Models

- **K.DA.IM.01** With guidance, draw conclusions and make predictions based on picture graphs or patterns (e.g., make predictions based on weather data presented in a picture graph; complete a pattern).
- **1.DA.IM.01** With guidance, interpret data from a chart or graph (visualization) in order to make a prediction, with or without a computing device.
- **2.DA.IM.01** With guidance, construct and interpret data and present it in a chart or graph (visualization) in order to make a prediction, with or without a computing device.
- **3.DA.IM.01** With guidance, utilize data to make predictions and discuss whether there is adequate data to make reliable predictions.
- **4.DA.IM.01** Determine the accuracy of conclusions and how they are influenced by the amount of data collected.
- **5.DA.IM.01** Use data to highlight or propose cause and effect relationships, predict outcomes, or communicate an idea.
- **6.DA.IM.01** Use models and simulations to formulate, refine, and test hypotheses.
- **7.DA.IM.01** Discuss the correctness of a model representing a system by comparing the model's generated results with observed data from the modeled system.
- **8.DA.IM.01** Refine computational models based on the data generated by the models.
- **L1.DA.IM.01** Use computational models such as data analysis, pattern recognition, and/or simulations to show the relationships between collected data elements.
- **L2.DA.IM.01** Use models and simulations to help formulate, refine, and test scientific hypotheses.

Algorithms and Programming

Algorithms

- **K.AP.A.01** With guidance, model daily processes and follow algorithms (sets of step-by-step instructions) to complete tasks verbally, kinesthetically, with robot devices, or a programming language.
- **1.AP.A.01** With guidance, model daily processes and follow algorithms (sets of step-by-step instructions) to complete tasks verbally, kinesthetically, with robot devices, or a programming language.
- **2.AP.A.01** With guidance, model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks verbally, kinesthetically, with robot devices, or a programming language.
- **3.AP.A.01** Create and follow algorithms to accomplish a simple task or solve a simple problem
- **4.AP.A.01** Create, compare & refine multiple algorithms for the same task.

- **5.AP.A.01** Compare and refine multiple algorithms for the same task and determine which is the most appropriate.
- **6.AP.A.01** Use an existing algorithm in natural language or pseudocode to solve complex problems.
- **7.AP.A.01** Select and modify an existing algorithm in natural language or pseudocode to solve complex problems.
- **8.AP.A.01** Design algorithms in natural language, flow and control diagrams, comments within code, and/or pseudocode to solve complex problems.
- **L1.AP.A.01** Use algorithms (e.g., sequencing, selection, iteration, recursion, etc.) to create a prototype to provide a possible solution for a common problem.
- **L2.AP.A.01** Describe how artificial intelligence drives many software and physical systems (e.g., autonomous robots, computer vision, pattern recognition, text analysis).
- **L2.AP.A.02** Develop an artificial intelligence algorithm to play a game against a human opponent or solve a common problem.
- **L2.AP.A.03** Critically examine and adapt classic algorithms (e.g. selection sort, insertion sort, etc.).
- **L2.AP.A.04** Evaluate algorithms (e.g., sorting, searching) in terms of their efficiency, correctness, and clarity.

Variables

- **K.AP.V.01** With guidance, model and represent grade level appropriate data (e.g., print, numbers, kinesthetic movement, symbols, and robot manipulatives).
- **1.AP.V.01** With guidance, model and represent grade level appropriate data (e.g., print, numbers, kinesthetic movement, symbols and robot manipulatives).
- **2.AP.V.01** Model the way a computer program manipulates grade level appropriate data (e.g., print, numbers, kinesthetic movement, symbols and robot manipulatives).
- **3.AP.V.01** Create programs that use variables to store and modify grade level appropriate data.
- **4.AP.V.01** Create programs that use variables to store and modify grade level appropriate data.
- **5.AP.V.01** Create programs that use variables to store and modify grade level appropriate data.
- **6.AP.V.01** Develop programs that utilize combinations of repetition, conditionals, functions, and the manipulation of variables representing different data types.
- **7.AP.V.01** Develop programs that utilize combinations of repetition, compound conditionals, functions, and the manipulation of variables representing different data types.

- **8.AP.V.01** Develop programs that utilize combinations of nested repetition, compound conditionals, functions, and the manipulation of variables representing different data types.
- **L1.AP.V.01** Demonstrate the use of lists to simplify solutions and to generalize computation problems instead of repeatedly using simple variables.
- **L2.AP.V.01** Compare and contrast simple data structures and their uses (e.g., arrays, lists, stacks, queues, maps, trees, graphs, and databases).

Control

- **K.AP.C.01** With guidance, create programs to accomplish tasks as a means of creative expression using a programming language, robot device or unplugged activity, either independently or collaboratively, including sequencing, emphasizing the beginning, middle, and end.
- **1.AP.C.01** With guidance, create programs to accomplish tasks as a means of creative expression or problem solving using a programming language, robot device or unplugged activity, either independently or collaboratively including sequencing and repetition.
- **2.AP.C.01** With guidance, create programs using a programming language, robot device or unplugged activity that utilize sequencing and repetition to solve a problem or express ideas both independently and collaboratively.
- **L1.AP.C.01** Justify the selection of specific control structures when trade-offs involve implementation, readability, and program performance.
- **L1.AP.C.02** Develop an event-based program that will solve a practical problem, or allow self-expression.
- **L2.AP.C.01** Trace the execution of recursive algorithms, illustrating output and changes in values of named variables.

Modularity

- **K.AP.M.01** With guidance, decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.
- **1.AP.M.01** Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions.
- **2.AP.M.01** Decompose (break down) and explain the steps needed to solve a problem into a precise sequence of instructions.
- **3.AP.M.01** Modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.
- **4.AP.M.01** Modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.
- **5.AP.M.01** Modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features.

- **6.AP.M.01** Decompose (break down) problems into abstraction layers to facilitate the design, implementation, and review of programs.
- **7.AP.M.01** Decompose (break down) problems into abstraction layers to facilitate the design, implementation, and review of increasingly complex programs.
- **8.AP.M.01** Decompose (break down) problems and sub-problems into abstraction layers to facilitate the design, implementation, and review of complex programs.
- **L1.AP.M.01** Using systematic analysis and design, break down a solution into basic elements such as procedures, functions, or methods.
- **L1.AP.M.02** Create computational artifacts by using common structures to organize, manipulate and/or process data.
- **L2.AP.M.01** Construct solutions to problems using student-created components, such as functions, procedures, modules, and/or objects.
- **L2.AP.M.02** Analyze a large-scale computational problem and identify generalizable patterns that can be applied to a solution.
- **L2.AP.M.03** Create programming solutions using code reuse and applied technique with appropriate attribution (e.g., libraries, APIs, collaboration software, and versioning software).

Program Development

- **K.AP.PD.01** With guidance, create a grade level appropriate document to illustrate thoughts, ideas, and stories in a sequential (step-by-step) manner (e.g., story map, storyboard, and sequential graphic organizer).
- **K.AP.PD.02** Independently or with guidance give credit to ideas, creations and solutions of others while writing and/or developing programs.
- **K.AP.PD.03** Independently and collaboratively, identify and correct errors in an algorithm that includes sequencing and repeated procedures using a programming language or unplugged activities.
- **K.AP.PD.04** Use correct terminology (first, second...) in the development of an algorithm to solve a simple problem
- **1.AP.PD.01** Independently or with guidance, create a grade level appropriate document to illustrate thoughts, ideas, and stories in a sequential (step-by- step) manner (e.g., story map, storyboard, and sequential graphic organizer).
- **1.AP.PD.02** Independently or with guidance give credit to ideas, creations and solutions of others while writing and/or developing programs.
- **1.AP.PD.03** Independently and collaboratively, debug programs, which include sequencing and repetition to accomplish tasks as a means of creative expression or problem solving using a programming language and/or unplugged activities.

- **1.AP.PD.04** Use correct terminology (beginning, middle, end...), and explain the choices made in the development of an algorithm and/or program to solve a simple problem.
- **2.AP.PD.01** Independently or with guidance, create a grade level appropriate document to illustrate thoughts, ideas, and stories in a sequential (step-by- step) manner (e.g., story map, storyboard, and sequential graphic organizer).
- **2.AP.PD.02** Independently or with guidance give credit to ideas, creations and solutions of others while writing and/or developing programs.
- **2.AP.PD.03** Independently and collaboratively, create and debug programs, which include sequencing and repetition to accomplish tasks as a means of creative expression or problem solving using a programming language and/or unplugged activities.
- **2.AP.PD.04** Use correct terminology (debug, program input/output, code ...) to explain the development of an algorithm to solve a problem in an unplugged activity, hands on manipulatives or a programming language.
- **3.AP.PD.01** Outline problems and potential solutions using a sequence of steps and conditional logic (e.g., if-then-else statements).
- **3.AP.PD.02** Observe intellectual property rights and give appropriate credit when creating or remixing programs.
- **4.AP.PD.01** Create and debug programs using variables, loops, functions that intake, store, and display data.
- **4.AP.PD.02** Observe intellectual property rights and give appropriate credit when creating or remixing programs.
- **5.AP.PD.01** Define the concept of abstraction and create increasingly complex programs.
- **5.AP.PD.02** Observe intellectual property rights and give appropriate credit when creating or remixing programs.
- **6.AP.PD.01** Seek and incorporate feedback from team members to refine a solution to a problem.
- **6.AP.PD.02** Incorporate existing code, media, and libraries into original programs and give attribution.
- **6.AP.PD.03** Test and refine programs using teacher provided inputs.
- **6.AP.PD.04** Break down tasks and follow an individual timeline when developing a computational artifact.
- **6.AP.PD.05** Document block-based or text-based programs in order to make them easier to follow, test, and debug.
- **7.AP.PD.01** Seek and incorporate feedback from team members and users to refine a solution to a problem.
- **7.AP.PD.02** Incorporate existing code, media, and libraries into original programs of increasing complexity and give attribution.

- **7.AP.PD.03** Test and refine programs using a variety of student created inputs.
- **7.AP.PD.04** Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.
- **7.AP.PD.05** Document block-based or text-based programs of increasing complexity in order to make them easier to follow, test, and debug.
- **8.AP.PD.01** Seek and incorporate feedback from team members and users to refine a solution to a problem that meets the needs of diverse users.
- **8.AP.PD.02** Incorporate existing code, media, and libraries into original programs of increasing complexity and give attribution.
- **8.AP.PD.03** Systematically test and refine programs using a range of student created inputs.
- **8.AP.PD.04** Explain how effective communication between participants is required for successful collaboration when developing computational artifacts.
- **L1.AP.PD.01** Create software by analyzing a problem and/or process, developing a solution, testing outcomes, debug, documenting, and adapting the program for a variety of users.
- **L1.AP.PD.02** Classify and define a variety of software licensing schemes and discuss the advantages and disadvantages of the different schemes in software development (e.g. open source, freeware, commercial).
- **L1.AP.PD.03** Evaluate and refine computational artifacts to make them more user-friendly, efficient and/or accessible.
- **L1.AP.PD.04** Design and develop a computational artifact while working in a team.
- **L1.AP.PD.05** Using visual aids and documentation, illustrate the design elements and data flow of the development of a complex program (e.g. flowcharts, pseudocode, etc.).
- **L2.AP.PD.01** Compare multiple programming languages and discuss features that make them useful for solving problems and developing systems.
- **L2.AP.PD.02** Using the software life cycle process, create software that will provide solutions for a variety of users.
- **L2.AP.PD.03** Design software in a project team environment using Agile Development methods (e.g., versioning and collaboration systems).
- **L2.AP.PD.04** Explain security issues that might lead to compromised computer programs.
- **L2.AP.PD.05** Develop programs for multiple computing platforms.
- **L2.AP.PD.06** Develop and use a series of test cases to verify that a program performs according to its design specifications.
- **L2.AP.PD.07** Through peer review systematically check code for correctness, usability, readability, efficiency, portability, and scalability (e.g. code review).

- **L2.AP.PD.08** Modify an existing program to add additional functionality and discuss intended and unintended implications with appropriate attribution.

Community, Global and Ethical Impacts

Culture

- **K.CGEL.C.01** List different ways in which computing devices are used in your daily life.
- **1.CGEL.C.01** Identify how people use many types of technologies in their daily work and personal lives.
- **2.CGEL.C.01** List different technology tools, and describe how people use them in their daily work and personal lives.
- **3.CGEL.C.01** Discuss ongoing trends in technologies that have changed the world, and express how those trends influence and are influenced by cultural practices.
- **3.CGEL.C.02** Brainstorm ways to improve the accessibility and usability of technology product for the diverse needs and wants of users.
- **4.CGEL.C.01** Discuss ongoing trends in technologies that have changed the world, and express how those trends influence and are influenced by cultural practices.
- **4.CGEL.C.02** Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users.
- **5.CGEL.C.01** Discuss ongoing trends in technologies that have changed the world, and express how those trends influence and are influenced by cultural practices.
- **5.CGEL.C.02** Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users.
- **6.GCEL.C.01** Explain how computing impacts people's' everyday activities and explore carriers related to the field of computer science.
- **6.GCEL.C.02** Identify and discuss the technology proficiencies needed in the classroom and the workplace, and how to meet the needs of diverse users.
- **7.GCEL.C.01** Explain how computing impacts innovation in other fields and explore carriers related to the field of computer science.
- **7.GCEL.C.02** Relate the distribution of computing resources in a global society to issues of equity, access, and power.
- **8.GCEL.C.01** Describe the trade-offs associated with computing technologies, explaining their effects on economies and global societies, and explore community and global careers related to the field of computer science (e.g., automation).
- **8.GCEL.C.02** Evaluate and improve the design of existing technologies to meet the needs of diverse users and increase accessibility and usability. Evaluate how technology can be used to distort, exaggerate, and misrepresent information.
- **L1.CGEL.C.01** Test and refine computational artifacts to reduce bias and equity deficits.

- **L1.CGEI.C.02** Demonstrate how a given algorithm applies to problems across disciplines.
- **L2.CGEI.C.01** Evaluate the impact of equity, access, and influence on the distribution of computing resources in a global society.
- **L2.CGEI.C.02** Based on research, evaluate how computing has revolutionized an aspect of our culture and predict how it might evolve (e.g., education, healthcare, art/entertainment, and energy).

Social Interactions

- **K.CGEI.SI.01** With guidance, identify appropriate manners while participating in a digital community.
- **1.CGEI.SI.01** With guidance, identify appropriate and inappropriate behavior. Act responsibly while participating in an online community and know how and who to report concerns.
- **2.CGEI.SI.01** Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in a digital community. Identify and report inappropriate behavior.
- **3.CGEI.SI.01** Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.
- **3.CGEI.SI.02** Identify how computational products may be, or have been, improved to incorporate diverse perspectives. Seek diverse perspectives for the purpose of improving computational artifacts.
- **4.CGEI.SI.01** Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.
- **4.CGEI.SI.02** As a collaborative team, consider and leverage each other's diverse perspectives on improving a computational product.
- **5.CGEI.SI.01** Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior.
- **5.CGEI.SI.02** As a team, collaborate with outside resources (other grade levels, online collaborative spaces) to include diverse perspectives to improve computational products.
- **6.GCEI.SI.01** Individually and collaboratively develop and conduct an online survey that seeks input from a broad audience. Describe and use safe, appropriate, and responsible practices (netiquette) when participating in online communities (e.g., discussion groups, blogs, social networking sites).
- **7.GCEI.SI.01** Individually and collaboratively use advanced tools to design and create online content (e.g., digital portfolio, multimedia, blog, web page). Describe and use safe, appropriate, and responsible practices (netiquette) when participating in online communities (e.g., discussion groups, blogs, social networking sites).

- **8.GCEI.SI.01** Communicate and publish key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using a variety of digital tools and media-rich resources. Describe and use safe, appropriate, and responsible practices (netiquette) when participating in online communities (e.g., discussion groups, blogs, social networking sites).
- **L1.CGEI.SI.01** Demonstrate how computing increases connectivity to people in various cultures.

Safety, Law and Ethics

- **K.CGEI.SLE.01** With guidance, keep log in information private, and log off of devices appropriately
- **1.CGEI.SLE.01** Keep log in information private, and log off of devices appropriately.
- **2.CGEI.SLE.01** Be able to explain the reasoning of keeping login information private. Keep log in information private, and log off of devices appropriately.
- **3.CGEI.SLE.01** Identify types of digital data that may have intellectual property rights that prevent copying or require attribution.
- **4.CGEI.SLE.01** Discuss the social impact of violating intellectual property rights. Use public domain or creative commons media, and refrain from copying or using material created by others without permission.
- **5.CGEI.SLE.01** Observe intellectual property rights, give appropriate credit when using resources and consider the licenses on computational artifacts while using resources.
- **6. GCEI.SLE.01** Differentiate between appropriate and inappropriate content on the Internet, and identify unethical and illegal online behavior.
- **6.GCEI.SLE.02** Identify what distinguishes humans from machines focusing on human intelligence versus machine intelligence (e.g., robot motion; speech and language understanding; computer vision)
- **7. GCEI.SLE.01** Explain the connection between the longevity of data on the Internet, personal online identity, and personal privacy.
- **7.GCEI.SLE.02** Describe ways in which computers use models of intelligent behavior (e.g., robot motion; speech and language understanding; computer vision)
- **8. GCEI.SLE.01** Discuss the social impacts and ethical considerations associated with cybersecurity, including the positive and malicious purposes of hacking.
- **8.GCEI.SLE.02** Compare and contrast human intelligence and computer intelligence (e.g., emotional decision making versus logical decisions; common sense; literal versus abstract).
- **L1.CGEI.SLE.1** Explain the beneficial and harmful effects that intellectual property laws can have on innovation.

- **L1.CGEL.SLE.2** Explain the privacy concerns related to the collection and large scale analysis of information about individuals that may not be evident to users (e.g., how businesses, social media, and the government collects and uses data).
- **L1.CGEL.SLE.3** Evaluate the social and economic implications as related to privacy, data, property, information, and identity in the context of safety, law, or ethics.
- **L1.CGEL.SLE.4** Describe the beneficial and intrusive aspects of advancing and emerging technologies (e.g., artificial intelligent agents, IoT, robotics).
- **L1.CGEL.SLE.5** Discuss diverse careers that are influenced by computer science and its availability to all regardless of background.
- **L2.CGEL.SLE.1** Debate laws and regulations that impact the development and use of software.
- **L2.CGEL.SLE.2** Identify the ethical and moral implications encountered in managing and curating knowledge (e.g., harvesting; information overload; knowledge management; reposting; sharing; summarizing).
- **L2.CGEL.SLE.3** Explain how cutting-edge technology may affect the way business is conducted in the future (e.g., eCommerce, entrepreneurship, payment methods, business responsibilities).

Glossary

A

Abstraction: The process of reducing complexity by focusing on the main idea. By hiding details irrelevant to the question at hand and bringing together related and useful details, abstraction reduces complexity and allows one to focus on the problem.

Accessibility: The design of products, devices, services, or environments for people who experience disabilities. Accessibility standards that are generally accepted by professional groups include the Web Content Accessibility Guidelines (WCAG) 2.0 and Accessible Rich Internet Applications (ARIA) standards.

Algorithm: A step-by-step process to complete a task.

App: A type of application software designed to run on a mobile device, such as a smartphone or tablet computer. Also known as a mobile application.

Artifact: Anything created by a human. See computational artifact for the definition used in computer science.

Artificial Intelligence (A.I.): The branch of computer science dealing with the simulation of intelligent behavior in computers.

Audience: Expected end users of a computational artifact or system.

Authentication: The verification of the identity of a person or process.

B

Binary: A numeric system that only uses two digits — 0 and 1. Computers operate in binary, meaning they store data and perform calculations using only zeros and ones.

Block-based: Using pre-programmed “blocks” of instructions to teach kids coding.

C

Code: Any set of instructions expressed in a programming language.

Complexity: The minimum amount of resources, such as memory, time, or messages, needed to solve a problem or execute an algorithm.

Component: An element of a larger group. Usually, a component provides a particular service or group of related services. Computational: Relating to computers or computing methods.

Computational artifact: Anything created by a human using a computational thinking process and a computing device. A computational artifact can be, but is not limited to, a program, image, audio, video, presentation, or web page file.

Computational thinking: The human ability to formulate problems so that their solutions can be represented as computational steps or algorithms to be executed by a computer.

Computer: A machine or device that performs processes, calculations, and operations based on instructions provided by a software or hardware program.

Computer science: The study of computers and algorithmic processes, including their principles, their hardware and software designs, their implementation, and their impact on society.

Computing: Any goal-oriented activity requiring, benefiting from, or creating algorithmic processes.

Computing device: A physical device that uses hardware and software to receive, process, and output information. Computers, mobile phones, and computer chips inside appliances are all examples of computing devices.

Computing system: A collection of one or more computers or computing devices, together with their hardware and software, integrated for the purpose of accomplishing shared tasks. Although a computing system can be limited to a single computer or computing device, it more commonly refers to a collection of multiple connected computers, computing devices, and hardware.

Conditional: A feature of a programming language that performs different computations or actions depending on whether a programmer-specified Boolean condition evaluates to true or false.

Configuration:

- (process): Defining the options that are provided when installing or modifying hardware and software or the process of creating the configuration (product).
- (product): The specific hardware and software details that tell exactly what the system is made up of, especially in terms of devices attached, capacity, or capability.

Connection: A physical or wireless attachment between multiple computing systems, computers, or computing devices. **Connectivity:** A program's or device's ability to link with other programs and devices.

Control structure: A programming (code) structure that implements control. Conditionals and loops are examples of control structures.

Culture: A human institution manifested in the learned behavior of people, including their specific belief systems, language(s), social relations, technologies, institutions, organizations, and systems for using and developing resources.

Cybersecurity: The protection against access to, or alteration of, computing resources through the use of technology, processes, and training.

D

Data: Information that is collected and used for reference or analysis. Data can be digital or nondigital and can be in many forms, including numbers, text, show of hands, images, sounds, or video.

Data structure: A particular way to store and organize data within a computer program to suit a specific purpose so that it can be accessed and worked with in appropriate ways.

Data type: A classification of data that is distinguished by its attributes and the types of

operations that can be performed on it. Some common data types are integer, string, Boolean (true or false), and floating-point.

Debug/debugging: The process of finding and correcting errors (bugs) in programs.

Decompose/decomposition: Breaking down a problem or system into components.

Device: A unit of physical hardware that provides one or more computing functions within a computing system. It can provide input to the computer, accept output, or both.

Digital citizenship: The norms of appropriate, responsible behavior with regard to the use of technology.

E

Efficiency: A measure of the amount of resources an algorithm uses to find an answer. It is usually expressed in terms of the theoretical computations, the memory used, the number of messages passed, the number of disk accesses, etc.

Encryption: The conversion of electronic data into another form, called ciphertext, which cannot be easily understood by anyone except authorized parties.

Event: Any identifiable occurrence that has significance for system hardware or software. User-generated events include keystrokes and mouse clicks; system-generated events include program loading and errors.

Execute: To carry out (or “run”) an instruction or set of instructions (program, app, etc.).

G

Gigabyte: A unit of computer memory. One gigabyte equals 1,000,000,000 bytes.

H

Hacking: Gaining unauthorized access to other computers.

Hardware: The physical components that make up a computing system, computer, or computing device.

I

Implementation: The process of expressing the design of a solution in a programming language (code) that can be made to run on a computing device.

Inference: A conclusion reached on the basis of evidence and reasoning. Input: The signals or instructions sent to a computer.

Internet: The global collection of computer networks and their connections, all using shared protocols to communicate.

Internet of Things (IoT): An umbrella term that refers to anything connected to the Internet. It includes traditional computing devices, but also includes a growing list of other devices, including home appliances, automobiles, wearable electronics and security cameras.

Iterative: Involving the repeating of a process with the aim of approaching a

desired goal, target, or result.

K

Kilobyte: A unit of computer memory. One kilobyte equals 1,000 bytes.

L

Loop: A programming structure that repeats a sequence of instructions as long as a specific condition is true.

M

Megabyte: A unit of computer memory. One megabyte equals 1,000,000 bytes. Memory: Temporary storage used by computing devices.

Model: A representation of some part of a problem or a system. Note: This definition differs from that used in science.

Modularity: The characteristic of a software/web application that has been divided (decomposed) into smaller modules. An application might have several procedures that are called from inside its main procedure. Existing procedures could be reused by recombining them in a new application.

Module: A software component or part of a program that contains one or more procedures. One or more independently developed modules make up a program.

N

Network: A group of computing devices (personal computers, phones, servers, switches, routers, etc.) connected by cables or wireless media for the exchange of information and resources.

O

Operation: An action, resulting from a single instruction that changes the state of data.

P

Packet: The unit of data sent over a network.

Procedure: An independent code module that fulfills some concrete task and is referenced within a larger body of program code. The fundamental role of a procedure is to offer a single point of reference for some small goal or task that the developer or programmer can trigger by invoking the procedure itself.

Process: A series of actions or steps taken to achieve a particular outcome.

Program: A set of instructions that the computer executes to achieve a particular objective.

Programming: The craft of analyzing problems and designing, writing, testing, and maintaining programs to solve them.

Protocol: The special set of rules used by endpoints in a telecommunication connection when they communicate. Protocols specify interactions between the communicating entities.

R

Reliability: An attribute of any system that consistently produces the same results, preferably meeting or exceeding its requirements.

Remix: The process of creating something new from something old. Originally a process that involved music, remixing involves creating a new version of a program by recombining and modifying parts of existing programs, and often adding new pieces, to form new solutions.

Router: A device or software that determines the path that data packets travel from source to destination.

S

Scalability: The capability of a network to handle a growing amount of work or its potential to be enlarged to accommodate that growth. [Wikipedia]

Software: Programs that run on a computing system, computer, or other computing device.

Storage:

- (place) A place, usually a device, into which data can be entered, in which the data can be held, and from which the data can be retrieved at a later time.
- (process) A process through which digital data is saved within a data storage device by means of computing technology. Storage is a mechanism that enables a computer to retain data, either temporarily or permanently.

String: A sequence of letters, numbers, and/or other symbols. A string might represent, for example, a name, address, or song title. Some functions commonly associated with strings are length, concatenation, and substring.

Structure: A general term used in the framework to discuss the concept of encapsulation without specifying a particular programming methodology.

Switch: A high-speed device that receives incoming data packets and redirects them to their destination on a local area network (LAN).

System: A collection of elements or components that work together for a common purpose.

T

Test case: A set of conditions or variables under which a tester will determine whether the system being tested satisfies requirements or works correctly.

Topology: The physical and logical configuration of a network; the arrangement of a network, including its nodes and connecting links. A logical topology is the way devices appear connected to the user. A physical topology is the way they are actually interconnected with wires and cables.

Troubleshooting: A systematic approach to problem solving that is often used to find and resolve a problem, error, or fault within software or a computing system.

U

User Interface (U.I.): The means in which a person controls a software application or hardware device.

V

Variable: A symbolic name that is used to keep track of a value that can change while a program is running. Variables are not just used for numbers; they can also hold text, including whole sentences (strings) or logical values (true or false). A variable has a data type and is associated with a data storage location; its value is normally changed during the course of program execution. Note: This definition differs from that used in math.

Frequently Asked Questions About the Alaska Computer Science Standards

Q: What *is* computer science?

A: Computer science is an established discipline at the collegiate and post-graduate levels. It is best defined as “the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society.” All students need to understand a world that is increasingly influenced by technology and to apply computing as a tool for learning and expression across a variety of disciplines and interests.

Q: Why does Alaska need computer science standards?

A: There is an urgent need to improve the level of public understanding of computer science as an academic and professional field. To successfully function in society, every citizen in the 21st century must understand, at the minimum, the principles of computer science. A commitment to implementing K–12 computer science standards in Alaska will aid in creating this broad public understanding and also help meet the evolving needs of the Alaskan workforce.

Q: How were these standards developed?

A: The Alaska Computer Science Standards are based on the Computer Science Teachers Association’s Interim K–12 Computer Science Standards. K-12 educators from around the state, institutions of higher education, as well as industry were engaged as part of the standards creation process.

Q: Was there an opportunity for the general public to submit feedback on the standards during the development process?

A: Yes. The *Alaska Computer Science Standards* had a public feedback period prior to their finalization. The standards were made available via the State Board of Education’s website. Public comment and feedback was gathered from direct emails, in writing, and via oral testimony. In addition to the public feedback, teachers, scientific and educator organizations, higher education faculty, scientists, and business community members reviewed drafts at specific intervals.

Frequently Asked Questions About the Alaska Digital Literacy Standards

Q: What *is* digital literacy?

A: Digital literacy refers to an individual's ability to find, evaluate, and compose clear information through writing and other mediums on various digital platforms. It is an essential skill for all 21st Century students.

Q: Why does Alaska need digital literacy standards?

A: The *Alaska Digital Literacy Standards* provide a framework for leveraging technology tools for learning and participating in a digital society. Every student in Alaska needs to know how to use and interact with digital technology in a responsible and productive manner. The new standards help students understand the benefits and drawbacks of technology, how to maximize its use in constructing knowledge, and how to promote collaboration and communication using technology.

Q: How were these standards developed?

A: The *Alaska Digital Literacy Standards* are based on the International Society for Technology in Education (ISTE) student standards (2016 edition). K-12 educators from around the state, institutions of higher education, as well as industry were engaged as part of the standards creation process.

Q: Was there an opportunity for the general public to submit feedback on the standards during the development process?

A: Yes. The *Alaska Digital Literacy Standards* had a public feedback period prior to their finalization. The standards were made available via the State Board of Education's website. Public comment and feedback was gathered from direct emails, in writing, and via oral testimony. In addition to the public feedback, teachers, scientific and educator organizations, higher education faculty, scientists, and business community members reviewed drafts at specific intervals.

Alaska Technology Standards

Cindy Duncan



1996 SSD Strategic Plan #3

1. To establish standards of student competencies utilizing current and evolving technologies. (Implement and assess the Alaska Content Standards in Technology.)
2. All staff members will be competent in (assessed appropriately) the use of technology for curriculum delivery, classroom management and instruction, and communication with the home and community
3. Appropriate technology is integrated throughout the curriculum to support and strengthen students' overall learning and communication.
4. Every student, teacher, and staff member will have ready, regular, and equitable access to information, technology tools, and software applications.
5. District will obtain and coordinate the use of Assistive Technology in anticipation and fulfillment of students' needs.
6. There will be district wide coordination and management of technology and training.

Action Plan

Strategy No. 3
 Plan No. 1
 Date Adopted by School Board: 10/29/96

Specific Objective:

To establish standards of student competencies utilizing current and evolving technologies. (Implement and assess the Alaska Content Standards in Technology.)

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
A.	A student should be able to operate technology-based tools. A student who meets the content standard should: 1) use a computer to enter and retrieve information; 2) use technological tools for learning, communications, and productivity 3) use local and world-wide networks; 4) manage and maintain technology tools; and 5) diagnose and solve common technology problems.	Teacher	9/97	On-going	
B.	A student should be able to use technology to locate, select, and manage information. A student who meets the content standard should: 1) identify and locate information sources using technology; 2) choose sources of information from a variety of media; and 3) select relevant information by applying accepted research methods.	Teacher	9/97	On-going	
C.	A student should be able to use technology to explore ideas, solve problems, and derive meaning. A student who meets the content standard should: 1) use technology to observe, analyze interpret and draw conclusions; 2) solve problems both individually and with others; and 3) create new knowledge by evaluating, combining, or extending information using multiple technologies.	Teacher	9/97	On-going	
D.	A student should be able to use technology to express ideas and exchange. A student who meets the content standard should: 1) convey ideas to a variety of audiences using publishing, ... and communication tools;	Teacher	9/97	On-going	

Technology Standards (DLCS)

Digital Literacy

- Empowered Learning
- Digital Citizenship
- Knowledge Construction
- Innovative Design
- Computational Thinking
- Creative Communication
- Global Collaboration

Computer Science

- Computing Systems
- Networks and the Internet
- Data and Analysis
- Algorithms and Programming

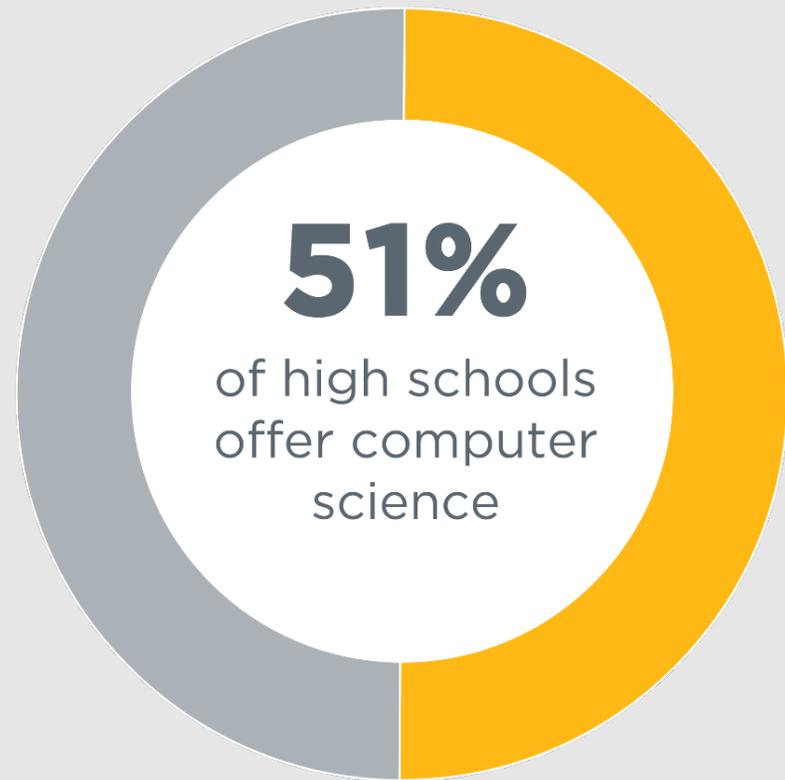
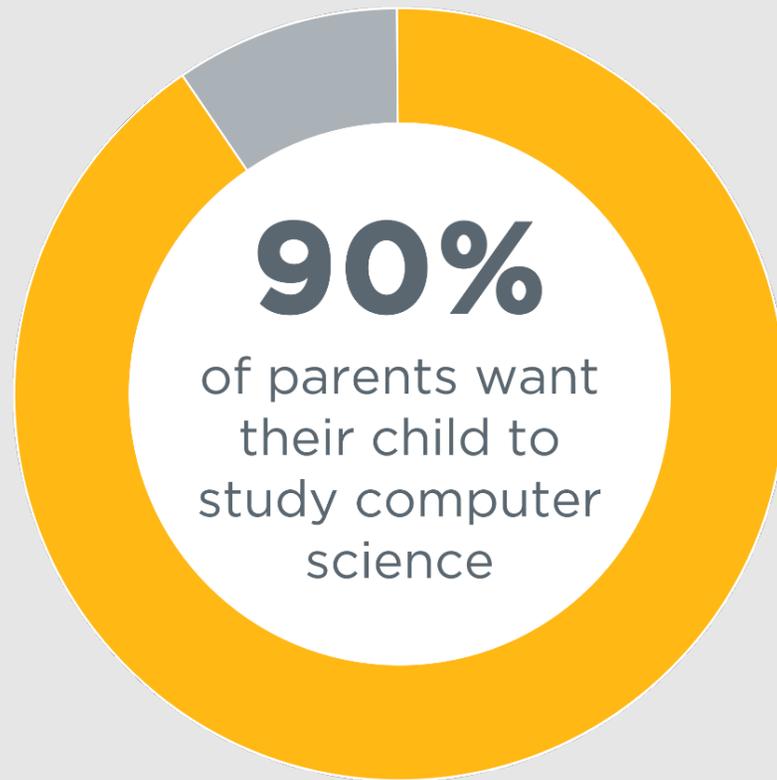
**Computing occupations
are the best-paying,
fastest-
growing,**

**largest
source of all
new wages
in the U.S.**



**Computers and software
are changing everything...**

...but many schools still don't teach computer science



Source: Access Report

Some may think:

Computer science is just
about learning technology

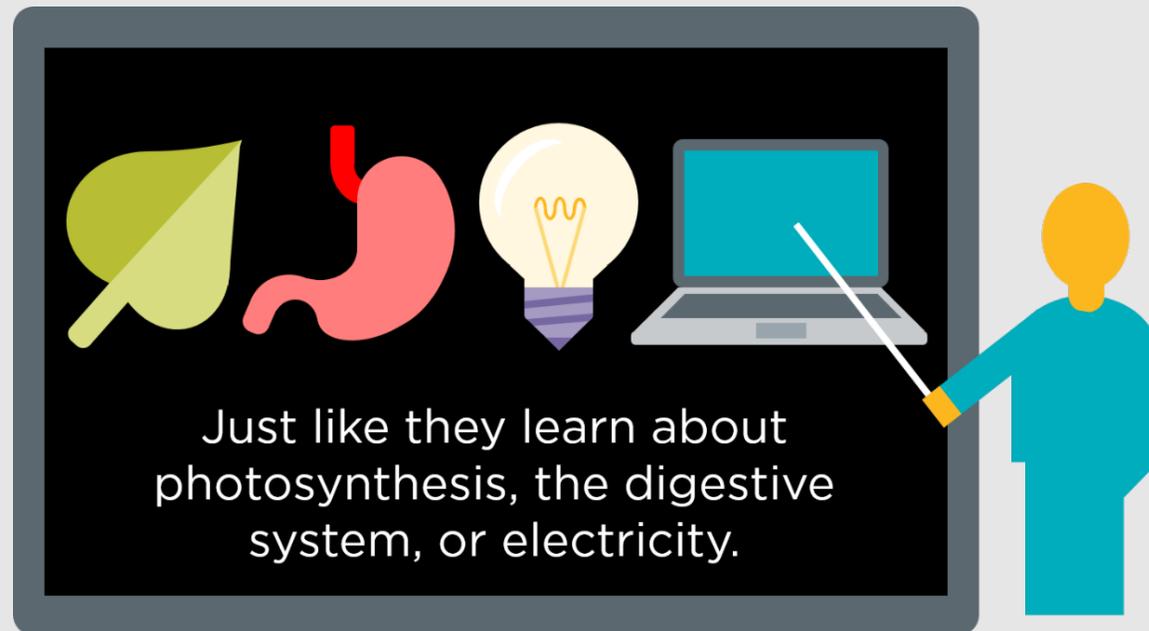
~~Computer science is just
about learning technology~~

**Computer science is
about logic, problem
solving, and creativity**

Technology affects *every* field



Every 21st century student should have a chance to learn about algorithms, how to make apps, and how the internet works.





**But fundamentally, this what we need to
solve...**

Every child in our district needs the
computer science and digital literacy
education.

If adopted...

Technology Committee would work to draft a 3-year implantation plan

Year One – Awareness Phase

- All district leaders and teachers understand the rationale for new standards, language, and structure of the Alaska Computer Science Standards and the Alaska Digital Literacy Standards

Year Two – Transition Phase

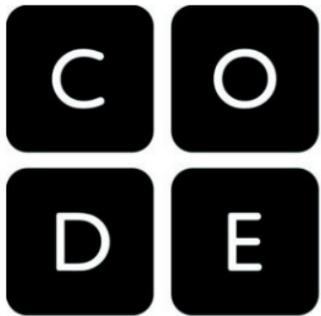
- Teachers are adjusting instruction to be consistent with the Alaska Computer Science Standards and the Alaska Digital Literacy Standards.
- District has a plan to address curricula, materials, and professional development for implementation of the Alaska Computer Science Standards and the Alaska Digital Literacy Standards.

Year Three – Implementation Phase

- District has aligned curricula and materials to the Alaska Computer Science Standards and the Alaska Digital Literacy Standards.
- District is providing ongoing professional development and monitoring of instruction regarding implementation of the Alaska Computer Science Standards and the Alaska Digital Literacy Standards.

Utilize Resources & Partnerships:

CODE.ORG COMPUTER SCIENCE



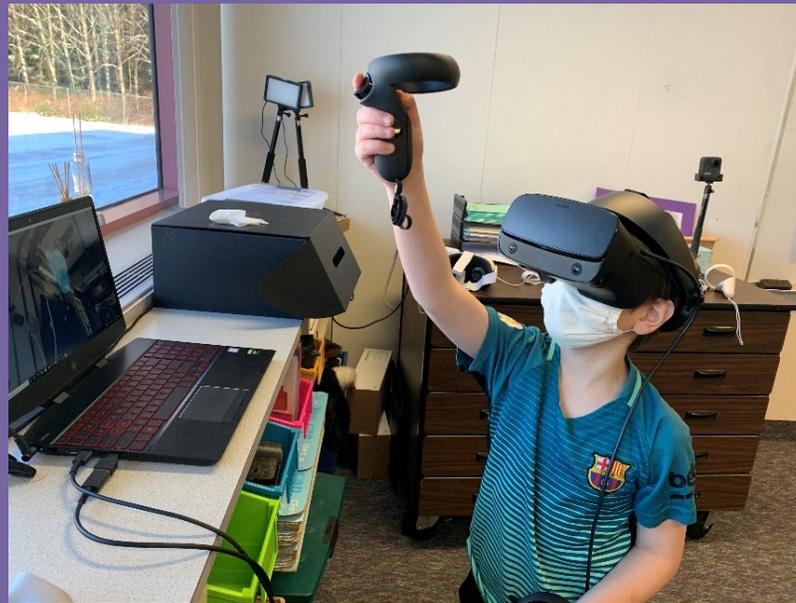
Code.org®
Regional
Partner

The collaboration between [Code.org](#), the Alaska Staff Development Network and the Alaska Council of School Administrators is working to expand access to computer science in schools throughout Alaska. [Find out more about the partnership here](#). Code.org is a national nonprofit that believes that **every student should have the opportunity to learn computer science**, just like biology, chemistry or algebra.

The [Code.org curriculum](#) is the most popular in K-12 computer science, with courses for every grade band. It is used in more than 120 districts, including the 7 largest U.S. districts, and by over 700,000 teachers—including over 700 teachers here in Alaska!

It's free of charge, highly-rated by teachers, and aligns with the Alaska State Computer Science Standards.

Thank you





**AK DEED Pre-Elementary Grant
Memorandum of Agreement
Between
Sitka Tribe of Alaska
and the
Sitka School District**



This Memorandum of Agreement (MOA) for education services is entered into by and between the Sitka Tribe of Alaska (STA) and the Sitka School District (SSD), and serves as recognition of STA and SSD mutual commitment to implementation of SSD's Alaska Department of Education and Early Development (DEED) Pre-Elementary Grant (attached), and the development of pre-elementary opportunities for STA Tribal Citizens.

For a maximum amount payable of \$25,000, Sitka Tribe of Alaska's Cultural Resource, Education, and Employment Department (CREED) will work with SSD to implement SSD's DEED Pre-Elementary grant from January 1, 2022 to June 30, 2022 as outlined below:

SSD agrees to:

1. Provide payment upon invoice from STA as outlined below, for a maximum amount payable not to exceed \$25,000 to STA for the period January 1, 2022 to June 30, 2022
2. Submit required program and financial reporting to the Alaska DEED, with STA opportunity to review any material that characterizes STA performance or staff.

STA agrees to:

1. Provide staff support to assist SSD in planning and implementing a sustainable model for the Wooncheen Head Start Preschool (grant goal #2)
2. Provide staff support to assist SSD in family engagement in developing equity of access to high quality early childhood programming in Sitka (grant goal #4)
3. Submit invoice for services provided under this agreement with detailed expenditure report to SSD Business Office on a quarterly basis

Both agree to:

1. Promptly communicate any changes in key staff or program policy to the other party
2. Address any concerns about implementation of this Agreement with a progressive approach; first address concerns between similarly situated staff and make a good faith attempt for resolution then, if necessary, elevate the concern to the STA General Manager and SSD Superintendent.

Lisa Gassman, General Manager
Sitka Tribe of Alaska

Date

Frank Hauser, Superintendent
Sitka School District

Date

**FY21 - 23 Alaska Pre-Elementary Grant Proposal
Sitka School District
Submitted 6/18/2020**

Contents:

- Letter of Application from District Superintendent**
- Proposal**
 - **Program Summary**
 - **Application Narrative**
- Budget and Budget Narrative (form # 05-07-071)**
- Application Signature Page**
- Alaska Pre-Elementary Grant Assurances**



300 Kostrometinoff Street
Sitka, Alaska 99835
Phone: (907) 747-8622
Fax: (907) 966-1260
www.sitkaschools.org

June 15, 2020

Alaska Department of Education & Early Development
Division of Teaching and Learning Support
ATTN: Kristen Spencer
P.O. Box 110500
Juneau, Alaska 99811-0500

Re: Sitka School District's Application for an Alaska Department of Education and Early Development Pre-Elementary Grant to Support the Woch.een Preschool Collaborative Project

Dear Ms. Spencer,

I am writing to seek support from the Alaska Department of Education and Early Development for the continued operation of the Sitka Woch.een Yeí Jigaxtooneí Head Start Preschool under state's Pre-Elementary Grant Program. This collaborative project was a recipient of the Pre-Elementary Development Grant for the past four years.

Woch.een Head Start Preschool is a collaboration between the following agencies: Central Council Tlingit & Haida Indian Tribes of Alaska (CCTHITA) Head Start; Sitka School District (SSD); Sitka Tribe of Alaska (STA). From its beginning in August 2014, a main focus of SSD's partnership in Woch.een Head Start Preschool has been to increase Sitka families' access to a high quality early childhood program that focuses on culturally responsive practices, place-based curriculum, and social emotional learning – with the understanding that this type of program would improve Kindergarten readiness in our community. The preschool is integral to our current school district goals:

- Close the achievement gap for each demographic, and address disproportionality for Alaska Native students in special education
- Increase positive response rates on the School Climate and Connectedness Survey

The preschool is also deeply connected to other district initiatives and program goals, including the district's Title VII Indian Education program, the district's involvement in the Association of Alaska School Boards' Supporting Transitions and Educational Promise Southeast (STEPS) grant, and the district's professional development efforts around MTSS, SEL, and the SSD Arts, Culture and Technology Standards for teachers.

Woch.een Preschool has survived many challenges inherent in a multi-agency endeavor, and we now have an established partnership between the Sitka School District (SSD), Sitka Tribe of Alaska (STA) and Central Council Tlingit and Haida Indian Tribes of Alaska (CCTHITA). While we are still learning what it means to truly co-create the preschool programming and fulfill our

vision for a culturally responsive preschool that fully integrates Tlingit language and culture in the classroom and in family-based services, we believe that we are providing a model for this type of work in our state and are confident that this program will continue to be a leader in the state with the support of this grant.

The three year funding for FY21-23 under the Pre-Elementary Grant Program would allow us to continue some critical program components that are not currently funded through other school district or our partner agency resources. The components are as follows, and details for each are included in our attached grant proposal.

1. Early Childhood Mental Health (ECMH) Consultation provided by a trained ECMH coach, to guide our culturally responsive embedded social emotional learning practices, including Reflective Practices that enhance professional learning for staff (a very effective strategy we want to continue from FY20.)
2. Planning and implementing a sustainable model for Woonch.een Head Start Preschool – Our goal is to continue to serve at least 40 children in Sitka with a high-quality program. While we have made progress with this goal in the past four years under the EED Pre-Elementary Development Grant, we continue to need a viable long-term solution for facility and staffing costs as well as equity in program leadership and management. We also want to develop longitudinal evaluations that measure reading and social emotional skills at Kindergarten – 3rd grade for children who were in the program.
3. Bus Transportation for all Woonch.een Head Start students - CCHITA Head Start has had to reduce transportation funding for their programs, due to state budget cuts. Based on input from our families, we believe providing transportation is a critical component for equity of access to the program.
4. Family engagement in developing equity of access to high quality early childhood programming in Sitka – Woonch.een families and STA cultural education staff have led the way for co-creating programming with early childhood families in Sitka. We want to continue work to develop resources and pathways that connect families to each other, and to early childhood supports and activities, with a focus on Kindergarten readiness and foundations for literacy.

I have designated SSD STEPS Grant Director, Mandy Evans, to be the point person from district leadership for this grant. She will receive support from the following: SSD Baranof Elementary Principal, Jill Lecrone; SSD Learning Support Director, Chris Voron, CCHITA Head Start Director, Amber Frommherz; STA Cultural Resources, Education, and Employment Department Director, Tristan Guevin, and STA Education Director, Lakrisha Johnson.

Sincerely,



Dr. Mary Wegner, Superintendent
Sitka School District

6/16/20
Date

Program Summary

Wooch.een Head Start Preschool operates under Central Council Tlingit and Haida Indian Tribes of Alaska's American Indian and Alaska Native (AIAN) Head Start program regulations and guidelines, Sitka School District's regulations and guidelines (including special education), and Sitka Tribe of Alaska's program regulations and guidelines. SSD and STA contribute funds from various grants, in addition to the Head Start grant and EED funds. The program served 40 children ages 3-5 and their families last year. Of the families served, an average of 62% were Alaska Native over the past four years. All (100%) children enrolled are classified as low-income under the federal free-and-reduced lunch income eligibility guidelines. Moreover, because of AIAN Head Start regulations and guidelines, students who are Alaska Native, American Indian, low-income, receiving public assistance, homeless, or in foster care are the target populations for Wooch.een Preschool enrollment.

Our collaborative preschool efforts are focused on providing a culturally responsive preschool that addresses the needs of Sitka's Alaska Native, American Indian, low-income, at-risk, and special education children and families, as well as promoting school readiness and supporting equity of access to early childhood programming in Sitka. The program has survived many challenges inherent in a multi-agency endeavor since it began in August 2014, and we now have a strong, established partnership. We have continued to focus on professional learning for staff, defining and implementing best practices. Our program-wide PBIS and SEL curriculum continued to be essential components of the daily class routines, as well as our cultural lessons and language integration. This past year we focused on trauma-engaged practices, building relationships, and programming for preschool boys. While we are still learning what it means to truly co-create the preschool programming and fulfill our vision for a culturally responsive preschool that fully integrates Tlingit language and culture in the classroom and in family-based services, we believe that we are providing a model for this type of work and are confident that this program will continue to be a leader in the state.

Wooch.een Head Start Preschool's plan of operation for FY21 is still in development, due the COVID-19 pandemic. In the 2019-20 school year, we offered two classes, four days per week. Each class served 20 students, with a teaching team assigned per class comprised of one lead teacher from each agency, as well as support staff from each agency. Classes were 3.5 hours in length and included the required elements for Head Start programming. After schools closed on March 13, we provided weekly services and supports to families – including: weekly contact via phone and/or video platforms, online classes once per week, individual or small group sessions to work on learning goals, access to ReadyRosie and other online and/or community resources, connection to the district's food distribution program and technology resources, and best of all – we created videos to share with kids and families, and they were a hit across the region!

The three year funding for FY21-23 under the Pre-Elementary Grant Program would allow us to continue some critical program components that are not currently funded through other district or partner agency resources. The components are: 1) Early Childhood Mental Health (ECMH) Consultation; 2) Planning and implementing a sustainable model for Wooch.een Head Start Preschool; 3) Bus Transportation for all Wooch.een Head Start students; and 4) Family engagement in developing equity of access to high quality early childhood programming in Sitka. Additional details on these components are provided in the following pages.

Part I: Planning Process

A. Goals for Pre-Elementary Program

Our overall goal for this grant, for all three years FY21-23, is to continue some critical program components that are not currently funded, or not adequately funded through existing resources, including our plans for sustainability after FY23. We intend that our goals and budget will remain the same for all three years of the grant, unless there is a significant change in the program leadership or partner agency plans. So, there will only be one budget attached to this proposal, with funding that correlates to these goals:

1. Early Childhood Mental Health (ECMH) Consultation provided by a trained ECMH coach, to guide our culturally responsive embedded social emotional learning practices, including Reflective Practices that enhance professional learning for staff (a very effective strategy we want to continue from FY20.) ECMH consultation increases the capacity of staff to build strong relationships and supportive environments for children, which are keys to learning. CCTHITA currently provides ECMH consultation for Woonch.een Preschool for 15 hours per year, per class. Last year, after researching the ideal practice for this type of consultation, we attempted to increase this consultation to a total of eight hours per week (four hours per classroom per week). While that level of service was not maintained all year, an average of 10 hours per month was provided all year, even after the pandemic closed our on-site program. This service included in-class observation and interaction, collaborating with teachers to develop intervention plans as needed, consulting with the teaching team as a group and leading professional learning, and meeting with individual staff for coaching and planning. Our outcomes as of March did show improved ratings from our SEL screener, meaning a reduced number identified at risk at the end of February. (Other end of year assessments were not available due to COVID.) This approach is truly primary prevention, going far “upstream” in our trauma-engaged approach to social emotional learning; and, the reflective practice used in ECMH consultation is foundational to effective professional development. The trained ECMH consultant providing the service for the past year is available and willing to continue. The outcome measurement for the effectiveness of this service will be data showing continued improvement in ratings from the SEL screener, CLASS and/or ECERS scores, and Teaching Strategies scores.
2. Planning and implementing a sustainable model for Woonch.een Head Start Preschool – Our goal is to continue to serve at least 40 children in Sitka with a high-quality program. While we have made progress with this goal in the past four years under the EED Pre-Elementary Development Grant, we continue to need a viable long-term solution for facility and staffing costs as well as equity in program leadership and management.

This past year (prior to the pandemic and certainly after it began) the collaboration and communication between the three lead agencies was the most consistent and effective it has ever been. We each have a commitment and growing investment in this program. However, we were not able to fill two positions this year: the AmeriCorps position which was to focus on this issue, or the Cultural Paraprofessional position intended to work on a community-wide system for improved Kindergarten Transition. Despite this, we made progress in those goal areas. We developed new tools to define our roles and supports for each other through various program staff changes. Each agency has base funding to allow this program to continue, and the EED grant has allowed us to enhance and identify those

funding sources and strengthen relationships across agencies, to provide more training for staff, and to develop our culturally responsive curriculum – and our training and curriculum resources are being shared with other districts in the state. We are continuing to work on finding a long-term location (not rented) for the program, but have maximized the effectiveness of our current leased space so that we can take the time to develop the right long-term facility solution. Through our planning this spring, we established this goal for solidifying and clarifying components for the program’s sustainability as a high-quality program, beyond the basic funding and operation.

Wooch.een Head Start Preschool’s role within the community is key to its sustainability, as the program continues to be a model for early childhood practices in Sitka. More details about this is provided in Goal 4 below. We also want more data about the effectiveness and necessity of the program, and plan to develop longitudinal evaluations that measure reading and social emotional skills at Kindergarten – 3rd grade for children who were in the program. We have started defining and collecting this data, now that the program has been in place for six years.

Another key aspect for sustainability, and a focus for this next year, is to strengthen the equity of leadership for the program. We want CCHITA and STA administrators and staff to lead the program, with SSD in a support role. The current administrators for Wooch.een from each agency are committed to this “flip” of structure and believe it is key to a strong future for this program. STA’s Early Childhood Cultural Specialist positions are essential to achieving this goal, with the roles expanding beyond work at Wooch.een. Funding for this additional staffing is requested as part of this grant proposal.

We would also like to assign an AmeriCorps volunteer to assist us on this goal. The AmeriCorps position would work on some of the tasks we had hoped to accomplish this past year (alignment of program regulations – e.g., exploring possible use of our innovative “Farm to School” Culinary Program at Pacific High School, incorporating traditional foods into the food program, alignment of DEC requirements for preschool and elementary school sites, etc.). The position would also support the administrators from STA, CCHITHA, and SSD in completing the program’s sustainability plan through identifying and clarifying the components such as those described above. We would expect the position to be .75 FTE, and working at least 50% of the time on this goal, and meeting/coordinating regularly with CCHITHA, SSD, and STA administrators.

3. Bus Transportation for all Wooch.een Head Start students - CCHITHA Head Start has had to reduce transportation funding for their programs, due to state budget cuts. Based on input from our families, we believe providing transportation is a critical component for equity of access to the program. Given the uncertainties of what site-based programming will be possible over the next school year, we want to be ready to provide reliable and consistent transportation whenever on-site classes are offered. We used the bus to deliver resources during the closure this past spring, and would explore how to use the bus for similar supports and connections when/if virtual programming is necessary in FY21.
4. Family engagement in developing equity of access to high quality early childhood programming in Sitka – Wooch.een families and STA cultural education staff have led the way for co-creating programming with early childhood families in Sitka. We want to continue work to develop resources and pathways that connect families to each other, and

to early childhood supports and activities, with a focus on Kindergarten readiness and foundations for literacy.

The primary focus for this grant would continue to be Woonch.een Head Start Preschool, however in the past year, with some matching and additional funds from the STEPS grant (AASB's regional Promise Neighborhoods grant), we began doing outreach from the Woonch.een program. We formed an Early Childhood Coalition with our anchor partners, plus STA Social Services, Sitka Counseling, SEARHC, and Sitkans Against Family Violence and the Pathways Coalition. This coalition hosted several events this year for early childhood families and developed community goals for early childhood, including beginning to address our community-wide needs related to early childhood education. Our STA teachers began offering cultural lessons and consulting to other early childhood programs. All of the programs have asked for this, and we began offering it mid-year at two other sites. We also began partnering with 4H to develop a family garden at Woonch.een Head Start Preschool. We want to continue this strong community leadership role for the program.

Maintaining our dedication to professional learning is key to the program's success, and we want to expand that learning so that it is more inclusive of family members and other community providers and early childhood families. This started through the community efforts described above, and one area of key interest areas for training and support that was identified by families is the transition to school (Kindergarten or 1st grade). Through our work this past year, we have defined our approach to equity of access to high quality early childhood programming and experiences; we will include home and family providers as equal partners, not just focusing on licensed centers, and will work to expand training and messaging and focus on this inclusivity.

Through our STEPS Grant, we have identified several early childhood strategies for 2020-2023 which support this goal. These strategies for STEPS include:

- Parent Training and Coaching Programs such as Circle of Security; Motherhood Is Sacred; Fatherhood Is Sacred; Positive Indian Parenting; ReadyRosie, or other online family engagement/coaching platforms; Head Start family training; and possible use of PAT Curriculum in Community Playgroups
- Provider Training and Coaching Programs 1) Offer Culturally Responsive Practices training for all Sitka child care providers at least monthly, embedded/modeling approach; 2) Work with *thread/AEYC* to offer EC provider training that is coordinated and inclusive of home-based or informal providers, advancing the quality of early care and learning through Learn & Grow (Alaska's QRIS); 3) Community-wide use of Teaching Strategies programs – Teaching Strategies, ReadyRosie, and/or ParentPal; 4) EC Mental Health Consultant support offered to all licensed providers.
- Sitka Kindergarten Ready and Welcome Strategies, including Family Support Transition Teams for PreK to K and Grade 1 to Grade 2 Create Transition Teams comprised of student, family member, and one staff member for identified students in Pre-K to K and 1st to 2nd grade, with weekly check-ins from August - September 2020, then at least 2x/mo from October - December 2020.
- Increasing participation ECE Literacy Programs (Imagination Library, Baby Raven Reads, Sitka Public Library, Babies & Books, Baranof's Breakfast Reading Program)

Wooch.een Head Start Preschool helps to lead the way with this work, and connecting families from Wooch.een to each other and to other Sitka families will be an important aspect to this goal. We offered access to ReadyRosie, a wonderful online family engagement platform, to our Wooch.een families this spring, after closing classes due to COVID-19. We are very interested in continuing to offer and actively engage and support this platform or a similar platform for all families in Wooch.een and expanding into the community in the next year. ReadyRosie, or ParentPal (another, new product from Teaching Strategies), or another online platform helps us to redefine Family Engagement as meeting families where *they* are instead of expecting families to come to a meeting or to the school. This approach facilitates stronger relationships, and helps us to remember that families are the most important teachers. Sitka's Imagination Library is willing to be a partner in expanding our use of this platform by offering it to their membership (over 240 families).

We will continue to increase our efforts to involve families in program decisions and in teaching their children. We will continue to include Wooch.een families at Baranof Elementary School events. We will build on the excellent Head Start family engagement practices and consider the unique needs that families have identified in Sitka. Using a model such as Boston Public Schools' Countdown to Kindergarten, we will collaborate with Wooch.een families to consider what it takes for children to be ready for Kindergarten, and for Kindergarten to be ready for children. We will identify key elements, or steps, that families and agencies, providers, and schools can be partners in helping children grow, have a positive experience as they begin school, and become readers by 3rd grade. The final product will be accessible through online and print resources.

STA's leadership and staff are essential to achieving this goal, as we address the achievement gap for Alaska Native students in our district. Funding for STA staffing is requested as part of this grant proposal. We would also like to assign an AmeriCorps volunteer to work on this goal, in the balance of time not used for Goal 2 above, with a focus on supporting communication with families and ensuring that we truly are co-creating these plans with families and the community. Kari Sagel, SSD Parent, Family and Community Engagement Coordinator will also continue to focus on Early Childhood (through Grade 3) in her work. Other key partners will be Wooch.een's families, Sitka's Early Childhood Coalition, the Pathways Family Engagement Workgroup, Baranof Elementary Principal and staff, and CCTHITIA Head Start Policy Council.

From the very beginning, the reason that Sitka Tribe of Alaska, Central Council Tlingit & Haida Indian Tribes of Alaska, and Sitka School District are partners in Wooch.een Head Start Preschool is to provide equity of access and experience for culturally and linguistically diverse learners – to discover what that type of program really looks like and what it takes to do it, and then to share that model throughout our community. Each partner agency brings essential skills and resources to this endeavor, and each holds a unique perspective on this goal. We know that we can use these grant funds wisely to continue to develop a sustainable program for Sitka's families.

B. Planning Process

Collaborative planning is inherent in our partnership for Wooch.een Head Start Preschool. CCTHITA, STA and SSD administrators met to plan for this application and set goals for this grant, and we also consulted with the Early Learning Program director, and Baranof Elementary

Principal, and used data from all three partner agencies. This data included the results of family and provider surveys, and three Community Cafes, and monthly coalition meetings (which all include early childhood families and specifically include Wooncheen families); the Community Cafes had participation ranging from 20 – 50 adults, and we provided child care for 30 – 50 kids during these meetings. In addition, we have established the Sitka Early Childhood Coalition, as described previously in this application. Through this coalition, we have over 60 parents and community members enlisted to partner with us in achieving Sitka’s goals for early childhood.

Our on-going planning, collaboration, and needs assessment for FY21-23 for Wooncheen Head Start Preschool will include (at least): Head Start Parent Committee and their Local Education Plan; community-wide discussions and goals facilitated by the Early Childhood Coalition and by Pathways Family Engagement Workgroup; data from the annual School Climate and Connectedness Survey for Families (which includes families of children ages 3-5); and data from annual Needs Assessment by STA and CCHITA Head Start.

In the 2020-21 school year, STA’s Cultural Resources, Education, and Employment Department Director, Tristan Guevin, and SSD’s Superintendent John Holst will continue leading our district’s strategic planning process that began in early 2020 (and which now includes our Smart Start 2020 plans to address COVID-19).

The core team that leads our planning is: CCHITA Head Start Director, Amber Frommherz; STA Cultural Resources, Education, and Employment Department Director, Tristan Guevin, and STA Education Director, Lakrisha Johnson; SSD STEPS Grant Director, Mandy Evans, Baranof Elementary Principal, Jill Lecrone, and Kari Sagel, SSD Parent, Family and Community Engagement (PFCE) Coordinator.

C. Need for Pre-Elementary Program

Availability and cost are the primary barriers to equity of access to early childhood programming in Sitka, and a lack of staff training and staff turnover remain significant barriers to high-quality programming. Community surveys and discussions show that 70% of families found cost to be a significant barrier to childcare for children ages 0-5, and 43% found availability to be a barrier.

Our best indicator of how many 4-year-olds are in Sitka is the average class (grade level) size in Sitka School District. That average has decreased in the past couple of years and is now 88. Using that number and our average school district demographics for ethnicity and low-income status: of those 88 4-year-olds, 26 are Alaska Native/American Indian, and 35 would qualify for free/reduced lunches. The programs in Sitka described below were able to provide enrollment for ages 3-5 but not specifically for 4-year-olds. The total of children age 3 to 5 in Sitka, not enrolled in Kindergarten, is best represented by multiplying the average grade/age band of 88 by 2.5. Using this process, we expect that there are at least 220 children of preschool age in Sitka.

Sitka has four regular early childhood programs serving children age 3-5 other than Wooncheen Head Start Preschool. (There are also a few home-based programs, and the current lack of data on these programs is also a barrier to providing comprehensive services to families in Sitka.) The four site-based, licensed providers are all tuition-based; two provide care for children ages birth age 10 or 11. Two are preschool only.

- Betty Eliason Child Care Center, average of 20 children ages 3-5
- Sheldon Jackson Child Care Center, average of 25 children ages 3-5

- Mt. Edgecumbe Preschool (ages 3-5 only), average of 25-30 children
- 3 to 5 Preschool (ages 3-5 only), average of 20 children

So, less than 100 preschool-age children are served by these four sites, which is less than half of the estimated 3-5 year old population in Sitka.

When the collaborative partnership for Wooncheen Head Start Preschool was formed in 2014, it was to address this need. The current Head Start program in Sitka was serving 15 or less per year. We served 40 children this past year. Without this public program provided at no-cost, Sitka's children would be significantly under-served.

Part II: Quality Indicators for Pre-Elementary Programs

A. Administration and Leadership

SSD STEPS Grant Director, Mandy Evans, will be the point person from district leadership for this grant, in partnership with the following: SSD Baranof Elementary Principal, Jill Lecrone; SSD Learning Support Director, Chris Voron, CCHITA Head Start Director, Amber Frommherz; STA Cultural Resources, Education, and Employment Department Director, Tristan Guevin, and STA Education Director, Lakrisha Johnson. As stated in Goal 2, we want to strengthen the equity of leadership for the program. We want CCHITA and STA administrators and staff to lead the program, with SSD in a support role. Other community leaders supporting Wooncheen Head Start Preschool are Early Learning Program Director, Gail Trujillo; Early Learning Program Specialist, Lisa Hodges; and SAFV Prevention Director, Julia Smith.

CCHITA Lead Teachers, and SSD STEPS Director and Baranof Elementary Principal will continue to meet regularly to consider improvements to our collaboration between Wooncheen Head Start Preschool and Baranof Elementary. Both programs have implemented school-wide PBIS with aligned expectations; both are using the same SEL Curriculum, Second Step. School-wide PBIS and the Second Step Curriculum is also now in place at Keet Gooshi Heen Elementary for 2nd-5th grade. All Wooncheen program staff and local leadership have participated in local and state conferences on early childhood and/or social emotional learning in the past two years. Through the district's STEPS grant, we are continuing to prioritize and provide professional learning in culturally responsive practices and social emotional learning for the entire district, and our community partners are always invited and included in these opportunities.

B. Family and Community Engagement

Because Wooncheen is a Head Start Program, the eligibility requirements do already define and address reaching the children and families who are most in need of this program. Our recent and continuing efforts to improve family and community engagement are linked to our work with the STEPS grant and with following Head Start regulations and best practices defined by national Head Start resources.

Our commitment to including families and the community in our planning and daily practices is explained thoroughly in Part I above, in our Goals and Planning. As noted above, we would assign an AmeriCorps member to focus on co-creating our program with families and the community. And, the SSD Parent, Family and Community Engagement (PFCE) Coordinator position will continue to be a part of Wooncheen Head Start Preschool, supporting and leading family events for Wooncheen and for Baranof (which include Wooncheen families), as well as leading early childhood family and community engagement efforts community-wide. STA staff are also critical to the success of this goal, as described in Goals 2 and 4 above.

C. Staff Qualifications and Professional Development

Program staff involved in direct instruction include: two CCTHITA Head Start lead teachers, one CCTHITA teacher aid/cook, one STA Early Childhood Cultural Specialist, one STA Cultural Aide, one STA Elder-in the Classroom, two SSD certified teachers (dual-certification in general education and special education, with an early childhood endorsement). Additional direct program staffing is provided by SSD speech/language and motor therapists, SSD special education paraprofessionals, the SSD Parent, Family and Community Engagement Coordinator and a contracted early childhood mental health consultant. Administrative and professional learning leadership is provided by CCTHITA Head Start Director with various program coordinators, STA CREED Director and STA Education Director, SSD STEPS Grant Director, SSD Baranof Elementary (K/1) Principal, and SSD Learning Support Director.

Since there are two classes in our program, we create teaching teams comprised of 3 teachers from each agency, with other staff assigned per children's needs. The STA Elder-in-the-Classroom usually participates for part of the school day in both classes.

We will continue to provide robust professional learning opportunities for staff. In the past year, we used the CLASS and/or ECERs tool(s) to provide training in high-quality adult-child interactions, and made significant improvements in our transitions and engagement practices as a result, with a focus on language modeling and language feed-back loops. Staff training August – early March also focused on trauma-engaged practices and on learning about the needs of preschool boys. We worked with our EC Mental Health Consultant in our monthly professional learning sessions as well as weekly reflective supervision/mentoring times. Our study included use of *Transforming Schools: a Framework for Trauma-Engaged Practices in Alaska* and *Make Room for Boys! Helping Boys Thrive in Preschool*.

We will continue to grow our skills in social emotional learning and effective learning environments; we will continue training in use of the new version of the Creative Curriculum and our SEL curriculum, and will revise and update our Curriculum Map as needed. Our work will also include making sure that all teachers have achieved inter-rater reliability in Teaching Strategies for student assessment. As we have done consistently for the past three years, we will utilize trained coaches and other resources from *thread/Learn & Grow* as well as training provided by DEED. Our teachers have used the My Teaching Partner video coaching in the past, and are strong advocates of its effectiveness.

We will continue to have a Professional Learning Community including all partner agency staff that meets 1-2 times per month to accomplish the work outlined above. The teaching teams for each class will meet 2-3 times per month to work on lesson plans and implementing what we learned in the PLC as well as using child-specific data to inform instruction and learning environment plans. The EC Mental Health Consultant will continue to participate in professional learning as well as the specific planning of the class teams, as well as offering individual mentoring and reflective supervision with staff. And, as noted in Goal 4, we want to begin to include families, other providers, and the community in training opportunities; we will work on designing opportunities that allow this access and collaboration.

C. Learning Environments, Adult-Child Interactions, and Child Outcomes

Our goal is that Woonah Head Start Preschool is a welcoming program where culturally and linguistically diverse learners can thrive. We use Tlingit language and Alaska Native cultural knowledge and values in every aspect of the program, every day.

While we strive to achieve truly high-quality adult-child interactions and to have excellent child outcomes, we believe that we have a solid and essential foundation for this work through our culturally responsive teaching and social emotional learning focus from the past few years. We do need to continue our focus on using the CLASS and/or ECERS to assess and inform our learning environment and adult-child interactions. We will use Teaching Strategies and AK CLIMBS to assess child performance at least three times per year and report that progress to families in parent-teacher conferences, at a location chosen by the family. We often meet with families more frequently when specific concerns are identified. We will use and improve our Curriculum Map that aligns our locally developed place-based and culturally responsive curriculum, the updated Alaska Early Learning Guidelines, Head Start Early Learning Outcomes Framework, SEL curriculum (Second Step) and PBIS, and the Creative Curriculum.

III. Plans

A. Sustainability Plan

Since this is one of our goals, this is addressed thoroughly in Goal 2 above; please see the Goals section for details and expected outcomes, and staffing for development of our Sustainability Plan.

Also, leadership for Woon. Head Start Preschool is involved in district, city, and regional planning that assists us in defining Woon. Head Start Preschool's sustainable role in meeting Sitka's early childhood education needs:

- CCHITA Head Start Director, Amber Frommherz, and SSD STEPS Director, Mandy Evans, are leaders in the STEPS Regional Early Childhood Workgroup.
- STA's Cultural Resources, Education, and Employment Department Director, Tristan Guevin, and SSD's Superintendent John Holst will continue leading our district's strategic planning process that began in early 2020 (and which now includes our Smart Start 2020 plans to address COVID-19).
- STA's Education Director, Lakrisha Johnson, and STA's Early Childhood Cultural Specialist, Starr Jensen, and SSD STEPS Grant Director, Mandy Evans are all leaders in the Sitka Early Childhood Coalition.

B. Pre-Elementary to Kindergarten Transition Plan

Woon. Head Start Elementary will continue to fulfill Head Start planning requirements for transition to Kindergarten, and the Head Start lead teachers will continue to partner with families and the Baranof Principal and staff to provide students with a thoughtful and deliberate transition into kindergarten. As described in Goal 4 above, we will continue to increase our efforts to involve families in program decisions and in teaching their children. We will continue to include Woon. families at Baranof Elementary School events. We will build on the excellent Head Start family engagement practices and consider the unique needs that families have identified in Sitka. However, we know we still have a lot of work to do in this area.

Transition from early childhood programs to Kindergarten is a focus for our STEPS grant work as well, and one key activity is identified in our STEPS work plan for Sitka:

- Sitka Kindergarten Ready and Welcome Strategies, including Family Support Transition Teams for PreK to K and Grade 1 to Grade 2 Create Transition Teams comprised of student, family member, and one staff member for identified students in Pre-K to K

and 1st to 2nd grade, with weekly check-ins from August - September 2020, then at least 2x/mo from October - December 2020.

Another key component of our transition plan will be summer activities. For example, this summer we had planned to offer the Baranof Kids Camp (as we did last summer) as part of this transition process. We transformed those plans into a Baranof Kids Video Camp and have been able to offer this connection and resource to all registered kids, including those transitions from Woonch.ween. This “video camp” is being produced by the Baranof Principal, a Baranof teacher, a Woonch.ween paraprofessional, and staff from Sitka Native Education Program (operated jointly by STA and SSD). It is modeled on the ReadyRosie platform, with content focused on social emotional skills and an “always learning” approach to community and home activities. The staff are also providing support and weekly contact with families who sign up to receive the videos.

As defined in Goal 4, we do want a tangible, comprehensive plan for Sitka completed in FY21. Using a model such as Boston Public Schools’ Countdown to Kindergarten, we will collaborate with Woonch.ween families to consider what it takes for children to be ready for Kindergarten, and for Kindergarten to be ready for children. We will identify key elements, or steps, that families and agencies, providers, and schools can be partners in helping children grow, have a positive experience as they begin school, and become readers by 3rd grade. The final product will be accessible through online and print resources.

C. Program Plan: All Students Read at Grade Level by the End of Third Grade

We will develop this plan in FY21, using best practices such as those defined by NAEYC.

We now have consistent longitudinal data available to consider the impact of Woonch.ween Preschool by looking at former students’ Development Learning Profile, MAP, and PEAKS scores from K -3 grades. Now that we have used MAP and PEAKS for two years in the district, we look forward to seeing what this data tells us and using it to guide our instructional practices as well as sharing that information with families. Developing specific Sitka plans for our “PreK through 3rd grade” approach will be a focus of our collaboration with Baranof Elementary and Keet Gooshi Heen Elementary in Fall 2020, in alignment with the state’s Education Challenge goal to have all students read at grade level by the end of third grade. Our district MTSS plans for this literacy goal for K – 3 are well-established, and the next step is integrating Early Childhood and Woonch.ween Head Start literacy strategies with those plans. We do have our MTSS framework, SEL curriculum, and PBIS strategies aligned for Woonch.ween Head Start through 3rd grade (through 5th grade, really!).

We also plan to offer the same Family Transition Teams described above for Preschool to Kindergarten for our at-risk students as they transition from 1st to 2nd grade. In Sitka, we have one elementary school for Kindergarten and 1st grade (Baranof Elementary), and one for 2nd – 5th grade (Keet Gooshi Heen Elementary). So, while we know that the transition to 3rd grade is often a key time as children move from learning to read, to reading to learn – we believe the change in buildings after 1st grade often represents a significant challenge to many students and their families and so have chosen this as the transition to actively support next year.

Program Budget

Grant Recipient: Sitka School District

Grant Number: 05-20-049

Grant Title: FY21-23 Alaska Pre-Elementary Grant

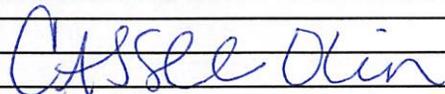
Revision Number:

UNIFORM CHART of ACCOUNTS		Account Title	Budget Amount		
			Initial/Current Budget	Revisions (+ or -)	Approved Budget
Required	Optional				
310		CERTIFICATED SALARIES	12,000.00	(12,000.00)	0.00
	314	Director/Coordinator/Manager		0.00	
	315	Teacher		0.00	
	316	Extra Duty Pay		0.00	
	317	Certificated Substitutes		0.00	
	318	Specialists		0.00	
320		NON-CERTIFICATED SALARIES	15,000.00	(15,000.00)	0.00
	321	Director/Coordinator/Manager		0.00	
	323	Aides		0.00	
	324	Support Staff		0.00	
	329	Substitutes/Temporaries		0.00	
360		EMPLOYEE BENEFITS	5,409.57	(5,409.57)	
390		TRANSPORTATION COSTS	40,000.00	(40,000.00)	
410		PROFESSIONAL & TECHNICAL	55,000.00	(55,000.00)	
420		STAFF TRAVEL	5,000.00	(5,000.00)	
425		STUDENT TRAVEL		0.00	
430		UTILITY SERVICES		0.00	
440		OTHER PURCHASED SERVICES	5,000.00	(5,000.00)	
450		SUPPLIES/MATERIALS/MEDIA	5,000.00	(5,000.00)	0.00
	451	Teaching Supplies		0.00	
	454	Office Supplies		0.00	
	457	Small Tools & Equipment		0.00	
	471	Textbooks		0.00	
490		OTHER EXPENSES (Dues & Fees)		0.00	
		UNALLOCATED** --->		0.00	
Subtotal Direct Costs			142,409.57	(142,409.57)	0.00
Indirect Rate			5.33%		0.00%
Indirect Amount			7,590.43	(7,590.43)	0.00
480		TUITION & STIPENDS		0.00	
510		EQUIPMENT (no indirect charges)		0.00	
540		OTHER CAPITAL OUTLAY EXPENSES		0.00	
TOTAL			150,000.00	(150,000.00)	0.00

**** UNALLOCATED FUNDS MAY NOT BE ENCUMBERED OR SPENT. A BUDGET REVISION IS REQUIRED.
A narrative explanation is required for ALL budget revisions.**

DISTRICT APPROVAL ↑

Cassee Olin - Business Manager



NAME & TITLE ↑

SIGNATURE ↑

6/18/2020

907-966-1254

DATE ↑

TELEPHONE NUMBER ↑

Narrative Description of Program Budget

(A narrative justification must accompany EACH request for a budget revision)

Grant Recipient: Sitka School District

Grant Number: 05-20-049

Grant Title: FY21-23 Alaska Pre-Elementary Grant **Revision Number:** _____

Chart of Accounts Number <i>Required</i>	Account Title	Budget Amount TOTAL	Narrative Description Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
310	CERTIFICATED SALARIES	12,000.00	Approximately 15% of salary for Parent & Family Engagement Coordinator for work on grant goal 4
320	NON-CERTIFICATED SALARIES	15,000.00	Anticipated cost for AmeriCorps Volunteer to work on grant goals 2 and 4
360	EMPLOYEE BENEFITS	5,409.57	Benefits for Certificated and Non-Certificated positions includes FICA, PERS, SBS, and Health Insurance
390	TRANSPORTATION COSTS	40,000.00	As described in grant goal 3. The district contracts with Prewitt Enterprises in Sitka to provide bus services. The anticipated cost for this additional route is \$60,000. Partner agencies and SSD can fund \$20,000, leaving \$40,000 to be funded by this grant. The cost includes an Aide on the bus.
410	PROFESSIONAL & TECHNICAL	55,000.00	Contracted services for: 1) Early Childhood Mental Health Consultant as described in grant goal 1. These services will be defined in a Memorandum of Agreement between the school district and provider, Gail Trujillo, certified Early Childhood Mental Health Consultant. 2) STA Early Childhood Cultural Specialists and administration staffing for grant goals 2 and 4, with contracted costs to include supplies and travel to AEYC. These services will be defined in a Memorandum of Agreement between the school district and STA.
420	STAFF TRAVEL	5,000.00	Travel for administrators and/or teaching staff to appropriate training, as assigned by district administrators and approved by Superintendent, for 1 Admin and 1 staff travel to AEYC conference in Anchorage in February 2021.
425	STUDENT TRAVEL	-	
430	UTILITY SERVICES	-	
440	OTHER PURCHASED SERVICES	5,000.00	For purchase of online platform(s) and/or services to support grant goal 4, e.g., ReadyRosie or ParentPal.
450	SUPPLIES/MATERIALS/MEDIA	5,000.00	Program supplies for Wooncheen Head Start Preschool and for community events to support grant goals 1, 2, and 4.
490	OTHER EXPENSES (Dues & Fees)	-	
480	TUITION & STIPENDS	-	
510	Equipment	-	
540	Other Capital Outlay Expenses	-	

Copy and attach additional pages as needed.

APPLICATION SIGNATURE PAGE

GRANTEE INFORMATION

School District: Sitka School District

Superintendent: Mary Wegner (until 6/30/20); John Holst after 7/1/20

Mailing Address: 300 Kostrometinoff Street Sitka, AK 99835

Email: wegnerm@sitkaschools.org; holstj@sitkaschools.org

Phone: 907-747-8622

Fax: 907-966-1260

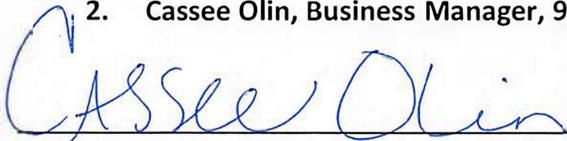
Key Program Staff (Please include the Staff's Name, Title, Phone, and Email)

Primary Contact

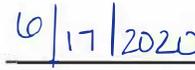
1. Mandy Evans, STEPS Grant Director, 907-966-1266, evansm@sitkaschools.org

Other Key Contacts

1. Chris Voron, Director of Learning Support, 907-966-1253, voronc@sitkaschools.org
2. Cassee Olin, Business Manager, 907-966-1254, olinc@sitkaschools.org



District Representative Signature



Date



Printed Name

FY21-23 Alaska Pre-Elementary Grant Assurances



Alaska Department of Education & Early Development
801 West 10th Street, Suite 200 • PO Box 110500
Juneau, AK 99811-0500
education.alaska.gov

Form # 05-20-050

Print this packet, have the Authorized Individual sign, date, submit to DEED.

ALASKA PRE-ELEMENTARY PROGRAM GENERAL ASSURANCES

This packet of assurances represents all assurances required for the Alaska Pre-Elementary Grant Application for FY21-23. Assurances form a binding agreement between the grantee and the Alaska Department of Education & Early Development 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 Pre-Elementary Grantee under the authorization of the local governing board.

The grantee must print this packet, have the authorized individual sign, date and submit to DEED.

I. PROGRAM SUMMARY

The grantee agrees to provide services as detailed in the Alaska Pre-Elementary Application which is considered an essential part of this grant agreement.

II. ADMINISTRATIVE COSTS

Definition: Costs which are directly associated with Alaska Pre-Elementary administration, supervision, program management, and program development. Costs which are not directly associated with the required program components of education, nutrition, health services, social services, and parent involvement. The approved, administrative, supervisory, administrative staff support, program management, and program development costs shall include, but not be limited to, the costs of organization-wide planning, coordination, support, and the costs of occupying, operating and maintain the space utilized for these purposes.

Requirement: Administrative costs may not exceed 15% of the total Alaska Pre-Elementary funds. Additionally, the ratio of administrative costs must be tied to program expenditures.

Indirect cost allocation: Administration costs may be charged under an indirect cost rate, but only up to the 15% limit. If a grantee proposes to charge administration and development costs under an indirect cost rate, the grantee must submit a copy to the department of its federally approved indirect cost rate.

III. SPECIAL PROVISIONS

1. Follow regulations under 4 AAC 60.010 through 4 AAC 60.180.
2. Grantee will use My Teaching Strategies online child assessment tool to report child assessment data. The grantee will report assessment data at Fall and Spring checkpoints. All staff completing observations will be interrater reliable and complete the online professional development modules. Child observations will be completed thoroughly according to the state guidelines.
3. Meetings funded by the Alaska Pre-Elementary Grant are open to the public.
4. Alaska Pre-Elementary funds are to be used during the period of performance and may not be carried over.
5. Lobbying activities are prohibited.
6. The grantee ensures that homeless children have access to public preschool programs, administered by the State educational agency or local educational agency, as provided to other children in the State. [42 U.S.C. § 11432(g)(1)(F)(i) and § 11432(g)(6)(A)(iii)]

IV. PERSONNEL

The grantee agrees to:

1. Follow 4 AAC 12.300, ensuring that the lead Pre-Elementary holds a valid teaching certificate.
2. Secure, at its own expense, all personnel required to perform the services under this grant. Such personnel shall not be employees of, nor have any contractual relationship with the department.
3. Perform all services required by this grant.

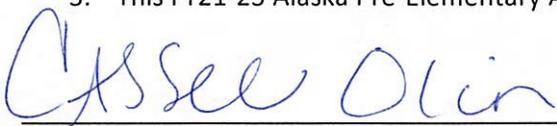
V. STANDARD PROVISIONS

1. **Grantee Certification:** By its signature on the grant agreement, the grantee certifies that it possesses lawful authority to accept grant funds from the State of Alaska and to execute the work described in this document.
2. **Grantee Not Officer, Employee, or Agent of the State:** The grantee and any agents and employees of the grantee are not officers or employees or agents of the state by virtue of their signing or performing under this grant agreement.
3. **Indemnification:** The grantee shall defend, indemnify, save, and hold harmless the State of Alaska and its officers, agents, members, and employees, from all claims, suits, or actions of any nature pertaining to this grant and arising out of the activities of the grantee or its subcontractors, agents, or employees.
 - a. In the event that any action, suit, or proceeding is brought against the state, upon any matter herein indemnified against, the state shall, as soon as practicable, provide written notice of such action to the grantee by certified mail.
4. **Notification of Change:** A grantee shall notify the department in writing of a change in key grant administration personnel and contact information either before the change or within 30 days of the change.
5. **Materials Developed with Grant Funds:** Materials developed with grant funds are the property of the state. A final copy of the material must be sent to the department for statewide dissemination, if appropriate. Such material shall contain an acknowledgment of the use of state funds in the development of that material.
6. **Administration:** A grantee shall properly administer its grant in compliance with the provisions of this grant agreement whether or not the grantee has subcontracted any administrative duties to another agency or individual. Administration of an allowable activity not specified in this grant agreement will be subject to department approval before implementation.
7. **Grant Agreement Amendments:** Grant agreement amendments, to be binding on both the state and the grantee, must be made in formal amendment format.
8. **Subcontracts:** A grantee may subcontract with an individual or organization for the performance of program activities within its grant boundaries, if the grantee:
 - a. complies with its documented procurement procedures;
 - b. obtains prior approval of the department before entering into the subcontract;
 - c. maintains an original copy of the executed subcontract as part of its grant file; and
 - d. assumes full responsibility for all actions of the subcontractor performed under the subcontract.
9. **Reasonable and Necessary Costs:** A grantee will be reimbursed for actual costs that are reasonable, necessary, directly related to the performance of the grant, and within the terms of this agreement. Expenditures of grant funds will be documented in the grantees' files by contractual, billing and payment records.

10. **Budget:** The grantee must provide a budget and narrative description by line. The grantee is allowed to exceed a budget line by no more 10% before a budget revision is required.
11. **Valid Expenditure Dates:** Reimbursable program costs must be incurred during the grant period. A grantee shall not use current year grant funds to pay prior or future year obligations. However, the cost of the annual independent audit may be claimed during the grant period in which the audit is completed.
12. **Travel and Per Diem:** A grantee may request reimbursement for travel and per diem expenses at a maximum equal to that provided to state government employees traveling in a specific geographic area, which follow IRS rates outside of Alaska, in-state travel per diem is \$45 on the first and last day of travel and \$60 per day in between. More information can be found on the [Department of Administration's travel webpage](#).
13. **Separate Accounts:** The grantee shall keep record of this grant separate from all other fiscal and program records by state fiscal year.
14. **Monitoring and Evaluation:**
 - a. The department will, at its discretion, monitor, inspect, and evaluate the performance and progress of a grant.
 - b. A grantee shall provide the department, its designee, or independent auditors with access to its documents, papers, and records, and to those of the subcontractor.
15. **Termination:** The department may terminate a grant, in whole or in part, before the end of the grant period if the grantee fails to comply with the terms of the grant. To terminate a grant, the department will provide the grantee with 14 days written advance notice prior to termination stating the reasons for the termination, the effective date, and if the termination is partial, the portion of the grant to be terminated.
 - a. The department will, at its discretion, terminate a grant at any time, in whole or in part, with the written consent of the grantee. The grantee may terminate a grant before the end of the grant period, upon 14 days written notification to the department, stating the reasons for the termination and the effective date.
16. **Records Retention:** The grantee shall maintain grant and subcontract records, including records of the receipt and disposition of grant income, for a period of at least three years.
 - a. The retention period for each year's records will begin at the date the grant terminated; and
 - b. The grantee shall retain the records as long as an audit is in progress or as long as audit findings, litigation, or claims involving the records are pending.
17. **Enforcement:** The failure of the department to enforce any provision of this grant agreement shall not constitute a waiver by the state of that or of any other provision.

BY MY SIGNATURE I AM ASSURING THAT:

1. I am an authorized pre-elementary representative;
2. I certify that to the best of my knowledge the above statements, a-c, are true; and
3. This FY21-23 Alaska Pre-Elementary Assurance Packet has been signed and submitted to DEED.



 Signature of Authorized Representative

6/18/2020

 Date

Cassee Olin

 Printed Name of Authorized Representative:

STEPS Grant Memorandum of Agreement
Between
Sitka Tribe of Alaska
and the
Sitka School District

This Memorandum of Agreement (MOA) for services is entered into by and between the Sitka Tribe of Alaska (STA) and the Sitka School District (SSD), and serves as recognition of STA and SSD commitment to co-creation and -implementation of early childhood, K – 12 academic achievement and innovation, postsecondary preparation, enrollment, and retention, and family and community engagement programs under the Association of Alaska School Board (AASB) Supporting Transitions and Educations Promise in Southeast (STEPS) Promise Neighborhoods grants.

For a maximum amount payable of \$200,000, Sitka Tribe of Alaska’s Cultural Resource, Education, and Employment Department (CREED) will develop and deliver programs and services consistent with the Sitka 2022 STEPS Work Plan from January 1, 2022 to December 31, 2022 (Appendix A to the Agreement) as outlined below:

SSD agrees to:

1. Provide payment upon invoice from STA as outlined below, for a maximum amount payable not to exceed \$200,000 to STA for the period January 1, 2022 to December 31, 2022
2. Submit required program and financial reporting to the Association of Alaska School Boards, with STA opportunity to review any material that characterizes STA performance or staff.
3. Support STA’s Native Hire policy outlined in the STA Employee Handbook

STA agrees to:

1. Work with SSD to implement the work as outlined in the Sitka 2022 STEPS Work Plan from January 1, 2022 to December 31, 2022 (Appendix A to the Agreement)
2. Participate in STEPS partner meetings, and other relevant conferences and trainings with funding under this agreement
3. Purchase necessary supplies for above programs and services, subject to STA’s established procurement policy.

4. Submit invoice for services provided under this agreement with detailed expenditure report to SSD Business Office on a quarterly basis

Both agree to:

1. Perform work consistent with the Sitka 2022 STEPS Work Plan from January 1, 2022 to December 31, 2022 (Appendix A to the Agreement)
2. Collaborate in the planning, development and implementation of early childhood, K – 12, postsecondary, and family and community engagement programs in SSD and community-based settings
3. Collaborate to monitor and evaluate programs being developed under this agreement
4. Promptly communicate any changes in key staff or program policy to the other party
5. Address any concerns about implementation of this Agreement with a progressive approach; first address concerns between similarly situated staff and make a good faith attempt for resolution then, if necessary, elevate the concern to the STA General Manager and SSD Superintendent.

Lisa Gassman, General Manager
Sitka Tribe of Alaska

Date

Frank Hauser, Superintendent
Sitka School District

Date

<p>Solution 15 - Early Childhood Mental Health Consultation</p>	<p>Early Learning Region (ELR) Program Coordinator, Goal: To help providers meet health consultation and staff training to Waco/Chambers County Early Childhood Centers and other two county early learning programs every week.</p>	<p>Chadler Lathia Johnson, 15% Cultural Resources & Education Department of ECCEED Director Jessica Christensen, Arts, Culture, Technology/Curriculum Development Specialist Kari Sargent, 55% Family and Community Connections Project Coordinator Waco/Chambers County Staff</p>					<p>15% Personnel Costs: 2,000 for Kari Sargent Salary 20% for Jessica Christensen Salary 15% Public Match: -50,000 AM DEED Pre-Elementary Cost</p>
<p>Solution 14 - 12th Early Childhood Goal</p>	<p>550 Family and Community Connections project coordinator and 55% STTE Project Staff for Support of agencies and facilities. 15% Cultural Development Fund (CDPF) 55% Early Childhood Mental Assessment and revision to 20% CCDF model plan.</p>	<p>Jane Wallis, 55% Family and Community Connections Project Coordinator Jane Wallis, 55% Culture Program Director Jessica Christensen, Arts, Culture, Technology/Curriculum Development Specialist</p>					<p>55% General Fund Costs: 0.25 FTE Early Childhood Cultural Specialist 55% Personnel Costs: 8,000 for Jane Sargent Salary 15% Public Match: 0.25 FTE Center Director of Department Development</p>
<p>Solution 13 - STTE Culture, Arts, and School</p>	<p>550 STA and 55% DEED Culture environment partner to offer classes and enrichment opportunities for students K-12. 5% STTEA Ethnomathematics course offered at Blalock Middle School taught by Quinn Wooley uses cultural ways of life to include lessons. 50% for cultural passes offer in school, academic, social & enrichment, and cultural support 45%.</p>	<p>Jane Wallis, 55% Culture Program Director Lathia Johnson, 15% Cultural Resources & Education Director Jessica Christensen, Arts, Culture, Technology/Curriculum Development Specialist</p>					<p>55% Personnel Costs: 586.62 for Jessica Christensen Salary 55% General Costs: 4 FTE 55% Culture Program Instructor 55% Public Match: 2 FTE STTEA Center Director</p>
<p>Solution 12 - STTEA Culture, Arts, After School</p>	<p>550 After School Education Program after after school culture classes for 1,2th grade students.</p>	<p>Jane Wallis, 55% Culture Program Director Lathia Johnson, 15% Cultural Resources & Education Director Jessica Christensen, Arts, Culture, Technology/Curriculum Development Specialist</p>					<p>55% Personnel Costs: 586.62 for Jessica Christensen Salary 55% General Costs: 4 FTE 55% Culture Program Instructor 55% Public Match: 2 FTE STTEA Center Director</p>
<p>Solution 11 - Reading Tutor (S)</p>	<p>550 Reading Tutor member reads to 4-5 students during the morning reading club.</p>	<p>Jane Wallis, 55% Culture Program Director Jessica Christensen, Arts, Culture, Technology/Curriculum Development Specialist</p>					<p>55% Personnel Costs: 586.62 for Jessica Christensen Salary 55% Public Match: 1 FTE American Oversight</p>
<p>Solution 10 - American Oversight Tutor (grades K-12)</p>	<p>550 Cultural passes funded through STA passed one-on-one or in small groups to offer reading and math support to students K-12.</p>	<p>Jane Wallis, 55% Culture Program Director Jessica Christensen, Arts, Culture, Technology/Curriculum Development Specialist</p>					<p>55% Personnel Costs: 586.62 for Jessica Christensen Salary 55% Public Match: 1 FTE American Oversight</p>
<p>Solution 9 - STTEA Culture, Arts, Summer</p>	<p>K-12th grade students learn about cultural values, the seasons, calendar and traditional arts through hands-on, place-based lessons.</p>	<p>Jane Wallis, 55% Culture Program Director Jessica Christensen, Arts, Culture, Technology/Curriculum Development Specialist</p>					<p>55% General Costs: 2 FTE 55% Culture Program Instructor and 2 FTE STA Art and Culture Instructor 55% Public Match: 2 FTE STTEA Center Director</p>

STEPS SSD Budget w/ STA: January 1 - December 31, 2022

STEPS Project Area

Notes

	Project 1 - EC	Project 2 - PK - 12/A	Project 3 - PSP	Project 4 - FN	Project 5 - HSS (SEL)	Total	March	Notes
Program Area Lead(s)	Lakrisha and Kari	Julie and Lakrisha	Tristan	Kari	Tristan w/ Julia	\$408,000.00		
FY22 Revenues (Original)						\$408,000.00		
FY21 Carry-Over Revenues								
FY22 Revenues (Adjusted Actual)	\$ -	\$ -	\$ -	\$ -	\$ -	\$408,000.00	\$ -	
SSD Personnel Expenses								
310 - Certificated Salaries								
Family and Community Engagement Coordinator - Kari Sagel	\$ -	\$ -	\$ -	\$50,000.00	\$ -	\$50,000.00		
Extra Duty Stipend for Community Engagement Coordinator Summer Work - Kari Sagel	\$ -	\$ -	\$ -	\$4,000.00	\$ -	\$4,000.00		
Salary for STEPS coordinator	\$ -	\$100,000.00	\$ -	\$ -	\$ -	\$100,000.00		\$50,000 from STA STEPS
Extra Duty Stipends for SEL Work	\$ -	\$ -	\$ -	\$ -	\$5,000.00	\$5,000.00		Boys/Girls on the run??
Extra Duty Stipends for Middle School and High School Summer Credit Recovery	\$ -	\$ -	\$3,750.00	\$ -	\$ -	\$7,500.00		Add into credit recovery and middle school transition solution
Extra Duty Stipends for a xandei yaan too at Kindergarten Transition Camp	\$5,000.00	\$ -	\$ -	\$ -	\$ -	\$5,000.00		
Certificated Salaries Expense Subtotal	\$5,000.00	\$103,750.00	\$3,750.00	\$54,000.00	\$5,000.00	\$171,500.00	\$ -	
320 - Classified Salaries								
Budget and Reporting - Leslie Young	\$1,875.00	\$ -	\$1,875.00	\$1,875.00	\$1,875.00	\$7,500.00		
Extra Pay	\$2,500.00	\$ -	\$ -	\$250.00	\$ -	\$2,750.00		Childcare & Translators etc @ events e.g. a xandei yaan too at Kindergarten Readiness Camp
Classified Salaries Expense Subtotal	\$4,375.00	\$ -	\$1,875.00	\$2,125.00	\$1,875.00	\$10,250.00	\$ -	
360 - Employee Benefits								
Segel	\$ -	\$ -	\$ -	\$12,360.00	\$ -	\$12,360.00		
STEPS Coordinator	\$ -	\$10,500.00	\$10,500.00	\$700.00	\$700.00	\$21,000.00		
Leslie Young	\$700.00	\$ -	\$700.00	\$700.00	\$700.00	\$2,800.00		
Extra Pay	\$739.50	\$ -	\$ -	\$739.95	\$ -	\$813.45		
Extra Duty Stipends	\$700.50	\$525.38	\$525.38	\$ -	\$700.50	\$2,451.75		Teachers 14.01%, Classified 29.58%
Employee Benefits Expense Subtotal	\$2,140.00	\$11,025.38	\$11,725.38	\$13,133.95	\$1,400.50	\$39,425.20	\$ -	
410 - Professional & Technical Services - contracts with STA & CFC								
Sika Tribe of Alaska MOA	\$50,000.00	\$50,000.00	\$75,000.00	\$ -	\$25,000.00	\$200,000.00		
SCCS 3-12, including Family Survey PK - 12	\$ -	\$ -	\$ -	\$3,000.00	\$4,700.00	\$7,700.00		
Professional & Technical Services Expense Subtotal	\$50,000.00	\$50,000.00	\$75,000.00	\$3,000.00	\$29,700.00	\$207,700.00	\$ -	For Family survey component
420 - Staff Travel (SSD only)								
Training	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Staff Travel Expense Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
451 - Supplies (solution/project costs)								
"Project Inclusion" and Cultural Readers / Reading Resources	\$1,000.00	\$2,000.00	\$ -	\$ -	\$ -	\$3,000.00		Kari Sagel
EC Family Events and Parent Trainings	\$2,000.00	\$ -	\$4,000.00	\$ -	\$2,000.00	\$4,000.00		Kari Sagel
Teacher Resources - Culturally Responsive Teaching and SEL Resources	\$ -	\$ -	\$2,000.00	\$ -	\$ -	\$2,000.00		Second Step for BES and KGH
SEL Curriculum K - 12	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
M/SS Training Supplies - BES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
a xandei yaan too at Kindergarten Transition Camp	\$2,500.00	\$ -	\$ -	\$ -	\$ -	\$2,500.00		
District Family/Community Engagement Events (K-12)	\$ -	\$ -	\$ -	\$2,000.00	\$ -	\$2,000.00		Kari Sagel
Office Supplies	\$300.00	\$ -	\$300.00	\$300.00	\$300.00	\$1,050.00		
Supplies Expense Subtotal	\$5,800.00	\$8,000.00	\$300.00	\$4,300.00	\$150.00	\$18,550.00	\$ -	

Stika 2022 STEPS Match

Solution	SSD Private Match	STA Private Match	SSD Public Match	STA Public Match	Total	Notes
Solution A - Woodruffe Head Start Preschool				\$30,510.00	\$30,510.00	.2 FTE STA Early Childhood Cultural Specialist; .1 FTE STA CREED Director; .05 FTE STA Senior Director of Organizational Development
Solution C - Baby Raven Reads				\$13,500.00	\$13,500.00	.2 FTE STA Early Childhood Cultural Specialist;
Solution H - Stika Early Childhood Coalition				\$3,577.50	\$3,577.50	.025 FTE STA Senior Director of Organizational Development
Solution I - STEAM, Culture, PBL (in School)				\$19,710.00	\$19,710.00	.2 FTE STA CREED Director
Solution J - STEAM, Culture, PBL (After-school)				\$19,710.00	\$19,710.00	.2 FTE STA CREED Director
Solution L - Homework/Academic Tutors (grades K-12)				\$15,000.00	\$15,000.00	1 FTE AmeriCorps Contract
Solution M - STEAM, Culture, PBL (Summer)				\$19,710.00	\$19,710.00	.2 FTE STA CREED Director
Solution R - Dual Credit and Enrollment				\$28,890.00	\$28,890.00	.02 FTE STA Arts and Culture Instructor; .1 FTE STA Senior Director of Organizational Development
Solution S - Alignment of High School and University (Staff Participation)				\$31,050.00	\$31,050.00	1 FTE STA Senior Director of Organizational Development; 2 FTE STA Youth Programs Manager
Solution T - STA Young Professional Employment Program				\$15,525.00	\$15,525.00	.25 FTE STA Youth Programs Assistant Manager
Solution U - Post-Secondary TED Talks / Family Nights / FAFSA Info Sessions				\$15,525.00	\$15,525.00	.25 FTE STA Youth Programs Assistant Manager
Solution W - Vocational Training and Certification				\$75,050.00	\$75,050.00	.5 FTE STA Workforce Development Specialist and .25 STA Youth Programs Manager
Solution X - Family Engagement				\$17,280.00	\$17,280.00	.2 FTE STA Culture and Community Liaison
Solution Y - Boys Run Rowan Klatsen				\$6,210.00	\$6,210.00	1 FTE STA Youth Programs Assistant Manager
Solution AA - Collective Impact, Coalition Building, and Workgroups				\$14,310.00	\$14,310.00	1 STA Senior Director of Organizational Development
Solution AB - School Policy and Equity Scan				\$12,082.50	\$12,082.50	.05 FTE STA CREED Director; .05 FTE STA Senior Director of Organizational Development
Solution AC - Device Access and Connectivity				\$6,682.50	\$6,682.50	.05 STA Youth Programs Manager and .025 STA Senior Director of Organizational Development
Total	\$0.00	\$0.00	\$0.00	\$344,322.50	\$344,322.50	

NOTES:

- 1 | STA Match are projections based on staffs' annual salary and fringe at 35%; however, final match may vary slightly depending on actual fringe costs for each staff member
- 2 | STA match is largely from the STA - BIA Self-Governance Compact, which is considered non-federal funding

STEPS Solution List (Updated Nov 2021)

Please use this as a guide to choose the solutions for column A on 'work plan' tab

Early Childhood Solutions:	STEPS 'rank':
Parents as Teachers	Children enter kindergarten ready to succeed
Head Start/ Head Start Family	Children enter kindergarten ready to succeed
Childcare Certification & Provider Training	Children enter kindergarten ready to succeed
Family Support Transition Teams (K)	Children enter kindergarten ready to succeed
Integrated Literacy	Children enter kindergarten ready to succeed
Family Network Grants (Grants of Security)	Children enter kindergarten ready to succeed
Quality Preschool Language Immersion & Teaching Strategies Gold	Children enter kindergarten ready to succeed
Healthy Life Skills Success/Alaska Activities and Online Resources	Children enter kindergarten ready to succeed
Kinder Ready: Ready for K Academy	Children enter kindergarten ready to succeed
Early Childhood Coalitions	Children enter kindergarten ready to succeed
Early Childhood Mental Health Consultation	Children enter kindergarten ready to succeed
K-12 Solutions:	STEPS 'rank':
Reading Tutors (K-3)	Students are proficient in core academic subjects; Families and community members support learning in Promise Neighborhood schools
Homework Tutors (grades 8-10)	Students are proficient in core academic subjects
Trainers Engaged Planning Coaching Training	Students are proficient in core academic subjects
Trainers Engaged Implementation	Students are proficient in core academic subjects;
Culturally Responsive Planning Coaching Training	Students feel safe at school and in their community
STEM, Culture, PEI (in School)	Students are proficient in core academic subjects;
STEM, Culture, PEI (After School)	Students feel safe at school and in their community;
STEM, Culture, PEI (Summer)	Students are proficient in core academic subjects;
STEM, Culture, PEI (Summer)	Students feel safe at school and in their community
Second Chance Strategies	Students feel safe at school and in their community
NVO	Students successfully transition from middle school to high school
Navigator	Students successfully transition from middle school to high school
Middle School Attendance & Retentions	Students successfully transition from middle school to high school
Source of Strength	High school graduates from high school
Youth Leaders	Youth graduate from high school
Credit Recovery	Youth graduate from high school
Mental Health Support (Pew, White Bison)	Youth graduate from high school
Post-Secondary Solutions:	STEPS 'rank':
Alignment of high school & university (self participation)	High school graduates obtain a post-secondary degree;
Dual Credit and Enrollment	High school graduates obtain a post-secondary degree; certification, or credential
Post-secondary Mentoring (8 and 9th grades and freshman college)	High school graduates obtain a post-secondary degree; certification, or credential
Post-Secondary TED Talks/Family Higher Education Sessions	High school graduates obtain a post-secondary degree; certification, or credential
Vocational Training & Certification	High school graduates obtain a post-secondary degree; certification, or credential
Professional Learning with UAS Family Staff	High school graduates obtain a post-secondary degree; certification, or credential
Early College Experiences	High school graduates obtain a post-secondary degree; certification, or credential
Trial Youth Employment	High school graduates obtain a post-secondary degree; certification, or credential
Successful Seniors	High school graduates obtain a post-secondary degree; certification, or credential
Family and Community Solutions:	STEPS 'rank':
Alaska Promise Neighborhoods	Students feel safe at school and in their community
Boys and Girls Clubs of Alaska	Students feel safe at school and in their community
Girls on the Run	Students feel safe at school and in their community
Community Dialogues - Educational and Racial Equity	Students are proficient in core academic subjects;
Charitable Endow - Coalition Building and Workshops	Families and community members support learning in Promise Neighborhood schools
Family Support Teams - Family Engagement Specialists (S, S, S, S)	Families and community members support learning in Promise Neighborhood schools
School Policy and Equity Scan	Families and community members support learning in Promise Neighborhood schools
Connectivity	Students have access to 21st century learning tools
Device Access	Students have access to 21st century learning tools

STEPS SOLUTION DETAILED PLAN: SOLUTION A

Complete each section of this tab for Solution A from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.
Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution A: <i>Wooch.een Head Start Preschool</i>	Wooch.een Head Start Preschool operating in partnership with STA, SSD, & CCHITA. Language and culture integration alongside Second Step SEL curriculum
Description:	provide quality teaching strategies

Program Reach

WHO will you reach with this solution this year?

	# Participants - all # of participants reached by solution		Participants - AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022		30			20	
Total					20	

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the Program Reach Worksheet. Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet:

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

WHAT are the next steps needed to effectively implement solution?	WHO will do it	Start Date	End Date
Operate and continue to develop Wooch.een Preschool in line with the 2021 Draft STA - SSD - Tlingit & Haida Wooch.een Head Start Preschool MOA (Appendix A1)	See Appendix	Ongoing	Ongoing

Ensure Wooch-eeen Preschool Instruction and curriculum is consistent with the Culturally Responsive Wooch-eeen Preschool Curriculum Map (Appendix A2)	Wooch-eeen Teaching Team	Ongoing	Ongoing
Implement the Wooch-eeen Head Start Preschool Performance Evaluation and Parent / Family Survey (Appendix A3)	TBD	Ongoing	Ongoing

STEPS SOLUTION DETAILED PLAN: SOLUTION B

Complete each section of this tab for Solution B from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the **Program Reach Worksheet** to develop a plan for providing this information in year 5. **Benchmarks and Milestones** should be clear next steps that you will accomplish this year.

Solution B:	Sitka Imagination Library/Babies & Books
Description:	Sitka STEPS project staff connect children and families to Sitka's Imagination Library program

Program Reach

WHO will you reach with this solution this year?	# Participants - all # of participants reached by solution		Participants - AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022	320		35%		25%	
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the Program Reach Worksheet. Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet:

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?	WHO will do it	Start Date	End Date
Combined installation of the little libraries involving Baby Raven Reads, Imagination Library, and Sitka School District	STEPS staff, Imagination Library, and Baby Raven Reads	5/1/2022	06/2022
Offer community book exchange for pre-k through 12th grade students and families	SSD Americorps, Kari Sagel	6/1/2022	06/30/2022
Begin developing plans for shipping extra Imagination Library books to smaller communities	Kari Sagel	8/1/2022	09/30/2022
Sitka Families invited to a fall event called a "story trail" that provides outdoor & literacy connections	Kari Sagel	8/1/2022	10/2022
Wooch seen families invited to view a story being read out loud to model reading strategies at home	Kari Sagel	8/1/2022	12/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION C

Complete each section of this tab for Solution C from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.
Information in Year 5.

Solution C: <i>Baby Raven Reads</i>	<i>Sitka STEPS project staff connect children and families to Sitka's Baby Raven Reads program</i>
--	--

Program Reach

WHO will you reach with this solution this year?	# Participants - all		Participants- AK Native		Participants - Low Income	
	# of participants reached by solution		% of participants who identify as AK Native or 2+ race		% of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022		20		35%		25%
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the Program Reach Worksheet. Provide a link to the completed worksheet below:

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

SSD will look into logistics for developing and facilitating a replicated Baby Raven Reads program

Combined installation of the little libraries involving Baby Raven Reads, Imagination Library, and Sitka School District

WHAT	WHO will do it	Start Date	End Date
SSD will look into logistics for developing and facilitating a replicated Baby Raven Reads program	Kari Sagel, Julie LeBlanc	8/1/2022	12/2022
Combined installation of the little libraries involving Baby Raven Reads, Imagination Library, and Sitka School District	STEPS staff, Imagination LI	5/1/2022	06/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION D

Complete each section of this tab for Solution D from your first tab.

Program Reach: identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for

providing this information in year 5.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution D:	<i>Circles of Security</i>
Description:	<p>Circles of Security is offered by SSD and STA in collaboration with the Sitka Early Learning Program (ELP) and ELP's Infant Family Specialist, Lisa Hodges, with sessions for Woonch-een Preschool families and sessions open to the general public.</p> <p>Motherhood is Sacred (MIS) and Fatherhood is Sacred (FIS) are parenting and relationship courses offered to mothers and fathers, respectively, by STA's Social Services Department. MIS and FIS courses are offered in a cohort model, with a "curriculum based on Native American values and responsibility to raise safe and happy families." The courses are open to Native and non-Native mothers and fathers.</p>

Program Reach

WHO will you reach with this solution this year?						
	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022		20			35%	
Total					25%	

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet:

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

WHAT are the next steps needed to effectively implement solution?	WHO will do it	Start Date	End Date
7 session parenting program offered via virtual or in-person to support Sitka families twice a year	Early Learning Program, Lisa Hodges	1/1/2022	12/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION E

Complete each section of this tab for Solution from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for providing this information in year 5.
Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution E:	<i>Family Transition Teams</i>
Description:	Wooch-reen Family Meetings and Family Plans

Program Reach

WHO will you reach with this solution this year?						
	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022	10		35%		25%	
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

WHAT	WHO will do it	Start Date	End Date
Develop plans and teams to provide 10 students a transition team	Jill Lecrone, Kari Sagel, Julie LeBlanc	3/1/2022	08/2022
Meet with family about kindergarten transition and provide tour of BES	Family Transition Team	5/1/2022	08/2022

Develop summer booklist for each participant	Family Transition Team	5/1/2022	08/2022
Ongoing support and check in for Hatch tablet	Family Transition Team	5/1/2022	08/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION F

Complete each section of this tab for Solution from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

information in year 5.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution F:	<i>Kindergarten transition camp</i>
Description:	Baranof Elementary School summer transition camp

Program Reach

WHO will you reach with this solution this year?	# Participants - all		Participants- AK Native		Participants - Low Income	
	# of participants reached by solution	Target	% of participants who identify as AK Native or 2+ race	Target	% of participants who are Low Income	Target
2018/baseline						
2019						
2020						
2021						
2022	25		35%		25%	
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the Program Reach Worksheet. Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

Upcoming kindergarten students from Wooncheen Preschool attend summer camp to support their transition into Kindergarten

Develop data team to look at BEISY and MAP data impact of students who attend transition camp vs. those who do not

Review previous years successes to plan for summer 2023 transition camp

WHAT	WHO will do it	Start Date	End Date
Upcoming kindergarten students from Wooncheen Preschool attend summer camp to support their transition into Kindergarten	Jill Lecone and summer staff	6/1/2022	08/2022
Develop data team to look at BEISY and MAP data impact of students who attend transition camp vs. those who do not	Cultural Department	5/1/2022	10/2022
Review previous years successes to plan for summer 2023 transition camp	transition team	8/1/2022	10/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION G

Complete each section of this tab for Solution from your first tab.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for providing this information in year 5.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution G:	<i>EC Mental Health Provider Training (Early Childhood Mental Health Consultation)</i>
Description:	Center for Community's Early Learning Center provides training to EC staff

Program Reach

WHO will you reach with this solution this year?						
	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022						
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

early childhood mental health training offered to Woonch-een staff

WHAT	WHO will do it	Start Date	End Date
early childhood mental health training offered to Woonch-een staff	Gail Trujillo	1/1/2022	12/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION H

Complete each section of this tab for Solution H from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income. If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for providing this information in year 5.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution H:	<i>Sitka Early Childhood Coalition</i>
Description:	Reinstate meetings with community stakeholders

Program Reach

WHO will you reach with this solution this year?		# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual	
2018/baseline							
2019							
2020							
2021							
2022	12		20%			25%	
Total							

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the Program Reach Worksheet. Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?	WHO will do it	Start Date	End Date
Consult with STA on their survey/interview results from the Stellar Group Agency	Kari Sagel, Julie Le	2/1/2022	03/2022
Reinstate coalition meetings with community stakeholders and families	Kari Sagel, Julie Le	1/1/2022	12/2022
Using input from coalition members, identify the problem areas for childcare in our community	EC Coalition Grou	2/1/2022	12/2022
Consult with Sitka EC directors on ARPA funds and use input to develop next steps	Kari Sagel	10/1/2021	12/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION I

Complete each section of this tab for Solution from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for

providing this information in year 5.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution 1:	<i>STEAM, Culture, PBL (In School)</i>
Description:	SSD IEA and STA CREED cultural enrichment. SSD cultural paras provide cultural integration when applicable. Middle school STEAM teacher provides 7 periods of STEAM-related courses through ethnomathmatic instruction & design

Program Reach

WHO will you reach with this solution this year?

	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022		210			35%	
Total						25%

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

WHAT are the next steps needed to effectively implement solution?	WHO will do it	Start Date	End Date
<i>Cultural paras will provide in school cultural support</i>	Erin, Kristy, Jamie	8/1/2021	12/2022
Middle school STEAM teacher will provide project-based place-based courses	Caitlin Woolsey	8/1/2021	12/2022
High school STEAM teacher will provide project-based place-based courses	new hire for high	8/1/2022	12/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION J

Complete each section of this tab for Solution from your first tab.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for

providing this information in year 5.
Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution K:	<i>STEAM, Culture, PBL (After School)</i>
Description:	Sitka Native Education Program afterschool culture classes for students K-12

Program Reach

WHO will you reach with this solution this year?	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022	45		100%		25%	
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

WHAT	WHO will do it	Start Date	End Date

STEPS SOLUTION DETAILED PLAN: SOLUTION K

Complete each section of this tab for Solution from your first tab.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for

providing this information in year 5.
Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution L:	<i>Reading Tutors (K-3)</i>
Description:	SSD AmeriCorps member provides reading in the morning for K-1 students

Program Reach

WHO will you reach with this solution this year?						
	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022	20		35%		25%	
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

SSD AmeriCorps will offer reading support in the morning before school starts

WHAT	WHO will do it	Start Date	End Date
<i>SSD AmeriCorps will offer reading support in the morning before school starts</i>	SSD AmeriCorps	8/1/2022	12/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION L

Complete each section of this tab for Solution from your first tab.

Program Reach: identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for providing this information in year 5.
Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution M:	<i>Homework/Academic Tutors (grades K-12)</i>
Description:	SSD IEA cultural paras provide academic support during the school day

Program Reach

WHO will you reach with this solution this year?						
	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022	200		100%		35%	
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

WHAT	WHO will do it	Start Date	End Date
<i>Baranof Elementary School Para Professional provides one-on-one and small group academic support during the school day</i>	Jamie Bradley	8/1/2021	12/2022
<i>Keet Gooshi Heen Elementary School Para Professional provides one-on-one and small group academic support during the school day</i>	Kristy Corduan	8/1/2021	12/2022
<i>Blatchley Middle School Para Professional provides one-on-one and small group academic support during the school day</i>	Erin Rotkar	8/1/2021	12/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION M

Complete each section of this tab for Solution from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for providing this information in year 5.
Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution M:	<i>STEAM, Culture, PBL (Summer)</i>
Description:	K-12 summer camp provides STEAM-related activities through teaching the traditional seasonal calendar and cultural values

Program Reach

WHO will you reach with this solution this year?						
	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022		36			100%	
Total						25%

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

WHAT	WHO will do it	Start Date	End Date
<i>SNEP staff plan summer camps for K-12 students</i>	SNEP staff	3/1/2022	05/2022
SNEP staff facilitate and lead summer camps in June, July, and August	SNEP staff	6/1/2022	08/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION M

Complete each section of this tab for Solution from your first tab.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for

providing this information in year 5.
Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution N:	<i>Youth Leaders</i>
Description:	Gajaa Heen Dancers and Sitka Youth Leadership Committee

Program Reach

WHO will you reach with this solution this year?		Participants - all		Participants - AK Native		Participants - Low Income	
		# of participants reached by solution	% of participants who identify as AK Native or 2+ race	% of participants who are Low Income			
		Target	Actual	Target	Actual	Target	Actual
2018/baseline							
2019							
2020							
2021							
2022		20		75%		50%	
Total							

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

WHAT	WHO will do it	Start Date	End Date
<i>Provide leadership training and opportunities within the SNEP Gajaa Heen Dancers Program</i>	STA and SSD Staffs	Ongoing	Ongoing

See SAFV 2022 STEPS Workplan for SYLC

	SAFV and STA Staffs	Ongoing	Ongoing
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STEPS SOLUTION DETAILED PLAN: SOLUTION O

Complete each section of this tab for Solution from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income. If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for providing this information in year 5.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution O:	<i>Culturally Responsive Planning, Coaching, Training / School Climate Strategies</i>
Description:	SSD provides Professional Development during district in-services focusing on culturally responsive teaching practices to create safe and equitable environments for learners

Program Reach

WHO will you reach with this solution this year?		Participants - all		Participants - AK Native		Participants - Low Income	
		# of participants reached by solution	% of participants who identify as AK Native or 2+ race	% of participants who identify as AK Native or 2+ race	% of participants who are Low Income		
	Target	Actual	Target	Actual	Target	Actual	
2018/baseline							
2019							
2020							
2021							
2022		200	35%		25%		
Total							

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?	WHO will do it	Start Date	End Date
SSD district in-services in January focus on workshops expanding on culturally responsive and trauma-informed practices	all SSD and SNEP	1/3/2022	01/04/2022
SSD district staff participate in curriculum review workgroups using PD from culturally responsive workshops in January to determine best practices	SSD staff	8/1/2022	08/30/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION P

Complete each section of this tab for Solution from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for providing this information in year 5.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution P: <i>Credit Recovery</i>	Sitka School District offers sessions for at-risk middle school and high school students to engage in place-based and project-based activities
Description:	and project-based activities

Program Reach

WHO will you reach with this solution this year?

	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022						
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the Program Reach Worksheet. Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

WHAT are the next steps needed to effectively implement solution?	WHO will do it	Start Date	End Date

STEPS SOLUTION DETAILED PLAN: SOLUTION Q

Complete each section of this tab for Solution from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for

providing this information in year 5.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution Q:	SEL Second Step Curriculum K-12
Description:	K-8th grade teachers and counselors implement SEL curriculum, Second Step through class and school-wide initiatives.

Program Reach

WHO will you reach with this solution this year?		Participants - AK Native		Participants - Low Income		
	# Participants - all # of participants reached by solution	% of participants who identify as AK Native or 2+ race		% of participants who are Low Income		
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022	700		35%		25%	
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the Program Reach Worksheet. Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

WHAT	WHO will do it	Start Date	End Date
K-5th grade counselors provide in class lessons using Second Step curriculum	Jeaning Brooks, H	1/1/2022	12/2022
K-5th grade teachers utilize Second Step curriculum to teach SEL skills and strategies	All K-5th teachers	1/1/2022	12/2022
Blatchley Middle School uses Second Step curriculum during homerooms	All 6th-8th grade	1/1/2022	12/2022
Art kits for K-5th grade teachers incorporate Second Step SEL skills within each lesson	Jessica Christians	1/1/2022	12/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION R

Complete each section of this tab for Solution from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for providing this information in year 5.
Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution R:	Dual Credit and Enrollment
Description:	

Program Reach

WHO will you reach with this solution this year?		# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual	
2018/baseline							
2019							
2020							
2021							
2022	55		75.00%		50.00%		
Total							

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?	WHO will do it	Start Date	End Date
<i>Continue to offer and strengthen SHS NWC Art 181 and 281 (Beginning and Intermediate NWC Design); PHS and MEHS NWC Art 181 and 281 (Beginning and Intermediate NWC Design); and expand offerings to NWC Art 189 (Tool Making), NWC Art 285 (Beginning NWC Carving), and possibly other UAS NWC Art A.A. / B.A. NWC Art degree requirements.</i>	STA, SSD, SHI, and UAS Staff	Ongoing	Ongoing
Develop curriculum for and offer Traditional Ecological Knowledge (TEK) STEAM class at Sitka High School and Pacific High School starting Fall 2022	STA, SSD, SHI, and UAS Staff	Ongoing	Ongoing

STEPS SOLUTION DETAILED PLAN: SOLUTION S

Complete each section of this tab for Solution from your first tab.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for

providing this information in year 5.
Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution S:	<i>Alignment of High School and University (Staff Participation)</i>
Description:	brief description

Program Reach

WHO will you reach with this solution this year?						
	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022		20		50.00%		N/A
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?	WHO will do it	Start Date	End Date
Ongoing meetings between UAS and STA staff and continued development and offering of collaborative programs and services	STA CREED, UAS Sitka Campus Director, Faculty, and Title III Support Team	Ongoing	Ongoing

STEPS SOLUTION DETAILED PLAN: SOLUTION T

Complete each section of this tab for Solution from your first tab.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for

Benchmarks and Milestones should be clear next steps that you will accomplish this year.
 Providing this information in year 5.

Solution T:	<i>STA Young Professional Employment Program</i>
Description:	brief description

Program Reach

WHO will you reach with this solution this year?						
	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022	8		100.00%		50.00%	
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the Program Reach Worksheet. Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

WHAT	WHO will do it	Start Date	End Date
Implement STA Young Professional Employment Program consistent with program theory of change and logic model (Appendix T1)	STA Staff and Partners		

STEPS SOLUTION DETAILED PLAN: SOLUTION U

Complete each section of this tab for Solution from your first tab.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for

providing this information in year 5.
Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution U:	Post-Secondary TED Talks / Family Nights / FAESA <i>Info Sessions</i>
Description:	brief description

Program Reach

WHO will you reach with this solution this year?

	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022		200			50.00%	
Total					50.00%	

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

WHAT	WHO will do it	Start Date	End Date
Implement STA Student Success Program Theory of Change and Logic Model consistent with stakeholder input (Appendix U1)	STA Staff in Collaboration w/ SSD Staff	Ongoing	Ongoing

STEPS SOLUTION DETAILED PLAN: SOLUTION V

Complete each section of this tab for Solution from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for providing this information in year 5.
Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution V:	<i>Early College Experiences</i>
Description:	brief description

Program Reach

WHO will you reach with this solution this year?						
	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022	15		50.00%		N/A	
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

	WHO will do it	Start Date	End Date
Continue to discuss and develop a Sitka Middle College Program and Indigenous pathway to postsecondary education and career focused on indigenous knowledge and ways of being and consistent with the Draft Sitka Indigenous Pathways to Postsecondary Education and Career Overview (Appendix V1)	STA, SSD, and UAS Staff	Ongoing	Ongoing

STEPS SOLUTION DETAILED PLAN: SOLUTION W

Complete each section of this tab for Solution from your first tab.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for

Benchmarks and Milestones should be clear next steps that you will accomplish this year.
 Providing this information in year 5.

Solution W:	Vocational Training and Certification
Description:	brief description

Program Reach

WHO will you reach with this solution this year?						
	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022	10		100.00%		50.00%	
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the Program Reach Worksheet. Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

Increase reach of STA Adult Vocational Training Scholarship Program, particularly for graduating high school seniors pursuing postsecondary education in the CTE field

Strengthen collaboration between SSD and STA on implementation and updates to the current SSD Perkins V Plan

WHAT	WHO will do it	Start Date	End Date
STA Staff w/ SSD Staff	SSD CTE / Perkins Committee	Ongoing	Ongoing
		Ongoing	Ongoing

STEPS SOLUTION DETAILED PLAN: SOLUTION X

Complete each section of this tab for Solution, from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for providing this information in Year 5. **Benchmarks and Milestones** should be clear next steps that you will accomplish this year.

Solution X:	<i>Family Engagement</i>		
	SSD Family and Community Connectedness Project Coordinator leads various family activities / events with accompanying learning kits. Outdoor challenges and events provide in-person social and emotional support for families and children.		
	SSD Family and Community Connectedness Project Coordinator leads conversations between the Filipino community and the district to develop stronger systems of support for all students. Secondary level objectives include creating a new scholarship for Filipino students.		
	Sitka Kids Website provides community connectedness between the district and Sitka families. Support and resources for cradle to career can be found within the website.		
Description:	Family STEAM Design Circle puts parents in charge and have agency over STEAM community events. The goal of the small workgroup is to feel empowered by the process of designing events.		
	STA Culture and Community Liaison, Chuck Miller, hosts the bi-monthly Our Grandparents Teachings program on KCAW radio , that covers topics important to Sitka's Native community focused on Tlingit language and culture and local history. The program was developed as a way to continue engaging the community through digital and audio storytelling despite the impact of the COVID-19 pandemic that has made it difficult to gather for in-person versions of the same.		

Program Reach

WHO will you reach with this solution this year?						
	# Participants - all		Participants - AK Native		Participants - Low Income	
	# of participants reached by solution		% of participants who identify as AK Native or 2+ race		% of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022		200			35%	
Total						25%

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet:

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?	WHO will do it	Start Date	End Date
Family STEAM design circle plans fall 2022 event with support from STEAM ethnomathematics teacher, Sitka Sound Science Center Education Coordinator, and STA cultural specialists	Parent representatives, Caitlin Woolsey, Sara	8/1/2022	12/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION Y

Complete each section of this tab for Solution from your first tab.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for providing this information in year 5.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution Y:	Boys Run Itoowu Klotseen
Description:	brief description

Program Reach

WHO will you reach with this solution this year?		# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual	
2018/baseline							
2019							
2020							
2021							
2022							
Total							

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

See SAFV 2022 STEPS Workplan

WHAT are the next steps needed to effectively implement solution?	WHO will do it	Start Date	End Date
See SAFV 2022 STEPS Workplan			

STEPS SOLUTION DETAILED PLAN: SOLUTION Z

Complete each section of this tab for Solution from your first tab.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for providing this information in year 5.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution Z:	Girls on the Run
Description:	

Program Reach

WHO will you reach with this solution this year?		Participants - all		Participants - AK Native		Participants - Low Income	
		# of participants reached by solution		% of participants who identify as AK Native or 2+ race		% of participants who are Low Income	
		Target	Actual	Target	Actual	Target	Actual
2018/baseline							
2019							
2020							
2021							
2022	See SAFV 2022 STEPS Workplan						
Total							

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

See SAFV 2022 STEPS Workplan

WHAT	WHO will do it	Start Date	End Date

STEPS SOLUTION DETAILED PLAN: SOLUTION AA

Complete each section of this tab for Solution from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for

providing this information in year 5.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution AA:	<i>Collective Impact, Coalition Building, and Workgroups</i>
Description:	<p>SSD and STA staff, including Sitka STEPS Project Staff, are involved in multiple collective impact initiatives, coalitions, and/or workgroups both at the local and regional level. Major collective impact, coalition building, and/or workgroups include:</p> <ul style="list-style-type: none"> - Sitka Pathways Coalition and associated workgroups (Local) - SSD - STA Government-to-Government Workgroup (Local) - Sitka Early Childhood Coalition (Local) - SSD Strategic Planning Strategy Area Workgroups (Local) - UAS Sitka Campus Advisory Council (Local) - Woodheen Preschool and Early Childhood Education Collective Impact (Local w/ Tlingit & Haida) - Alaska CAN Southeast (Regional) - Postsecondary Bridging Framework Workgroup (Regional) - Traditional Ecological Knowledge STEAM Community of Practice (Regional) - NWC Arts Community of Practice (Regional) - Sitka Community Recreation Initiative (Local)

Program Reach

WHO will you reach with this solution this year?

	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022		100			30.00%	
Total					N/A	

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently

STEPS SOLUTION DETAILED PLAN: SOLUTION AB

Complete each section of this tab for Solution from your first tab.

Program Reach: Identify how many students, staff, or families you will reach, and what % of those will be AK Native or Low Income.

Benchmarks and Milestones should be clear next steps that you will accomplish this year.
 Providing this information in year 5.

Solution AB:	School Policy and Equity Scan
Description:	

Program Reach

WHO will you reach with this solution this year?	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022	100		50%		N/A	
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the Program Reach Worksheet. Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet:

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

STA and SSD staff and elected officials continue to work together to update SSD policies and develop a comprehensive STA - SSD GTG Agreement (w/ Input from citizens of Sitka and STA Tribal Citizens)

WHAT	WHO will do it	Start Date	End Date
STA and SSD staff	STA and SSD Staff	1/1/2022	12/2022

STEPS SOLUTION DETAILED PLAN: SOLUTION AC

Complete each section of this tab for Solution from your first tab.

If you have not been able to meet reach targets in previous years, or if you have not reported on demographics, please complete the [Program Reach Worksheet](#) to develop a plan for

providing this information in year 5.
Benchmarks and Milestones should be clear next steps that you will accomplish this year.

Solution AC:	Device Access and Connectivity
Description:	brief description

Program Reach

WHO will you reach with this solution this year?

	# Participants - all # of participants reached by solution		Participants- AK Native % of participants who identify as AK Native or 2+ race		Participants - Low Income % of participants who are Low Income	
	Target	Actual	Target	Actual	Target	Actual
2018/baseline						
2019						
2020						
2021						
2022						
Total						

If your reach is not meeting targets overall or for specific demographic groups, or if you have not been able to consistently report on program demographics, please complete the [Program Reach Worksheet](#). Provide a link to the completed worksheet below.

Link to your completed Program Reach Worksheet: _____

Benchmarks and Milestones

WHAT are the next steps needed to effectively implement solution?

	WHO will do it	Start Date	End Date

PROGRAM EVALUATION READINESS GUIDE RESULTS

We will provide more information on Program Evaluation Activities in Year 5 at the webinar on December 2nd, but if you'd like to get started thinking about program evaluation, you are welcome to explore the readiness guide before then.

Complete the [Program Evaluation Readiness Guide](#) for each of your funded STEPS solutions.

Track Readiness Guide Results Here:

	Question 1 (existing evaluation)	Question 2 (sustainability goals)	Question 3 (implementation)	Question 4 (evidence-based)	Question 5 (eval capacity)	Question 6 (use of results)	Ideal Program Evaluation Type:
Solution A							
Solution B							
Solution C							
Solution D							
Solution E							
Solution F							
Solution G							
Solution H							
Solution I							
Solution J							
Solution K							
Solution L							
Solution M							



Memorandum of Agreement: Our Box of Treasures: Deepening the Connections

US Department of Education, Alaska Native Education Program

This MEMORANDUM OF AGREEMENT (MOA) is designed to further the communication, collaboration, and partnership between SEALASKA HERITAGE INSTITUTE (SHI), the SITKA TRIBE OF ALASKA (STA) and the SITKA SCHOOL DISTRICT (SSD).

Purpose:

Sealaska Heritage Institute has successfully been awarded funding for Our Box of Treasure: Deepening the Connections by the US Department of Education, Alaska Native Education program for its FY 2021 funding opportunity. Sitka Tribe of Alaska - a federally recognized Indian Tribe located in Alaska, as defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 5304), and Sitka School District hereby support and authorize the submission of the project pursuant to this Memorandum of Agreement.

Our Box of Treasures: Deepening the Connections builds upon the framework and lessons learned from an ANEP grant awarded in 2017 (Sharing our Box of Treasures – BOT-1), focused on building Northwest Coast (NWC) Arts upper secondary and tertiary educational pathways. In this project, NWC Arts will be taught in six high schools, at the University of Alaska Southeast (UAS), and at the Sealaska Heritage Arts Campus through carefully implemented, sequential multi-year education, career pathways, and professional development affecting over 450 students and 75 adults in the region.

The project-at-large includes four overarching goals: (1) Expand the UAS Northwest Coast Arts degree program, increase enrollment and provide scholarships to 20 students/year; (2) Expand dual credit courses, resources, and delivery methods for NWC Arts Career Pathways in the Juneau School District (JSD) Sitka School District (SSD), and Klawock City School District (KCSO) and enroll 100 students/year; embed ethno-mathematics into integrated math/NWC Arts classes and the summer Latseen Arts Academy; (3) Train and support 6 teams with 2 high school teachers and 2 Native artists per team, augmented by AN visiting artists; and (4) Produce and publish in SHI's online library at the Arts Campus high quality, vetted lessons and place-based, cultural resources for NWC Arts and integrated math/NWC Arts courses; produce demonstrational videos of lessons for remote learning situations.

This MOA specifically will provide: Support for 2 highly experienced NWC Arts instructors to teach NWC Arts courses for dual credit at Sitka High School at Pacific High School; Support for Professional Development opportunities for Math and Art teachers in the 2 schools in collaboration with two local teaching artists per school; Connectivity to additional eLearning dual credit classes offered outside of the 1-6 period school day, including the option for students to borrow learning devices necessary for eLearning; Connectivity to the online library of NWC Arts and integrated math/NWC Arts resources created through the project-at-large.

Our Box of Treasures: Deepening the Connections will allow Sealaska Heritage Institute (SHI), and Sitka Tribe of Alaska (STA), and Sitka School District (SSD) to partner on a three-year project that has been: (1) collaboratively designed by SHI, STA, and SSD; and (2) further refined through the execution of this Memorandum of Agreement (MOA).

The specific Objectives on which the three parties to the MOA will partner are:

Objective 2.1: In Years 1-3, implement dual credit courses, including via virtual delivery, in Juneau, Klawock, Sitka; further develop NWC Arts Career Pathways; enroll 100 students /year in NWC Arts classes.

Objective 2.4: In Years 1-3, develop and disseminate promotional materials to attract and motivate students to enroll in NWC arts courses; through active outreach inform counselors, teachers, administrators, tribes.

Objective 2.5: In Years 1-3, evaluate Career Pathway courses, student interest, performance, completion; share data with partners.

Objective 3.1: In Years 1-3, Peer Learning Teams of a secondary math teacher a NWC Arts teacher, and 2 AN artists from six schools (a total of 36) participate in series of virtual seminars/workshops in NWC arts and ethno-mathematics strategies; discuss curriculum, challenges to instruction, pedagogical needs and avenues for peer support.

Objective 3.2: In Years 1-3, teams attend annual summer seminar on Arts Campus, SHI Culturally Responsive Education conference.

Execution of this MOA will allow SHI, STA, and SSD, the partnership necessary to implement Objectives 2.1, 2.4, 2.5, 3.1, and 3.2 summarized above, and detailed below.

If the proposal is funded, SHI will contract with STA to provide services and activities for a total value of **\$82,235** in Year 1, **\$102,688** in Year 2, and **\$104,574** in Year 3, for a grand total of **\$289,497**, and it will contract with SSD to provide services and activities for a total value **\$6,615** in Year 1, **\$6,615** in Year 2, and **\$6,615** in Year 3, for a grand total of **\$19,845**.

Partners:

Sealaska Heritage Institute (SHI) was chartered by Sealaska Corporation Inc. (Sealaska) in 1982 as a nonprofit 501(c)(3). Sealaska recognizes SHI as its tribal organization, created for the purposes of applying on its behalf for grants and contracts - and to administer programs and funding - to enhance the culture, well-being, education, and heritage of more than 22,000 members. Specifically, SHI is sanctioned by Sealaska, per resolution #2016.25, to apply for and operate grants and contracts awarded through the US Department of Education's Alaska Native Education (ANE) program.

SHI is governed entirely by Alaska Natives and operates with a mission to "Perpetuate and enhance the Tlingit, Haida, and Tsimshian cultures and promote cross cultural awareness." SHI is located in Alaska's capital city of Juneau, serves the region of Southeast Alaska, and has 38 years of experience partnering with Native parents, teachers, leaders, communities, and schools to develop and collaboratively manage educational programming that meet the: (1) State of Alaska Content and the Performance Standards for Alaska Students and (2) Alaska Standards for Culturally Responsive Schools.

Sitka Tribe of Alaska (STA) is an Indian Reorganization Act Tribal government. Its nine-person Council is composed of individuals elected by the Tribal Citizens. The Council supervises a General Manager hired by and serving at the will of the Council. Prior to 1993, STA operated its basic services programs through Public Law 93-638 Indian Self- Determination Act contracts. Shortly thereafter, the Tribe entered a Self-Governance Compact (authorized by Public Law 100-472) and has since negotiated an annual funding agreement with the U.S. Government for general operations and provision of a variety of programs including employment rights, natural and cultural resource protection, higher and vocational education, domestic violence prevention, social services, and more. STA and SSD are long-term partners in their work to develop and implement culturally responsive curriculum and teaching methods in the Sitka School District.

The Sitka School District (SSD) operates with a mission of: "*Discovering potential, nurturing growth, and inspiring lifelong curiosity.*" **Its vision is:** "*Educating our children to realize their potential and contribute in a connected global society.*" SSD is a K-12 public school district serving about 1,250 students. Sitka is one of

the largest cities in Alaska with about 9,000 residents. Sitka is located on the western edge of Baranof Island and faces the Gulf of Alaska. SSD strives to make learning relevant and engaging, and 83% of its alumni agree that the students graduate from SSD prepared for life. The SSD is the second largest employer in Sitka, and 29% of its teachers and staff and 74% of its elected officials are SSD graduates.

Vision

SHI, STA, and SSD have a common vision for the **Our Box of Treasures: Deepening the Connections** project. In order for Alaska Native individuals to prosper and pursue their full potential, Alaska Native arts and cultures should be perpetuated in the region; and NWC Arts career pathways, education, and college readiness opportunities should be available for Alaska Native students. This will in turn increase the economic sustainability and opportunities available for Native people and communities in the region.

Budget

SHI will contract with STA to fund personnel, supplies, contractual, and college registration fee expenses to co-implement the goals and objectives as agreed upon in this MOA. An administrative Cost rate of 5% is applied to all direct expenses. Personnel expenses estimates a 2% merit increase in years 2 and 3.

Budget Category	Y1 Budget	Y2 Budget	Y3 Budget	Total Budget
Personnel & Fringe	\$70,319	\$89,798	\$91,594	\$251,711
Supplies	\$8,000	\$8,000	\$8,000	\$24,000
Administrative Cost 5%	\$3,916	\$4,890	\$4,980	\$13,786
Total Budgeted	\$82,235	\$102,688	\$104,574	\$289,497

SHI will contract with SSD to fund contractual and college registration fee expenses to co-implement the goals and objectives as agreed upon in this MOA. An administrative Cost rate of 5% is applied to all direct expenses.

Budget Category	Y1 Budget	Y2 Budget	Y3 Budget	Total Budget
Contractual	\$4,800	\$4,800	\$4,800	\$14,400
Other	\$1,500	\$1,500	\$1,500	\$4,500
Administrative Cost 5%	\$315	\$315	\$315	\$945
Total Budgeted	\$6,615	\$6,615	\$6,615	\$19,845

Scope:

STA and the SSD commit to fulfill the following responsibilities:

Personnel: STA will designate the time of one NWC Arts Instructor (.5 FTE), one Arts and Culture Instructor (.5 FTE), and other staff support to offer credited NWC Art classes at Sitka High School (SHS) and Pacific High School (PHS) as an innovative college and career pathway. This work will be done in collaboration with SHI, UAS, and the Juneau and Klawock School Districts.

Over the three years the following courses will include:

Year 1:

1. Two NWC Art entry-level credit courses at Sitka High School (NWC Art 181)
2. One NWC Art intermediate-level course at Sitka High School (NWC Art 281 and/or Another)
3. Two NWC Art entry- and/or intermediate-level credit courses at Pacific High School
4. Other UAS NWC Art course requirements, as non-grant funding allows (e.g. Indigenous Performing Arts)

Year 2 -3:

1. Two NWC Art entry-level credit courses at Sitka High School (NWC Art 181)

2. Two NWC Art intermediate-level course at Sitka High School (NWC Art 281 and/or Another)
3. Two NWC Art entry- and/or intermediate-level credit courses at Pacific High School
4. Other UAS NWC Art course requirements, as non-grant funding allows (e.g. Indigenous Performing Arts)
 - Along with instruction in art forms such as NWC Design, NWC Carving, and NWC metal engraving, the courses will focus on:
 - Mastery of formline design components and their spatial interrelationship
 - Cultural and social contexts of NWC art in Tlingit, Haida, and Tsimshian societies
 - Introduction to the Indian Arts and Craft Act
 - Partial immersion in the Tlingit language, as appropriate to courses taught

STA will designate an administrative staff at 10% FTE Year 1, 2, and 3 to coordinate all program deliverables, to include, but not be limited to course development, scheduling, arts classroom(s) maintenance, NWC Art equipment/tools/supplies inventory, data collection and grant reporting.

Supplies: STA, in consultation with SSD, will be in charge of acquiring appropriate tools and supplies needed to teach NWC Arts Credit classes at Pacific High School and Sitka High School such as NWC design, NWC carving, and other classes determined appropriate for a NWC Arts Career Pathway.

Contractual: SSD, in consultation with STA, will contract with guest artist instructors and cultural specialists to assist the High School Career Pathways Art teacher in teaching NWC art courses, allowing students to learn a wider variety of NWC art forms and techniques than are the specialties of the lead Art instructor, and gain further cultural knowledge about the art forms. Local guest artists and cultural specialists will assist with teaching up to 120 hours each year.

Hiring: To ensure the strength of the partnership SHI shall be consulted in the decision-making process of the hiring of the key positions in the project.

Covid-19 Policy: SHI, SSD, and STA will work together to ensure the safety of all participants, in collaboration with local health experts, and will do everything in their power to maintain the safety of all participants against Covid-19.

SSD and STA must each have a comprehensive COVID mitigation plan and policy and are responsible for enforcing their plans and policies.

Visiting artists are required to follow CDC COVID-19 Guidelines for travel. In addition to following CDC COVID-19 Guidelines for travel, Visiting Artists from outside communities must test negative three days prior to traveling and again upon arrival in Sitka before entering school premises. Local Visiting Artists must test negative before entering school premises. The partner contracting with the Visiting Artists will make them aware of what COVID-19 mitigation policies are being implemented in the facilities where they will be teaching.

If partners make any significant changes to their COVID-19 policy/ mitigation plans the partners will submit their updated policy to SHI.

If there are significant changes to state and federal COVID-19 Policy and guidelines, the partners will revisit and update this COVID policy.

Other: SSD will support students to register for dual credits, and pay the dual credit registration fees at \$75 per course registration for at least 20 students / course registrations per year

In addition, Sitka Tribe of Alaska and Sitka School District will:

- Be supportive of the 2 NWC Arts Instructors and a High School Math teacher from SHS and PHS to participate in Professional Development activities that will offer Continuing Education credits and be coordinated by SHI, including:
 - SHI's Annual 5-day summer special topics seminar in Juneau to study integration of NWC Arts in High School Math classes and develop a minimum of one integrated lesson plan/year.
 - SHI's Annual 3-day Culturally Responsive Education conference.
 - SHI's professional learning cohort Yr.1: 14 hrs, Yr. 2: 27 hrs., and Yr. 3: 27 hrs.
- Support Annual participation of up to 10 High School Students from Sitka to participate in a 10-day summer Latseen NWC Art Academy in Juneau annually (Yr. 1 & 2).
- Support participation by High School Students from Sitka in after-school and summer NWC Arts dual credit eLearning opportunities.
- Support ongoing efforts to develop and disseminate promotional materials to attract and motivate students to enroll in NWC arts courses; enlist the support of school counselors, teachers, administrators, tribes to support the outreach to students.
- Participate in documentation necessary for annual grant evaluations to be conducted by the grant Evaluator.
- Provide the SHI Co-Manager with copies of any assessments and student work samples as agreed upon, related to the work done on behalf of the **Our Box of Treasures: Deepening the Connections** project.

Sitka Tribe of Alaska will:

- Provide NWC Arts instructors for dual credit courses offered through this agreement.
- Support participation of the NWC Arts instructors and help identify, recruit 2 Alaska Native Artists per school to participate in Professional Development intensives and cohorts.
- Work collaboratively with the SDD Cultural Director, SHI Project Co-Manager and Project Team to ensure that the goals and objectives of **Our Box of Treasures: Deepening the Connections** are met.

Sitka School District will:

- Offer NWC Arts classes under this agreement in the school schedules at SHS and PHS, provide suitable classroom space and facilitate student course and dual credit registration.
- Support the Math teachers from SHS and PHS to participate in Professional development intensives and cohorts.
- Work collaboratively with the STA Administrator, SHI Project Co-Manager and Project Team to ensure that the goals and objectives of **Our Box of Treasures: Deepening the Connections** are met.

Sealaska Heritage Institute will:

- Work collaboratively with STA and SSD Staff to ensure that the goals and objectives of **Our Box of Treasures: Deepening the Connections** are met.
- Provide Extra duty Contracts to SSD/STA teachers participating in professional Development activities, provide contractual funds to AN artists participating in the Cohorts, and cover basic travel costs, supplies costs and course registration fees associated with the PD activities.
- Pay contracted amounts to totaling **\$82,235** in Year 1, **\$102,688** in Year 2, and **\$104,574** in Year 3, for a grand total of **\$289,497** to Sitka Tribe of Alaska.

- Pay contracted amounts totaling **\$6,615** in Year 1, **\$6,615** in Year 2, and **\$6,615** in Year 3, for a grand total of **\$19,845** to Sitka School District.
- Provide STA and SSD with copies of any local Evaluation documents and artifacts related to the **Our Box of Treasures: Deepening the Connections.**



Rosita Worl (Feb 12, 2022 12:31 AKST)

Rosita Worl, PhD, President
Sealaska Heritage Institute

Feb 12, 2022

Date



Lisa Gassman, General Manager
Sitka Tribe of Alaska

Feb 15, 2022

Date



Frank Hauser, Superintendent
Sitka School District

Feb 19, 2022

Date

Contract Approval for Program: Box of Treasures: Deepening the Connections

Name of Contractor: Sitka School District/Sitka Tribe of Alaska

Grant Manager: Crystal Cudworth *Crystal Cudworth* Date: Feb 11, 2022

Art Dpt Director: Kari Groven *Kari Groven* Date: Feb 11, 2022

Chief Operating Officer: Lee Kadinger *Lee Kadinger* Date: Feb 11, 2022
Lee Kadinger (Feb 11, 2022 12:24 AKST)

Background check required/passed within last 24 months: Yes Not required

Comments (if applicable):

Discover
Your
Potential



What is DYP?

Discover Your Potential (DYP) has been a Blatchley Middle School tradition for over 10 years.

This week of hands-on experiential learning is a collaborative effort between school staff and community members to allow students to explore a variety of interests and activities.

Funding



DYP is only possible because community partners have donated money, time and their expertise to make it happen. The Sitka Tribe of Alaska, Sitka CHARR Association and other organizations contributed over \$10,000 to offer students this experience.



What the students are
saying...

Podcasting

JD Keith, Morgan Hames, Eir
Christienson, Wren Flowers

Skateboarding

Wood Shop Safety Rules

- Approved EYE PROTECTION Must be Worn While Activities are in Progress
- SAFETY INSTRUCTION IS REQUIRED Before You Operate a Machine
- Machine Operators MUST SECURE Loose Clothing and Long Hair, and Make Sure GUARDS ARE IN PLACE
- Stand to One Side of Cutting Blade and Keep Fingers AWAY From Blade
- Make All Machine Adjustments With the POWER OFF
- Avoid Talking to or Bothering Machine Operators. And NO HORSEPLAY!
- INSPECT Tools Before Use, Notify Instructor if a tool has a defect
- Allow the Tool to Stop COMPLETELY Before Leaving the Machine
- CHECK WITH INSTRUCTOR Before Using Machines on Defective Wood (Cracks, Warps, etc)
- Keep Aides CLEAR of All Tools and Materials and Do Not Run!

SHOP CLASS EXPECTATIONS:

- SAFETY 1ST. LAST, ALWAYS
- TRY YOUR BEST
- BE RESPECTFUL.
- RESPONSIBLE. SAFE

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Work Day	Table Router / PP	Planner / Joints	Sign / Work Day	Sign + Project Plans
2	Table Router Work Day	PP Work Day	Project Plan	Signs / Work Day	Project Plan + Sign
3	Table Router Work Day	Work Day	Project Plan	Signs / Work Day	Sign + Project Plan
4	Table Router Work Day	Group Clean	Work Day	Signs / Work Day	Sign + Project Plan
6	Table Router Work Day				

Before you speak THINK! is it
True
Helpful
Inspiring
Necessary
Kind

Math facts pro.com

REQUIRED = CUTTING BOARD

SIGN

BOX

Alber L: 12 x W: 12 FT L: 144 = 144 (1.58)

BW L: 12 x W: 5.5 FT L: 66 = 66 (5.41)

36 x 25

1.258

Alber 58

Black Walnut 108

10

30





Rockets





Native Youth Olympics

Martial Arts



Ceramics





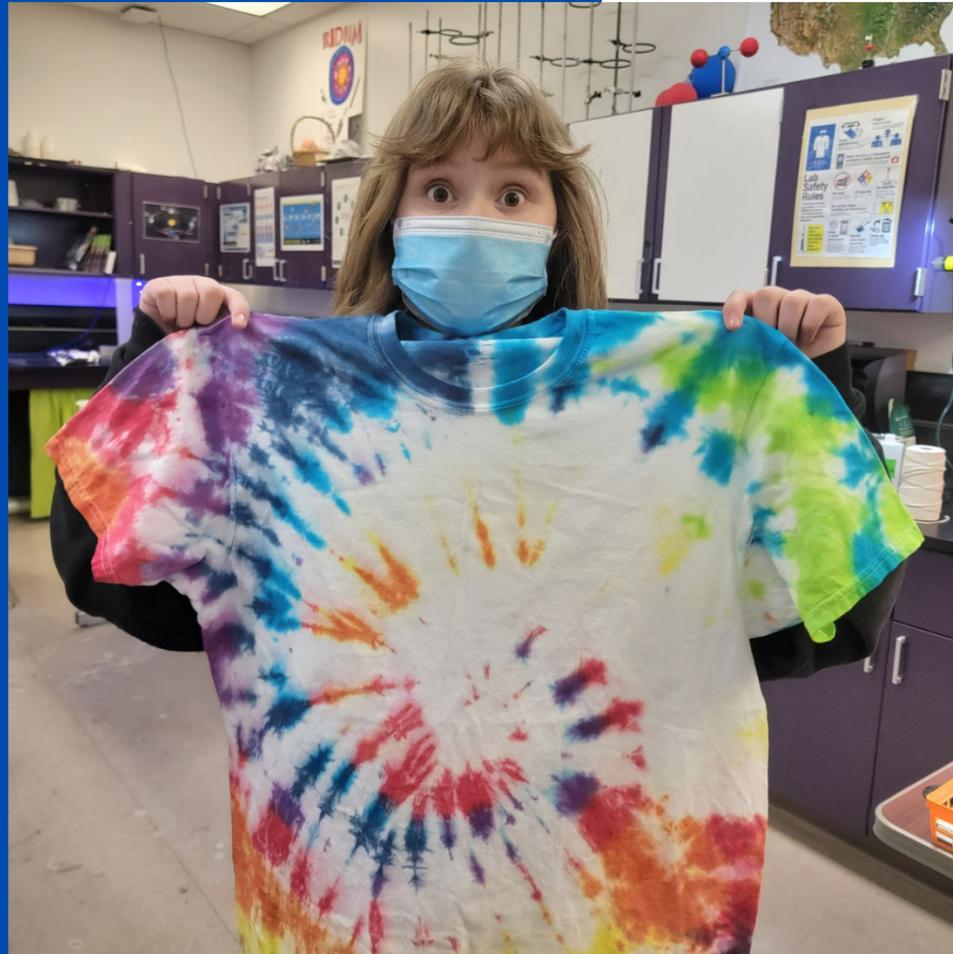


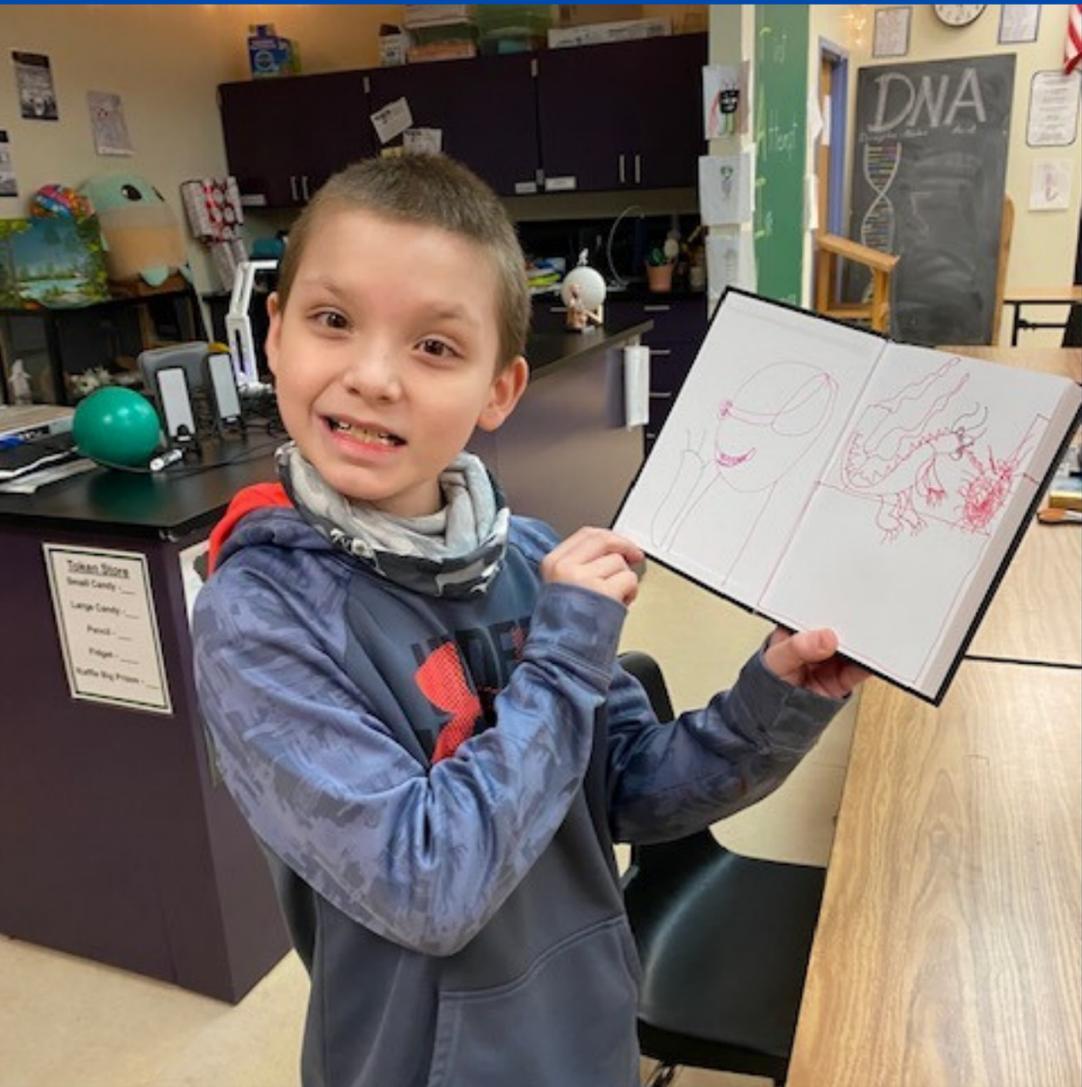
BMS Bakeoff



2022

Tye Dye





Sketchbook

Survival Fires



Scuba



Get Gore-geous



Musical Vegetables



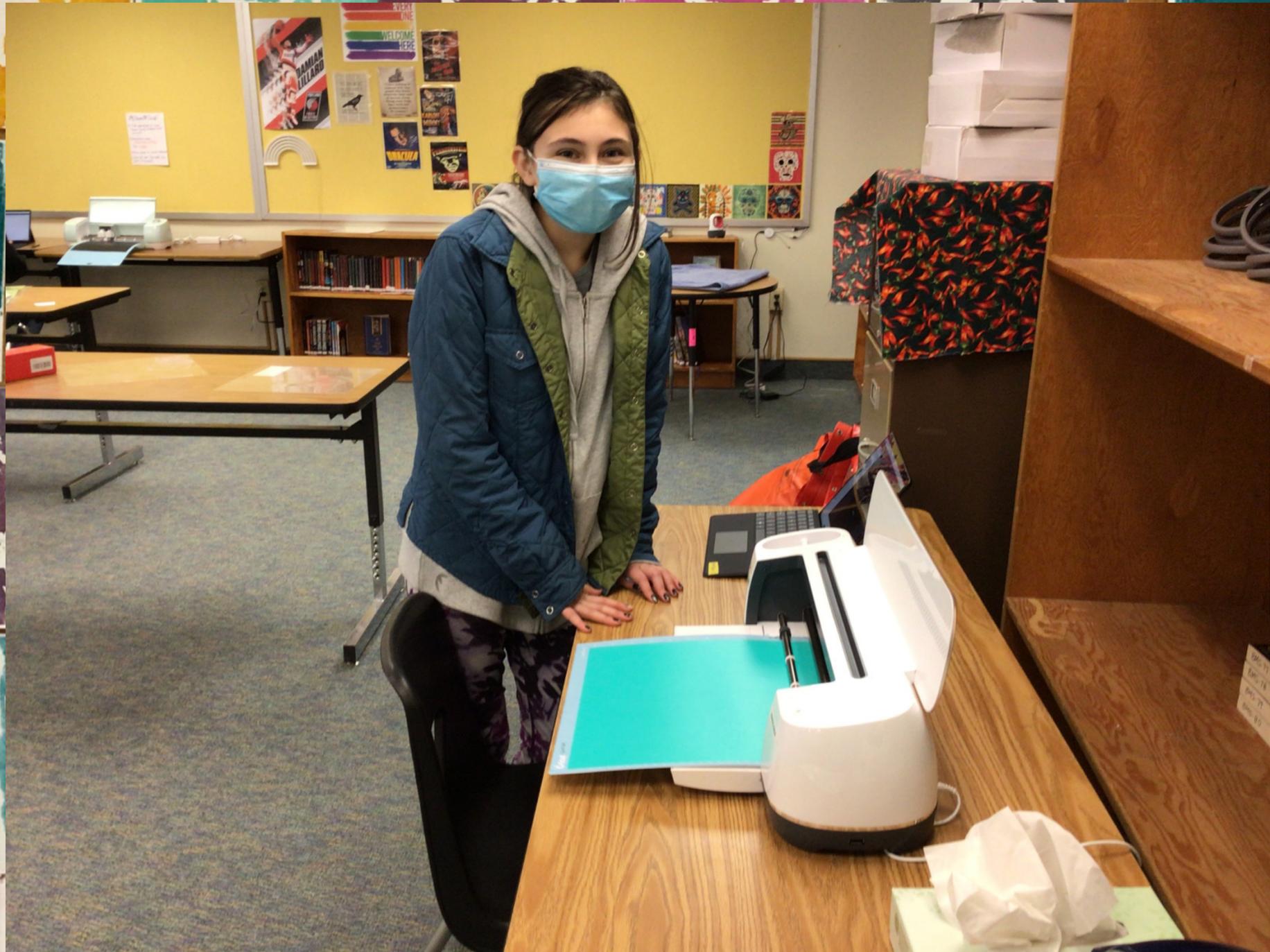
Beading





USCG Careers





Art of Running



Nails

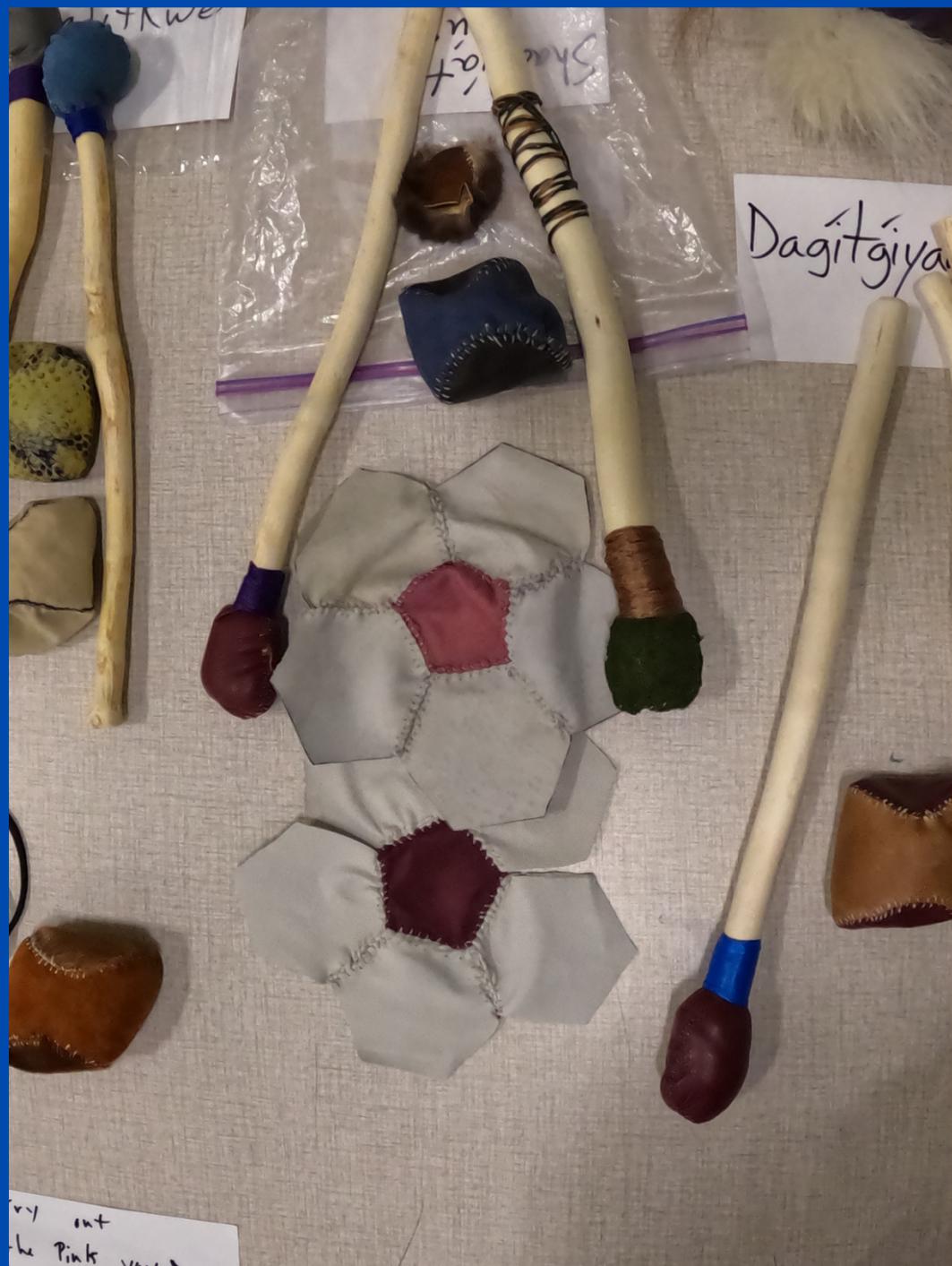


Self-defense with Troopers



Shotgun 101

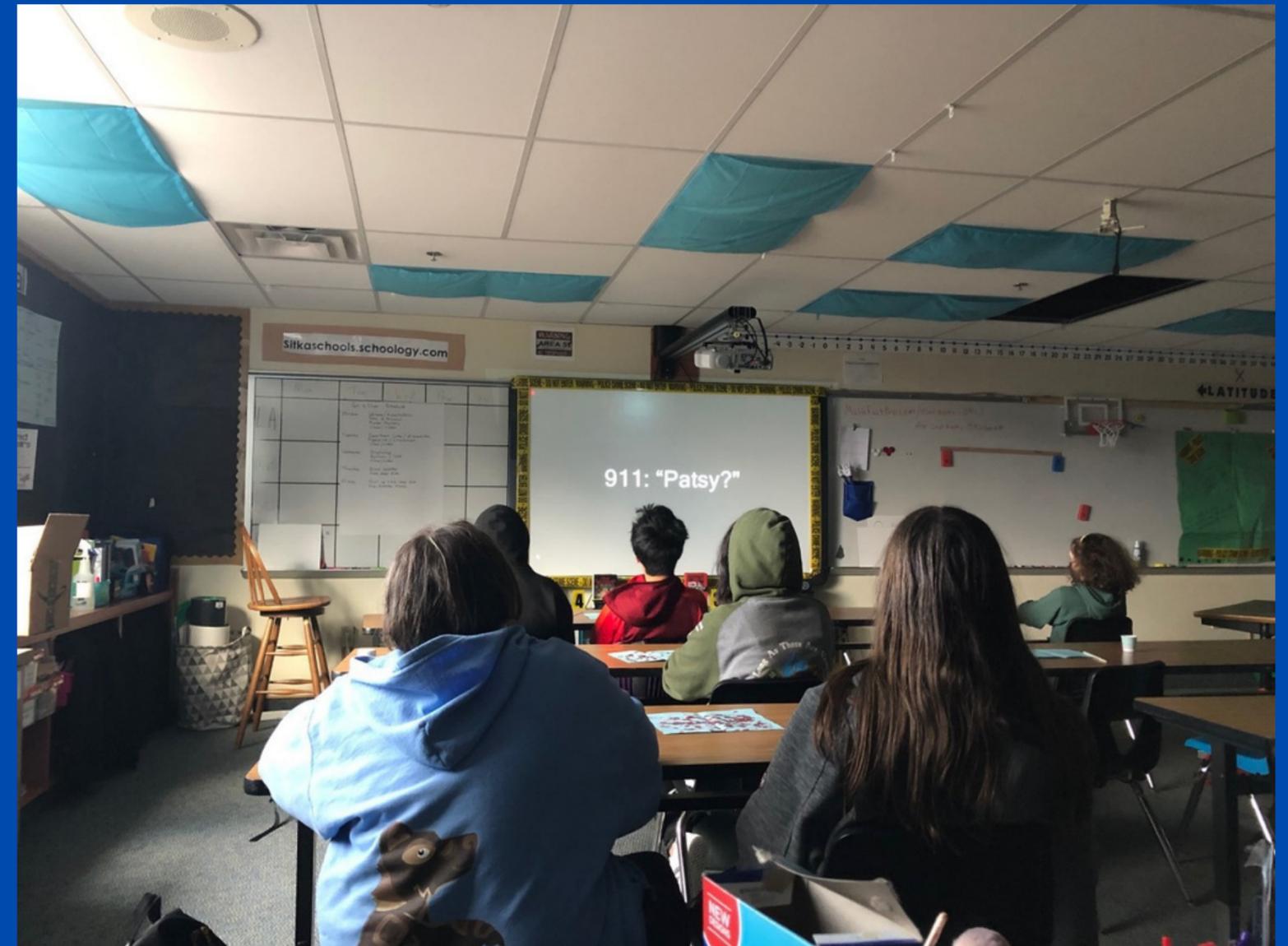




Sewing skins



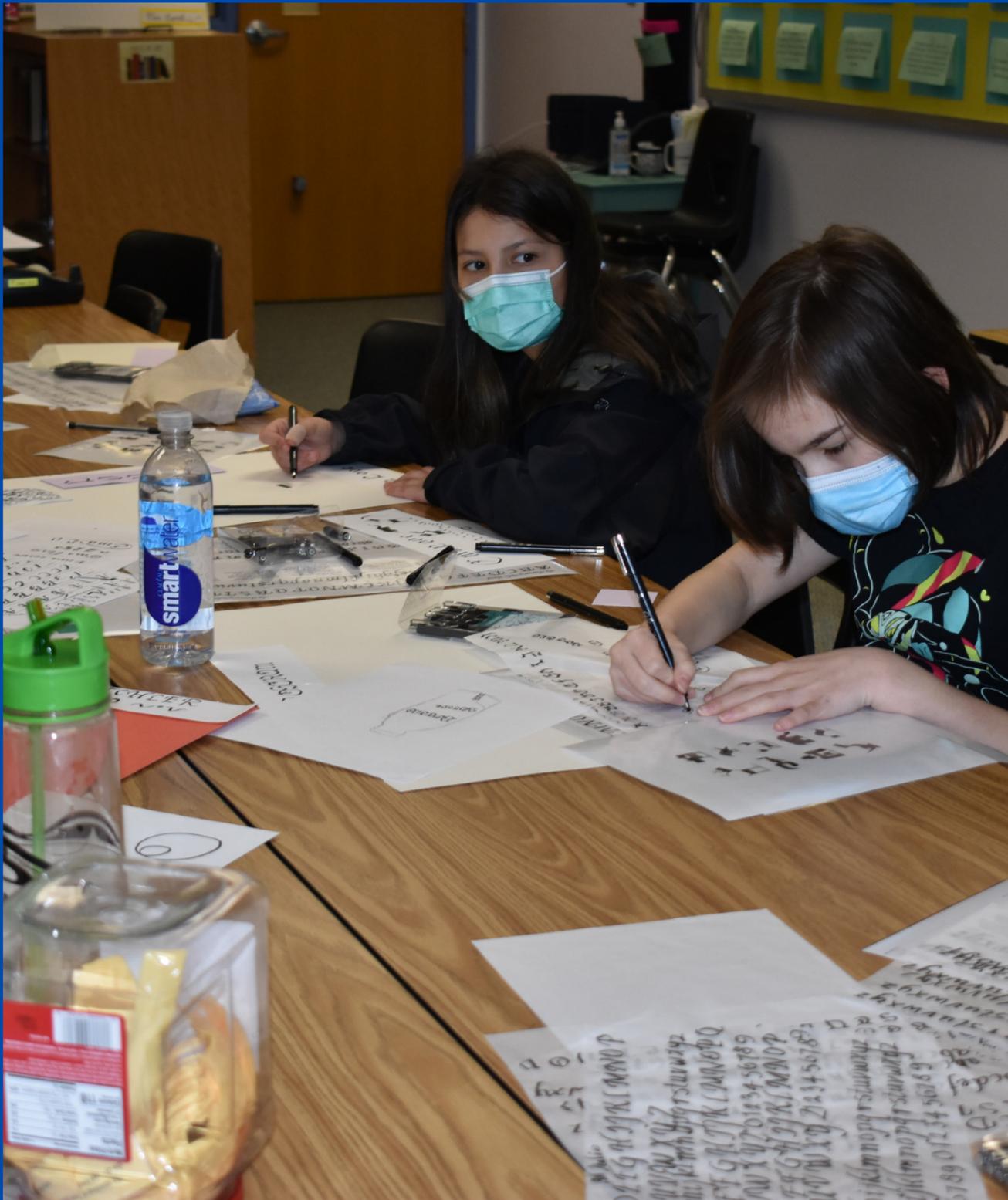
Get a clue...solving crimes





Lego Construction





Games, games, games!



Hiking & Birding



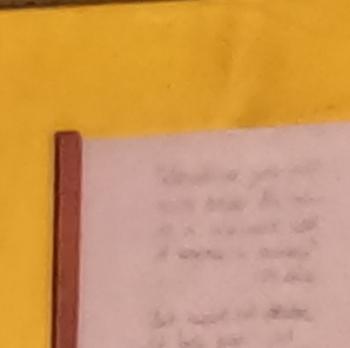
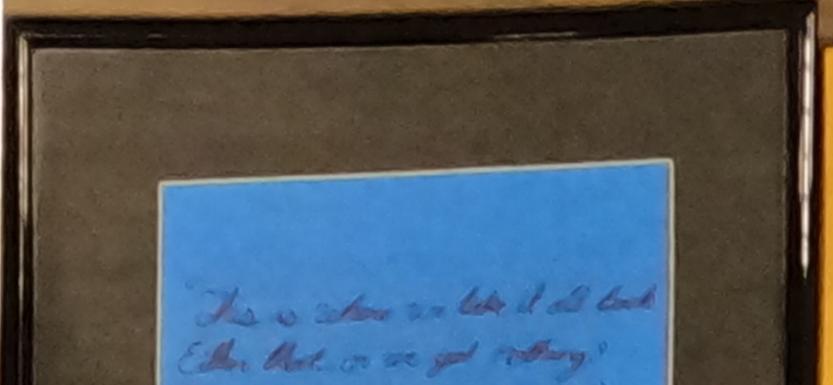
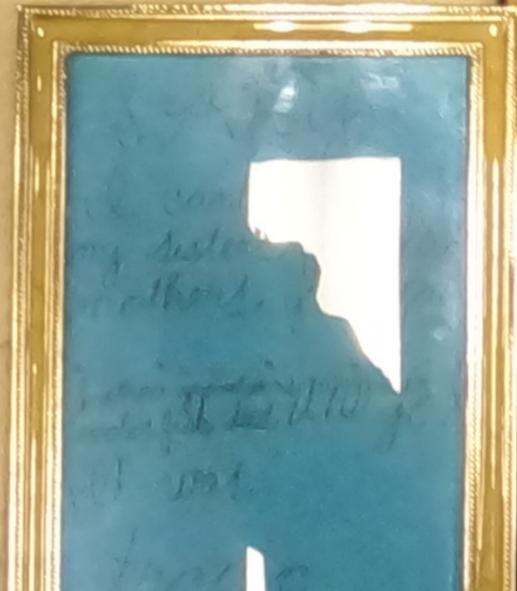
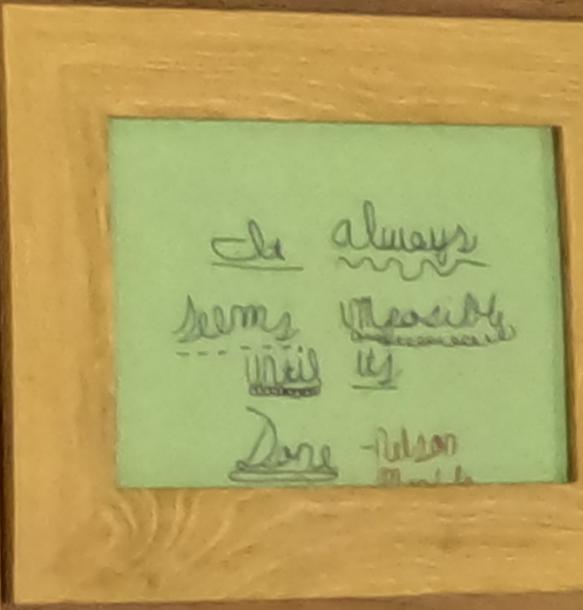
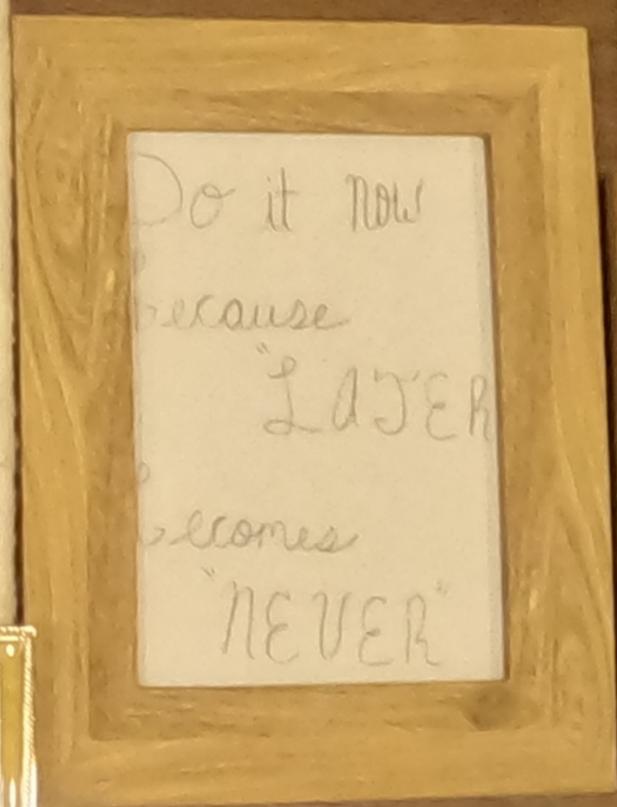
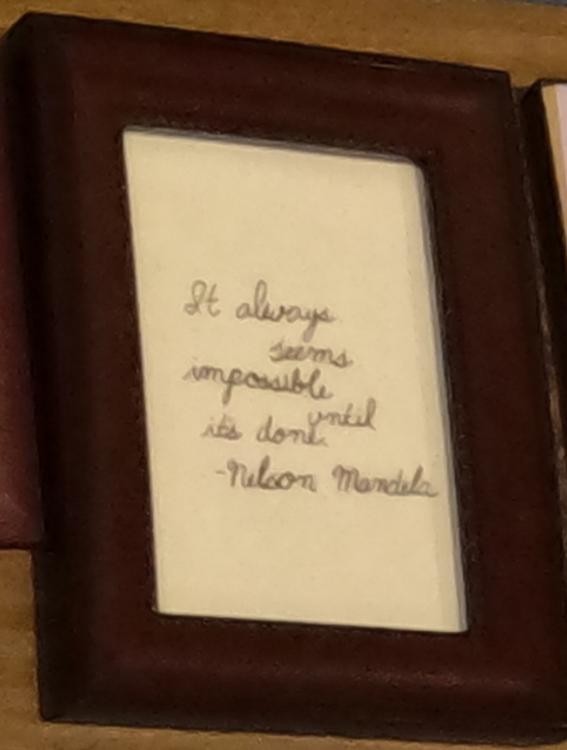
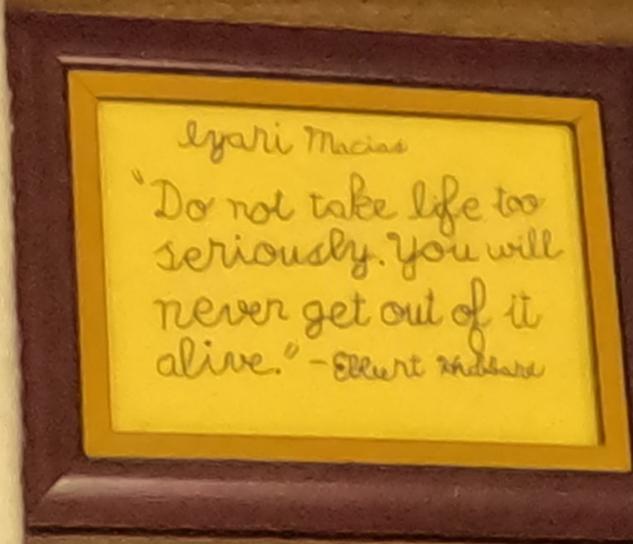
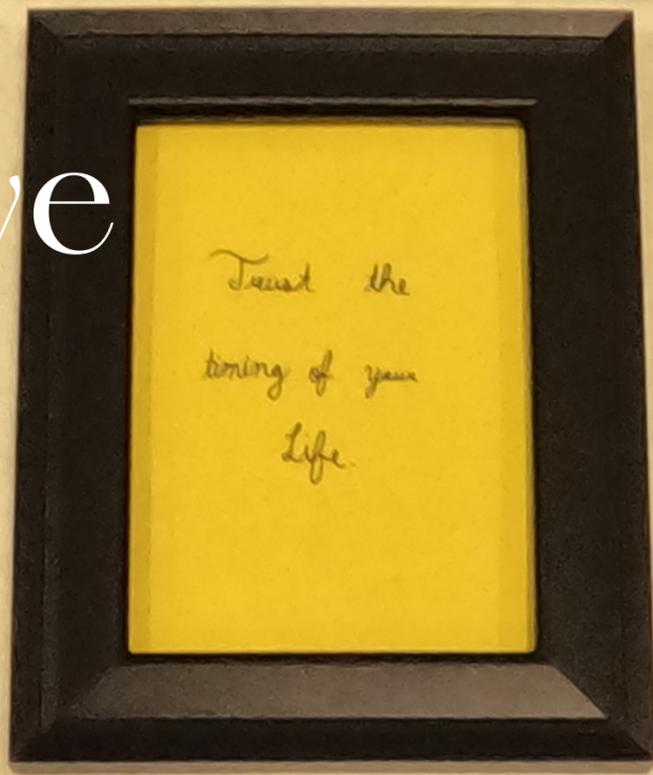
Cooking with plants



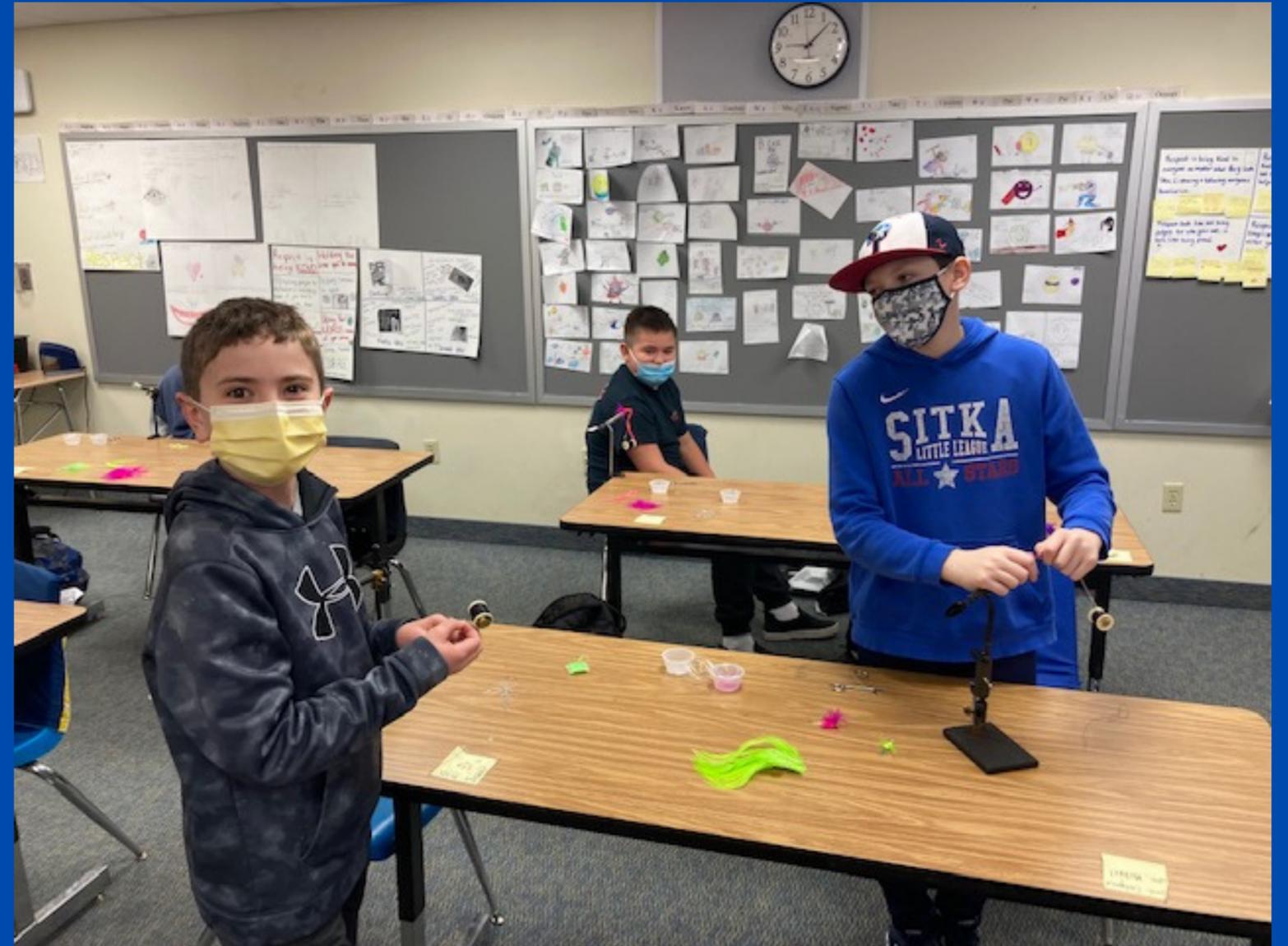
Filipino Cooking



Quilting & Cursive



Fly Tying







Intro to law enforcement



A collection of colorful, folded paper cranes scattered on a grey surface. The cranes are in various colors including red, green, yellow, blue, orange, pink, purple, and white. They are arranged in a somewhat circular pattern around the center of the image.

Thank you to our community
partners and staff!



Academic, Social and Emotional Student Supports

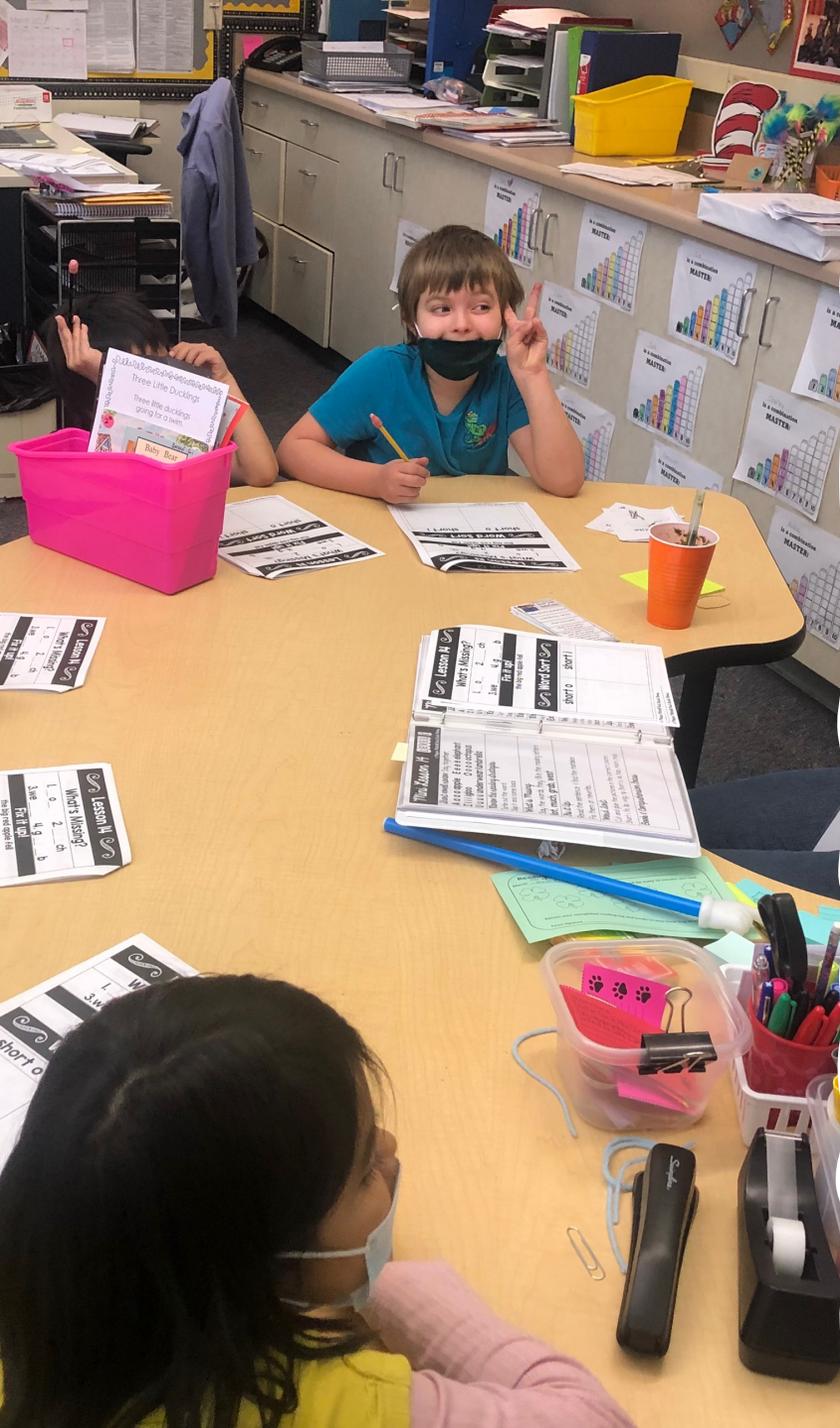
An update on SSD
Students, Staff, and Schools

Identified Areas of Academic and SEL Needs

- Maintain staffing to provide quality programs to include specialists (PE, Library, Music, Science, Reading Intervention) (KGH)
- Need for supplemental writing curriculum (KGH)
- The incoming kindergarten class was greatly affected by a reduction in preschool and daycare opportunities, which is showing in social-emotional learning loss. (BES)
- SEL supports for older students - SchoolConnect as our SEL curriculum with regular lessons during weekly homerooms (SHS)
- Identified need for a math option prior to Algebra 1 for incoming students (pre-algebra option planned for Fall 2022) (SHS)
- “Kids did not get to ‘practice’ being at school and acting like students for a long period and this is reflected in the social norms/behaviors.” (BMS)
- Student mental health support is identified as the greatest area of need to support student SEL and academics. Lack of available clinicians in Sitka is large barrier to our students receiving this support. (PHS)
- Student mental health needs are impacting the motivation needed to complete required credits by the end of the school year. PHS Staff have noticed a new trend of seniors choosing to delay graduation for a year, rather than finishing required credits this year. (PHS)

Current Interventions Used to Support Learning Loss and Mental Health – Secondary Level

- AmeriCorps members providing after-school tutoring; larger offering of study skills courses to support more students with academics during the school day; YAS & STA AmeriCorps have partnered with us for additional mental health & academic supports (three additional members) (SHS)
- Jumpstart, Math intervention period for all students; targeted in school support (similar to small group tutoring provided via AmeriCorps); Migrant Education tutoring, and after-school tutoring (AmeriCorps and staff) (BMS)
- Discover Your Potential was big for mental health. We also run our 2nd steps SEL curriculum through our PE classes with the lesson extensions run through our PACKs on Wednesdays, each week. (BMS)
- Math intervention called “Maths Everyday,” 40 minutes of math daily schoolwide using the online program ALEKS. (PHS)
- AmeriCorps position is dedicated to supporting student mental health needs when/if they arise during class time. YAS skills-trainer is housed at PHS to provide additional on-the-spot mental health support for students during the school day. (PHS)



Interventions to help students acquire the skills they need to be successful – Elementary Level

SEL intervention:

- Incredible Flexible You and Mind Up - small groups
- Super Flex - 1-on-1
- Check-in, check-out - 1-on-1
- SEL Social Groups - small groups
- Second Step

Academic Interventions - Range from 1-on-1 to small groups:

- 95% groups
- Read Naturally
- Read Live
- Blast Fluency Group

BES kindergarten teachers provide reading intervention to first-grade students after kindergarten students go home for the day.

Enrichment Opportunities

- Expand offerings for Advanced Placement & dual enrollment options; maintaining all student activities and expanding to offer eSports; and targeted supports for Gifted & Talented students. (SHS)
- Discover Your Potential was big for mental health. We also run our 2nd steps SEL curriculum through our PE classes with the lesson extensions run through our PACKs on Wednesdays, each week. (BMS)
- Battle of the Books, Afterschool clubs (skate club, chess club, art club, etc.), and sports. Outdoor adventure club in conjunction with Sitka Counseling and HOPE coalition. FAB Friday, each Friday, in conjunction with Sitka Sound Science Center. (BMS)
- Scientists in the schools (collaboration with Science Center), Girls and Boys on the Run program with careful coordination between school and program staff both in recruiting and supporting the diverse group of student participants. SEL messaging and opportunities to practice SEL skills are key to this program. These after-school programs occur through collaboration with STA, SAVF & YAS. (KGH)
- Friday Enrichment classes focused on art, wellness, and culture this year. Community partners teaching enrichment classes include Sitka Native Education Program, Raven Radio, Youth Advocates of Sitka, SE Alaska Independent Living, Sitka Sound Science Center. (PHS)

Growth with the Return to Full-Day, In-Person Learning

Secondary

Much higher rate of attendance at Sitka High resulting in a 50% lower failure rate compared to last year.

Blatchley MAP Data: 50% of students are meeting or exceeding their growth goals (range of 40%-65% across 3 grades and 3 subjects tested). When compared to national norms, students are still doing VERY well. We are at the national average and above in some grades/subjects and within the standard deviation in all grades/subject areas.

Keet Gooshi Heen Data

BEISY	Fall 2019	Fall 2021
At-Risk for Externalizing Behaviors	22%	4%
At-Risk for Internalizing Behaviors	24%	13%
At Risk for BOTH (Ext/Int)	15%	2%

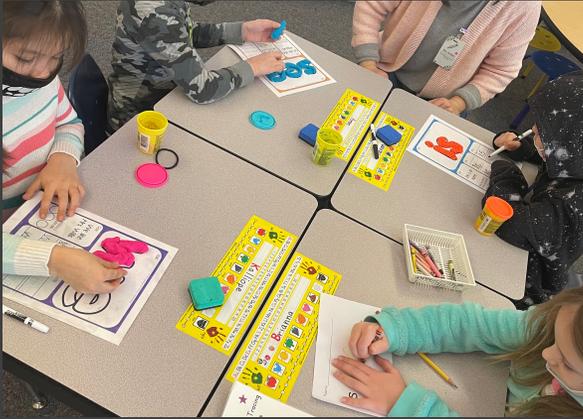
Intervention Students who made growth in MAP	
2 nd Grade	89% of intervention students made growth
3 rd Grade	68% of intervention students made growth
4 th Grade	94% of intervention students made growth
5 th Grade	82% of intervention students made growth



First-Grade Data

	Fall 2021	Past Fall	Winter 2022	Winter 2021
Below grade level	67%	38%	36%	39%
Above grade level	32%	61%	63%	61%

- Due to last year's shortened day, 67% of BES students entered first grade below grade level compared to past years, when 38% entered first grade below grade level
- The first-grade students made more growth from fall to winter than in years past
- Right now, more first-grade students are above grade level than last winter



Kindergarten Data

- 66% of our students came in below grade level
- Less opportunity for preschool/daycare due to COVID before starting school means intervention groups need to be smaller than in years past.
- The number of students below grade level reduced from 66% in Fall 2021 to 40% in Winter 2022.
- The number of students above grade level rose from 34% in Fall 2021 to 60% in Winter 2022.

	Fall 2021	Past Fall	Winter 2022	Past Winter
Below grade level	66%	64-68%	40%	29%
Above grade level	34%	32-36%	60%	71%

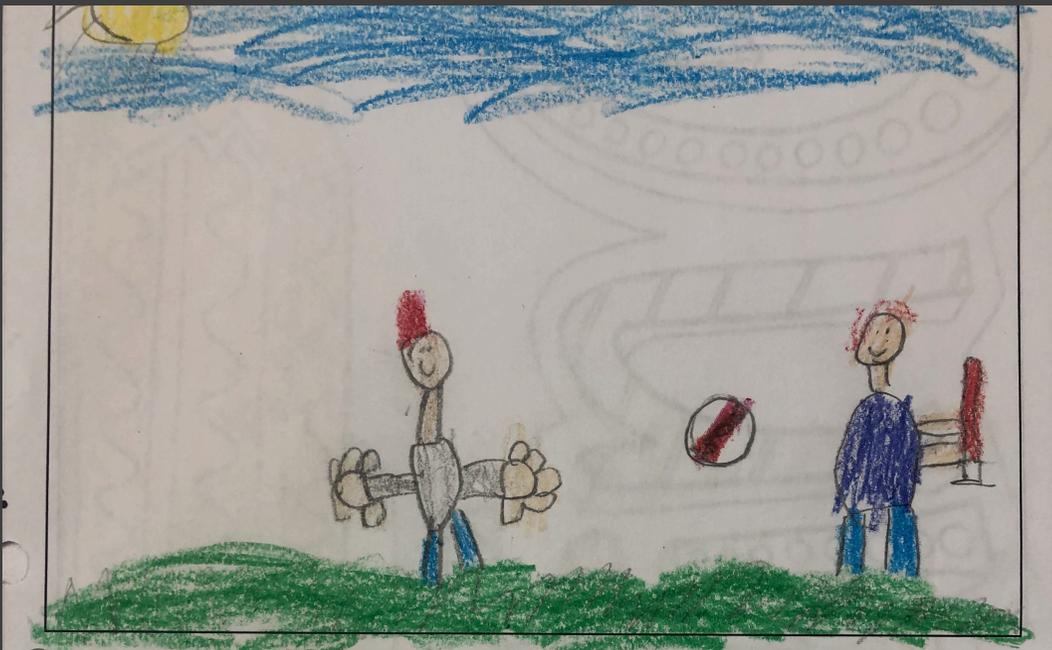
Insights from Administered Assessments

- All Grades (2-5) MAP Growth Winter 2021 to Winter 2022

MAP GROWTH %	Winter 2021	Winter 2022
Math	60% of students were in Average or Above	62% of students were in Average or Above
Reading	68% of students were in Average or Above	65% of students were in Average or Above

Staff Insights

- Students are demonstrating a better overall understanding of subject material by returning to a traditional school day on a traditional schedule; however, some academic and social gaps remain from remote learning and shortened school days during COVID (SHS)
- Students (many of them) need to practice building their “attention-to-task-stamina.” Staff have noted that many of our students are not able to maintain attention to task as long as typical. This, again, has to do with being “out of practice” attending school / being a student. (BMS)
- Students who came in as kindergarteners this year had limited opportunities for daycare or preschool before starting school because of the pandemic. (BES)



On Monday I played
baseball with my mom
and my little brother. We
had a lot of fun. I
got a lot of balls. My
mom would pitch the
ball and me and my
brother would hit them.

Next Steps to Address Learning Loss

- Ensuring all students have access to preschool opportunities.
- Maintaining smaller class sizes, specially in Kindergarten and first grade
- Access to a school counselor, music teacher, and librarian (BES)
- Continue to partner with REACH for credit-recovery options, explore local internship & work-experience opportunities, and continue to expand academic and social emotional supports for students through local partners (SHS)
- Continue to review MAP data for each student, meet with each student, and set growth goals. (BMS)
- Continue targeted reading and ELA support via our half-time reading specialist. Same with half-time ELL teacher. (BMS)
- Communicate with outside support groups (YAS, SCAPS)
- Targeted support for students; encouraging students to participate in summer programs with community partners: Youth Advocates of Sitka, Sitka Native Education Program, and Sitka Sound Science Center. (BMS)

Sitka School District
February 2022 Board Report

Monthly Revenue Report

Account No	Account Description	Current Budget	YTD Encum	YTD Revenues	Remaining Balance	Percent Outstanding
2-100-000-000-000-011	CITY/BORO APPROPRIATION	7,557,150.00	0.00	4,905,880.00	2,651,270.00	35.08%
2-100-000-000-000-040	MISC. LOCAL REVENUE	45,000.00	0.00	32,081.86	12,918.14	28.71%
2-100-000-000-000-047	E-RATE REVENUE	88,160.00	0.00	0.00	88,160.00	100.00%
2-100-000-000-000-050	QUALITY SCHOOLS	42,055.00	0.00	43,213.00	-1,158.00	-2.75%
2-100-000-000-000-051	FOUNDATION	11,388,956.00	0.00	8,455,264.00	2,933,692.00	25.76%
2-100-000-000-000-110	IMPACT AID	100,000.00	0.00	25,080.00	74,920.00	74.92%
2-100-000-000-000-190	FEDERAL THROUGH OTHER IN	600,000.00	0.00	0.00	600,000.00	100.00%
2-100-000-000-000-250	FUND TRANSFER	882,408.00	0.00	0.00	882,408.00	100.00%
2-100-000-000-056-056	TRS ON-BEHALF	1,499,378.00	0.00	0.00	1,499,378.00	100.00%
2-100-000-000-057-057	PERS ON-BEHALF	103,078.00	0.00	0.00	103,078.00	100.00%
2-100-000-000-491-040	CC Fee REACH	0.00	0.00	26.51	-26.51	#DIV/0
Report Total		22,306,185.00	0.00	13,461,545.37	8,844,639.63	

Monthly Expense Report

Accounts Summarized By Function	Current Budget	YTD Encumbrance	YTD Expenditures	Remaining Balance	Percent Available
100 - REGULAR INSTRUCTION	9,420,022.45	251,268.22	4,406,884.30	4,761,869.93	50.55%
120 - BILINGUAL/BICULTURAL	46,242.77	0.00	24,051.35	22,191.42	47.99%
130 - ENRICHMENT	96,260.18	0.00	63,918.39	32,341.79	33.60%
140 - CORRESPONDENCE STUDY	171,721.09	123,341.46	165,307.42	-116,927.79	-68.09%
160 - VOCATIONAL EDUCATION	329,409.22	3,765.25	177,005.72	148,638.25	45.12%
200 - SPECIAL ED INSTRUCTION	4,306,196.92	-6,846.29	2,383,538.47	1,929,504.74	44.81%
220 - SPECIAL ED SUPPORT	973,669.12	121,020.54	438,028.08	414,620.50	42.58%
300 - PUPIL SUPPORT	193,902.75	0.00	0.00	193,902.75	100.00%
320 - GUIDANCE	469,983.47	0.00	279,853.11	190,130.36	40.45%
330 - HEALTH SERVICES	105,685.29	0.00	65,879.41	39,805.88	37.66%
350 - SUPPORT SERVICES	264,857.00	93,409.14	161,237.94	10,209.92	3.85%
351 - IMPROVEMENT INSTRUCTION	3,000.00	0.00	0.00	3,000.00	100.00%
352 - LIBRARY SERVICE	200,555.93	0.00	121,547.01	79,008.92	39.39%
400 - SCHOOL ADMINISTRATION	1,131,889.15	1,402.67	587,236.80	543,249.68	47.99%
450 - SCHOOL ADMIN. SERVICES	664,657.91	0.00	403,102.72	261,555.19	39.35%
510 - DISTRICT ADMINISTRATION	166,051.19	22,707.01	144,645.44	-1,301.26	-0.78%
511 - SCHOOL BOARD	85,657.40	4,340.13	28,177.13	53,140.14	62.04%
512 - SUPERINTENDENT'S OFFICE	292,290.82	499.90	204,893.40	86,897.52	29.73%
518 - SAFETY AND SECURITY	1,000.00	0.00	0.00	1,000.00	100.00%
550 - DISTRICT ADMIN. SUPPORT	351,629.88	9,584.50	447,314.75	-105,269.37	-29.94%
555 - DATA PROCESSING SERVICES	9,759.16	0.00	0.00	9,759.16	100.00%
556 - TECHNOLOGY SERVICE	422,131.88	62,704.50	727,018.32	-367,590.94	-87.08%
600 - MAINTENANCE/OPERATIONS	2,336,464.12	398,765.11	1,345,647.25	592,051.76	25.34%
700 - STUDENT ACTIVITIES	263,147.30	0.00	117,808.59	145,338.71	55.23%
Report Total	22,306,185.00	1,085,962.14	12,293,095.60	8,927,127.26	

Revenue - Expenses Totals: 1,168,449.77

*The State has required all Districts to recognize and report on their financial statements their portion of the TRS/PERS relief as passed by 2008 Legislature appropriation.

Demographic / Enrollment (Headcount) Breakdown

As of 3/2/2022

	BES	KGH	BMS	SHS	PHS	RCH	Total
PK	17					0	17
KG	77					12	89
1	64					5	69
2		67				8	75
3		73				4	77
4		75				5	80
5		93				3	96
6			73			1	74
7			98			1	99
8			96			1	97
9				84	15	3	102
10				81	9	2	92
11				73	8	0	81
12				67	9	2	78
Bldg Total	158	308	267	305	41	47	1126

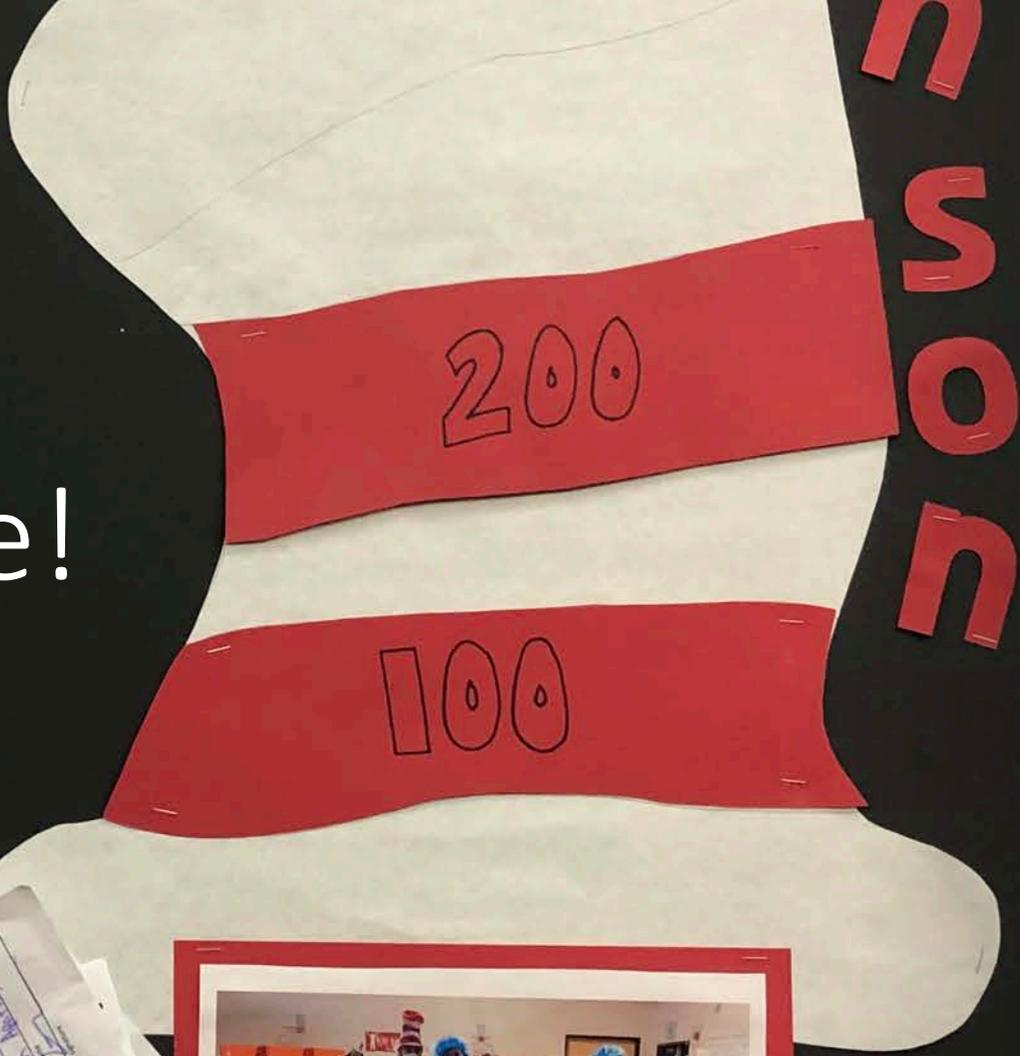


SITKA
SCHOOL DISTRICT
DISCOVER | NURTURE | INSPIRE

Superintendent Report

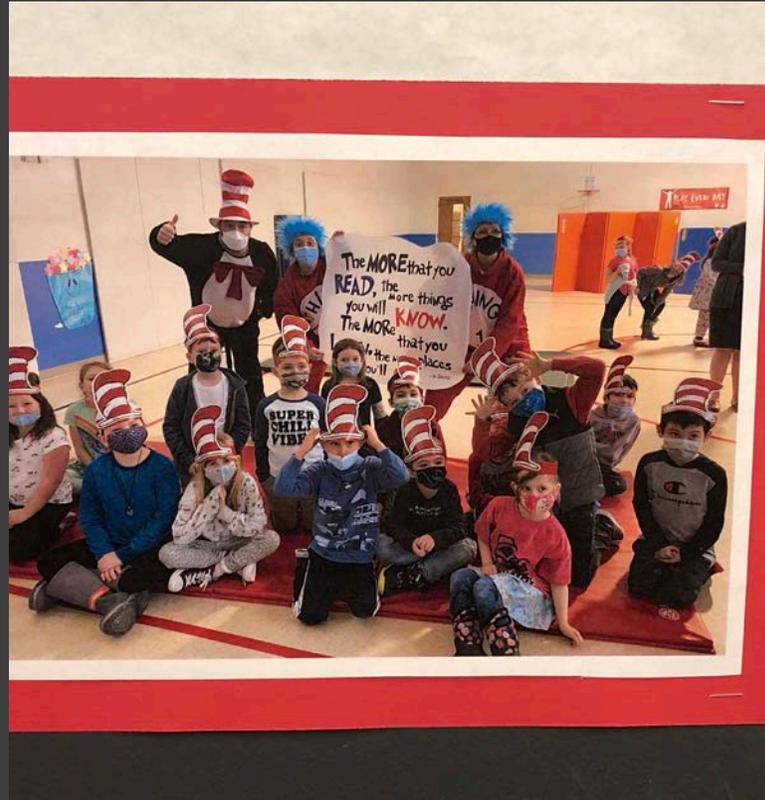
March 2, 2022

Baranof's First-Grade Team Reading Challenge!



h
S
O
n





“The more that you read, the more things you will know.”



We love the Baranof Bear Paw Award!



Yoga with Mr. Joe

Keet Gooshi Heen

Tuesday
2-22-22

TUTUS

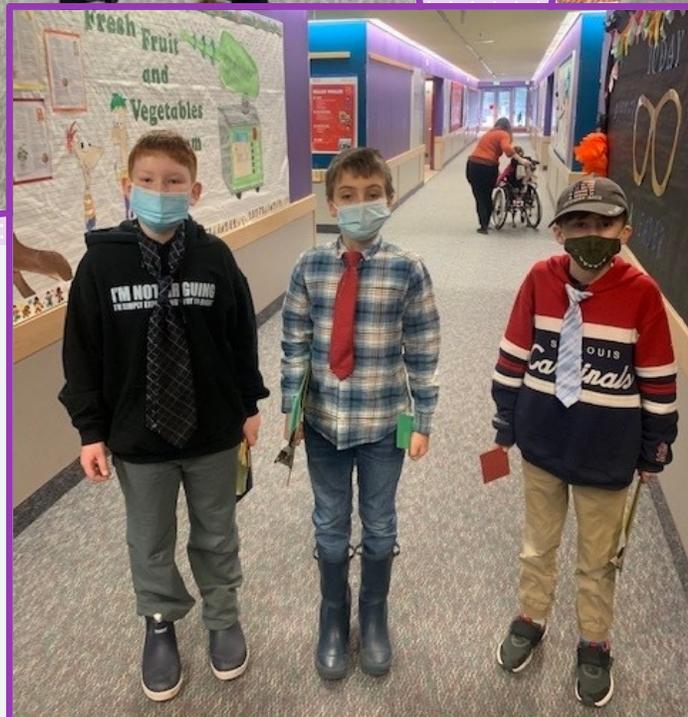
TIES



Tennis Shoes

Tube Socks

Join the fun on this special **TUESDAY 2-22-22**, by wearing **tutus**, **ties**, mismatched **tennis shoes** or **tube socks**!





Tuesday 2-22-22

Today is: 2-22-22



2



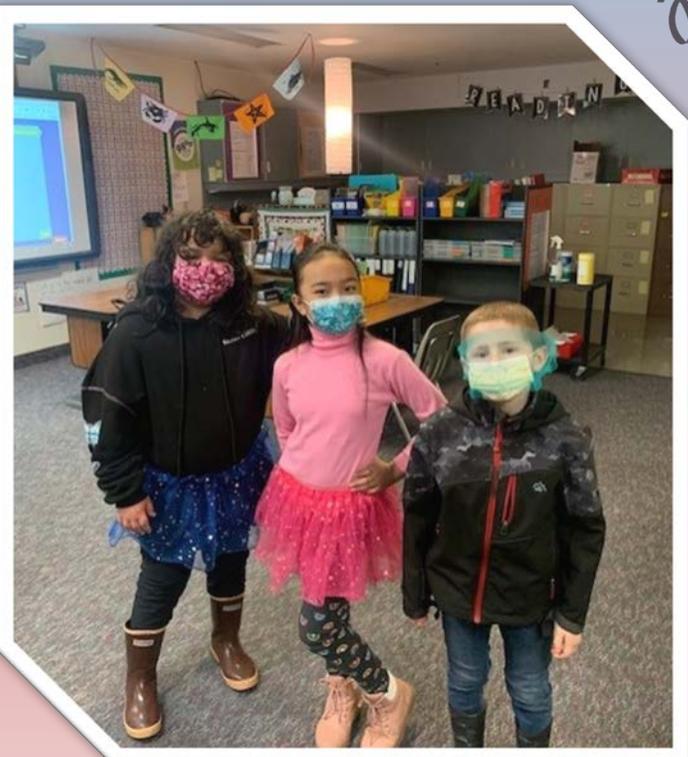
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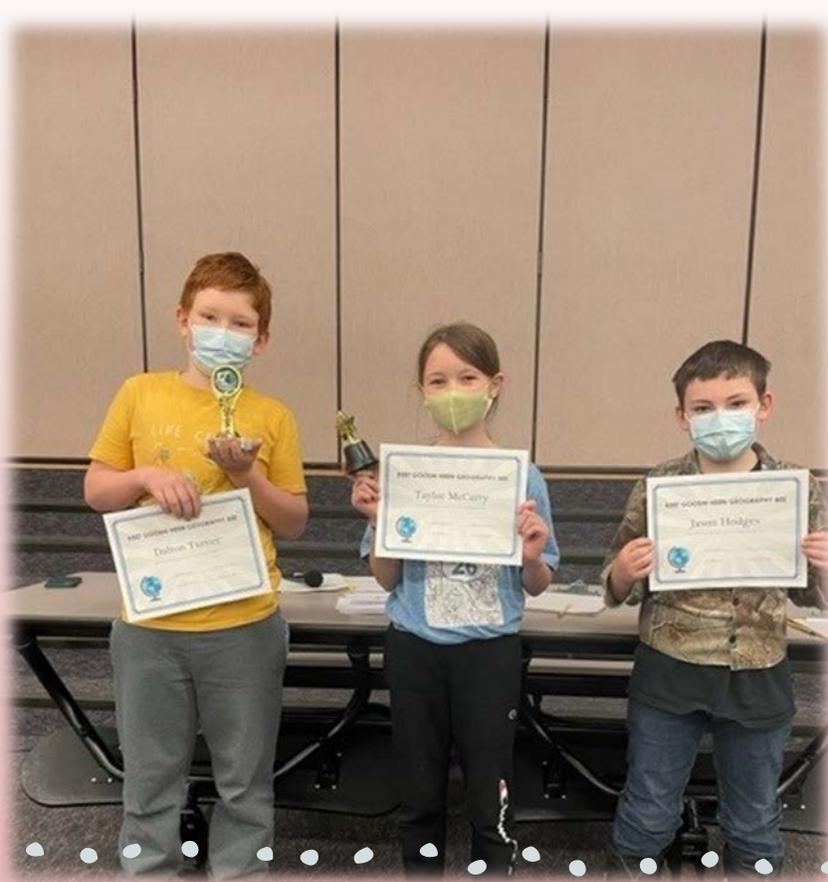


2

2

TUTU Much FUN!



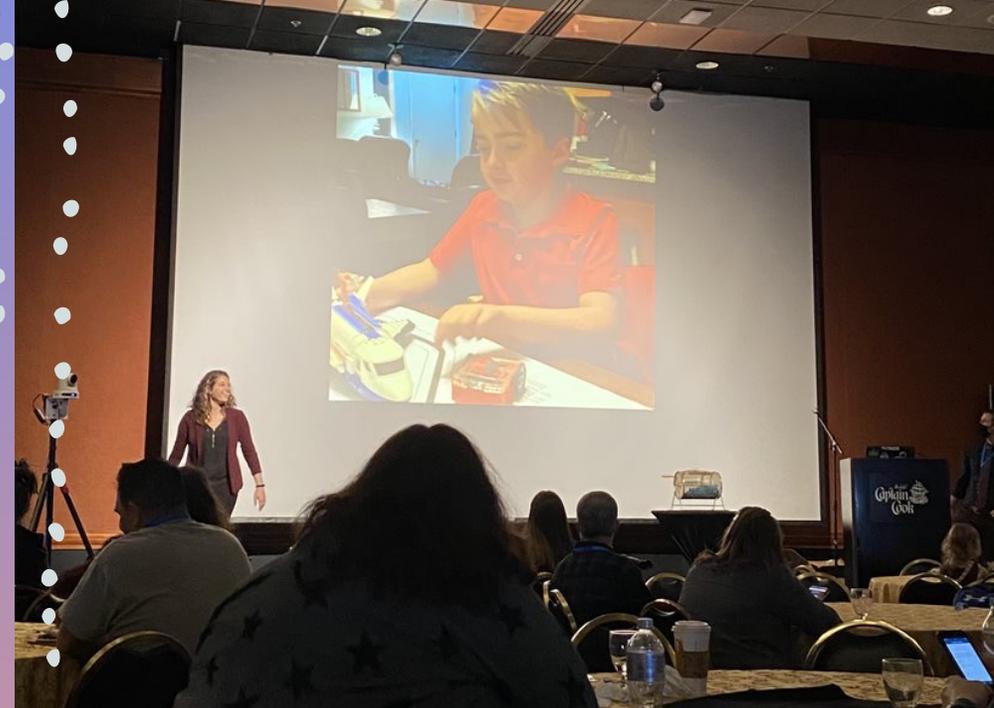


Geography, Spelling, and Jazz...OH MY!

*KGH 2nd Grader
wins award
from ASTE*

Jase Horton

K-4 iDidaThing Contest Winner



Blatchley Middle School Discover Your Potential



(KCAW/Rose)

After a three year hiatus, “Discover Your Potential” returned to Blatchley Middle School this month. Typically the program happens every two years, bringing students opportunities to take courses in everything from beading and baking, to self-defense and podcasting. KCAW’s Katherine Rose stopped by on the last day of the program and brings us this audio postcard. Listen here:





SHS DDF
state champs!



6X IN A ROW!



Stephen Harmon

Josh Antolin

SITKA BASKETBALL VS

Shane Webb

Wes Urias

Nick Calhoun

Eielson Jr/Sr High School

FROM EXECUTIVE PRODUCER CHRIS PRATT

ALASKAN NETS
HIGH SCHOOL MOVIE NIGHT

BRUCE BOGERT
AWARD-WINNING
Santa Barbara
INTERNATIONAL
Film
FESTIVAL
2021

PRESENTED BY
Alaska AIRLINES **GCI**

FEBRUARY 18th @ 7:00PM PAC

TICKETS - Students \$10, Adults \$20, Enters you for a chance @ 2round trips tickets on Alaska Airlines

ALL PROFITS GO TO SHS ACTIVITIES!

Payment Methods: @ Door or with Venmo @SitkaHighSchool

Tawny Smith

Chloe Morrison

SITKA BASKETBALL VS

Alyssa Henshaw

Savannah Lacey

Mt.

Mt. Edgecumbe Braves



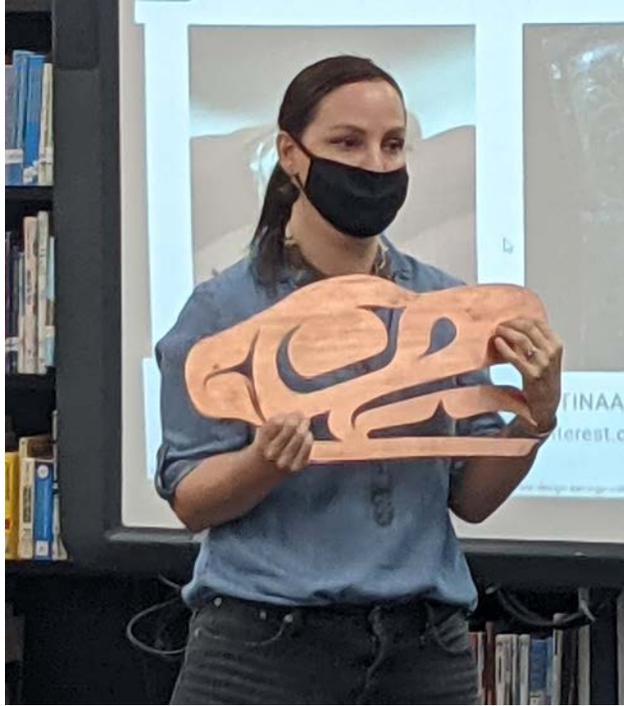
Basketball & Cheer
senior recognition

AASB Legislative Fly-in and Youth Advocacy Institute





Migrant Education Program



Cultural Department
Programs and Activities

SSD Strategic Plan

Strategies

We will identify strategies to close learning gaps.

We will strengthen culturally responsive programming.

We will expand and strengthen partnerships.

We will produce a professional development/mentorship/induction program for SSD staff.

We will develop an internal and external district communication plan.

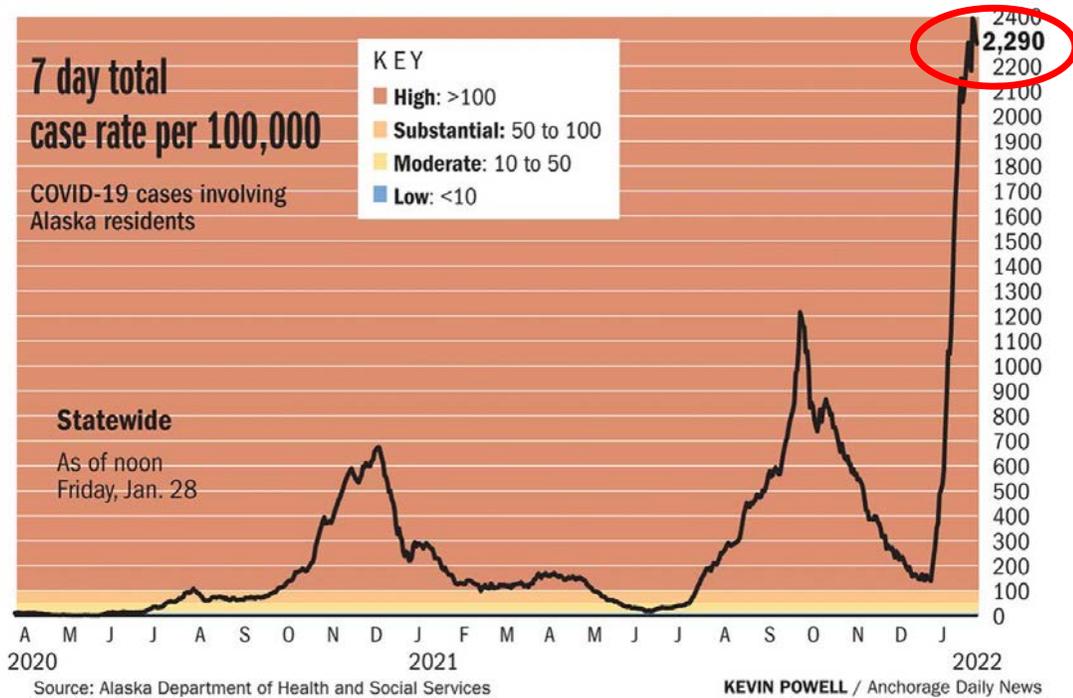
We will expand opportunities and remove participation barriers for students.

COVID-19 Update



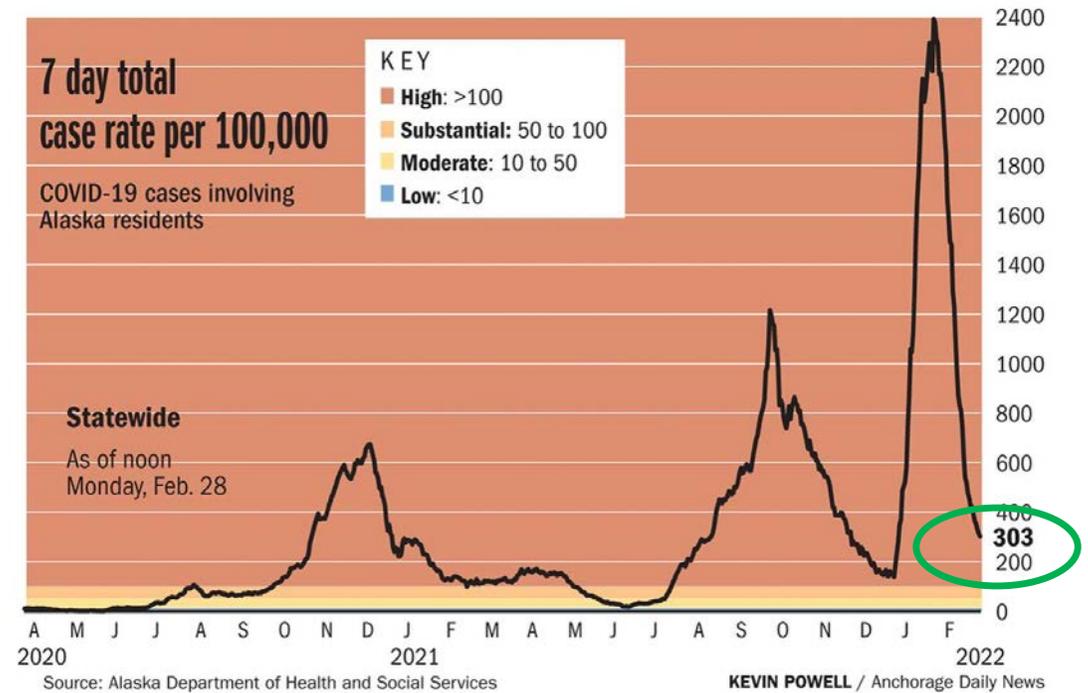
“Alaska’s COVID-19 case rate is again the highest in the nation as hospitalizations tick up”
(Anchorage Daily News 28 Jan.)

28 January 2022



“Alaska on Monday reports 772 COVID-19 cases over 3 days” *(Anchorage Daily News 28 Feb.)*.

28 February 2022





COVID-19 County Check

Find community levels and prevention steps by county.

Select a Location (all fields required)

Alaska Sitka City and Borough

[< Start Over](#)

● Medium

In Sitka City and Borough, Alaska, community level is **Medium**.

- If you are [at high risk for severe illness](#), talk to your healthcare provider about whether you need to wear a mask and take other precautions
- Stay [up to date](#) with COVID-19 vaccines
- [Get tested](#) if you have symptoms

People may choose to mask at any time. People with symptoms, a positive test, or exposure to someone with COVID-19 should wear a mask.

If you are immunocompromised, learn more about [how to protect yourself](#).

February 24, 2022

Announcements

- March 11 – Teacher Inservice Day
- March 14-18 – Spring Break
- March 22 – Budget Work Session



RESOLUTION OF
THE BOARD OF DIRECTORS
OF
SHEE ATIKÁ, INCORPORATED

WHEREAS, Shee Atiká, Incorporated (“SAI”) is an Alaska Native Corporation organized pursuant to the Alaska Native Claims Settlement Act (“ANCSA”), 43 U.S.C sections 1601 et seq. for the Alaska Natives historically residing in and around Sitka, Alaska;

WHEREAS, the Board of Directors of SAI has the authority to oversee the affairs of SAI;

WHEREAS, Shee Atiká incorporated is an urban Native corporation made up of just under 3,500 Alaska Native shareholders; and

WHEREAS, we understand that the name that the Sitka Tribe of Alaska tribal council compromised on including two names with the most support; and

WHEREAS, Charlie Joseph, Sr.’s name emerged early on as the most logical Native/cultural educator for the honor; and

WHEREAS, Shee Atiká incorporated has a Charlie Joseph, Sr. (Kaal. átk’) Cultural and Heritage Award given to a group or individual who strives to preserve the Tlingit lifestyle through living or teaching others the lifestyle of the Tlingit people before Western man; and

WHEREAS, Charlie Joseph, Sr., shared his knowledge extensively by living a subsistence lifestyle, as well as teaching Tlingit traditions to students in the Sitka Native Education Program in Sitka from 1974 until his death in 1987; and

WHEREAS, through his teachings and example, similar programs began cropping up in the Southeast Alaska region, and today, many of the Native dance groups in Sitka and Southeast Alaska use the protocol he taught to countless numbers of students here in Sitka; and

WHEREAS, it is due, in large part, to his cultural knowledge that more than 70 songs were preserved, spanning six separate and distinct series of dances, many of which are widely known and still performed to this day; and

WHEREAS, there are no individuals more deserving of this distinction; and

NOW THEREFORE BE IT RESOLVED that the Board Directors of Shee Atiká, Inc. hereby strongly supports the inclusion of Charlie Joseph, Sr.’s in the new name that is chosen for the Baranof Elementary School.

BE IT FURTHER RESOLVED that this resolution shall be effective immediately upon enactment;

BE IT FURTHER RESOLVED, that the officers and agents of the Corporation be and are hereby authorized to take all necessary action to effect the foregoing resolution.

CERTIFICATION

I hereby certify that the foregoing resolution was adopted by the Board of Directors of Shee Atiká, Incorporated in accordance with its Articles and Bylaws at a Meeting of said Board of Directors held on January 28, 2022, and said resolution appears in the record of said Meeting as set forth above.

Dated this 31 day of January, 2022.

By: Norma J. Perkins
Norma J. Perkins, Secretary
Shee Atiká, Incorporated

Sitka Tribe of Alaska

Tribal Government for Sitka, Alaska



February 2, 2022

Sitka School District School Board
Amy Morrison, President
300 Kostrometinoff St.
Sitka, Alaska 99835

Re: Sitka Tribe of Alaska Recommendation on the Renaming of Baranof Elementary School

Dear Sitka School District School Board,

At the January 6, 2021 Sitka School District (SSD) School Board meeting, you “formally request the Sitka Tribe of Alaska to help the Sitka School District choose a name of a significant local cultural educator to replace the current name of [Baranof Elementary School].” After this formal request, Sitka Tribe of Alaska (STA) Tribal Council referred the matter to the STA Cultural Resources Committee (CRC)¹ for discussion and advisement prior to Tribal Council’s final vote on October 20, 2021.

We are deeply honored and extremely happy to be able to present the SSD School Board with the recommendation of **Charlie Joseph Sr. Awdigaan Hít** for the new name of Baranof Elementary School.

As we submit STA’s recommended new name for Baranof Elementary School (BES), we would also like to take this opportunity to say a big thank you or *aatlein gunalchéesh* to the SSD School Board for taking action to change the name of BES from one that honors a man responsible for the colonization of our land and persecution of our people, to a name that honors a significant local cultural educator who played an outsized role in the founding of the Sitka Native Education Program and the revitalization of Tlingit language and culture throughout our region. Moreover, the name **Charlie Joseph Sr. Awdigaan Hít**² recognizes

¹ The STA committee comprised largely of knowledgeable elders and culture bearers who advise Tribal Council on matters related to naming

² Awdigaan Hit roughly translates as “house of sunshine”

the long-held Tlingit tradition of naming places for their characteristics and use and gives our community a new name for BES that so aptly describes what elementary school should be for all children – a place of sunshine and joy.

Sincerely,



Lawrence Widmark
Chairman

February 12, 2022

To the School Board:

Ladies and Gentlemen,

As I have previously written on the topic of the contemplated name change of yet another Sitka School District building:

If this is a search for "equity", it would seem that that ephemeral and elusive quality already obtains in the District 's building-naming convention.

That is, the Native population of Sitka comprises about 26%, or just over 1/4, of the whole. The District has 4 buildings its inventory, and one is currently named in the Native tradition. Equal representation, no? Thus, this is a solution in search of a problem.

Kindly leave well enough alone.

Cordially,

Charles B. Dean

February 12, 2022

Dear Members of the Sitka School Board,

I am aware that you have been tasked with changing the name of Baranof Elementary School and I would like this letter to be my contribution to the effort. I have an incredible affection regarding this school because I was a teacher at Baranof for nine years and I understand the needs and abilities of the young children who spend their days learning there. I think my perspectives might help illuminate a name that is historic, respectful, age reasonable, and represents the spirit of young learners and the staff who guide them. It is a name that will age well and will fully honor all of our community members.

I am incredibly fond of a name that has recently come to my attention. It is a name that brings light and positivity to a building that has needed a name change for quite a long time. The name Awdigaan Hit (House of Sunshine) absolutely describes the essence of young children. It is a name that our entire community can get behind and it is a name that inspires joy and delight, just like young children. Across the country, school districts are changing building names that have outlived their appropriateness and/or historic value for many reasons. Choosing Awdigaan Hit shows cultural respect, wisdom, and appreciation for the longevity that this name will bring.

The board has a large task ahead, one that will change the view within our educational community for the long term. If Awdigaan Hit is not a name that the board can get behind, then I suggest Elizabeth Peratrovich be fully honored and chosen to replace the name of Baranof Elementary School. Others may feel it is best to name a building after another person, perhaps a well-loved male leader within the community. But, as it currently stands, there are no buildings within the school district that are named after women. If the board decides to honor a well-respected member of our community and region, then I suggest the name Elizabeth Peratrovich Elementary School. She has been fully vetted by the United States government and her legacy is one of equal rights and respect for all.

Best wishes in your task,

Heidi Horner Raffaele, M.Ed.

February 2021

Dear Board Members,

Through this letter, I would like to address the future renaming of Baranof Elementary School. I worked at Baranof for almost 23 years and was the Director of the Ventures Program for most of that time. I recently heard the suggested name of Awdigaan Hit and thought immediately that this is the perfect name to replace the current name. Awdigaan means sun and Hit means house which greatly describes the feeling that I always had when working at Baranof. Working at Baranof with young children always felt sunny and was the place I considered my second home. Young children spend a great amount of time in school, which often times becomes their second home. What a perfect new name for a well-loved school. The House of Sun is a beautiful name in Tlingit, the place where young children learn and begin their schooling. I think this name is the perfect replacement for the name Baranof.

Sincerely,

Karla Horner Raffaele. M.Ed.

Our three children (now 56 yrs. old+) had no living
Tlingit elders to teach them the "Way."

Today they know about the Tlingit lang., sing
songs in Tlingit. They can all bead & sew regalia
as well as prepare Native foods.

They traveled & performed extensively
with the SNEP — to Washington DC, Hawaii, Idaho,
Barrow, the Midwest, Alaska & the Pacific Northwest.

These children (as well as others) are more
productive parents & citizens because of
Charlie & Isabella.

Marcia Strand
2/16/22

KaalatK and Yeidikookaa
School !
o

Subject: Re-naming Baranof School
Comments from a former Parent Committee Member of
The SNEP.....(our children joined SNEP, the youngest at age 8).

Please consider using both Brady and Joseph names:

Isabella & Charlie were a perfect team educators.

- X Charlie was a fluent Tlingit speaker & Isabella wasn't.
- X Isabella understood tribal regional & national tribal programs & Charlie not so much.
- X Charlie was eager to share the Tlingit world view & Isabella knew of many many youngsters who were without living elder relatives available to teach.
- X Charlie was Kaagwaantaan (Eagle) and Isabella Kiksadi (Raven)
- X (Both moieties represented for balanced Tlingit view of the world)

Name of School: Brady-Joseph Elementary

Or

C.Joseph – I.Brady Elementary

OR

Kaalatk and Yeidikookaa School

— *My 1st choice*

(Please ask your experts for details of hypens & capital lettering)

Please copy & use my
comments for all interested.....Gunalcheesh awe.....

MARCIA STRAND

M Strand

(attached - bio's for Isabella + Charlie)

Charlie Joseph / Kaal.átk'

(December 18, 1895 - July 5, 1986)

Eagle; Kaagwaantaan; L'uknax.ádi yádi; Kook Hít taan

Charlie Joseph was born in Sitka. His mother was Tas.oo, of the Kaagwaantaan, and his father was Jakkeinduwish, of the L'uknax.ádi. At the age of two, his family moved to his father's home village, Ltu.áa, called Lituya Bay in English. At that time not one person spoke English there. Raised in a traditional lifestyle, Charlie recalls, "In the evening, stories were told. I don't remember when we missed an evening of telling stories. It was like going to school today, when my grandfather told all the stories, the ancient stories [tláagu] we remember throughout our lives."

In 1916, Charlie's marriage to Kool.át was arranged. He and his wife had six girls and three boys. Early on, his sons were taught to fish.

Charlie lived the traditional lifestyle that was the basis of the Tlingit values he taught to his children, grandchildren, and students. The songs and dances that Charlie taught to the Gajaa Héen Dancers were learned from his mother and father from the time Charlie was old enough to understand. The personality and inspiration of Charlie Joseph are at the heart of the third set of speeches in this book, the theme of which is the passing on of culture, and taking personal action and responsibility to ensure that traditions live.

Charlie lived a full and exciting life. In 1954, he and his wife survived a plane crash that took the life of the pilot. From 1975 until his death in 1986, Charlie spent many hours taping songs which have been transcribed and are used as song books by the young people today. Charlie enriched not only his immediate family, but also a new generation of Tlingit youth. His leadership also inspired many of his fellow elders, as we see in the speeches they addressed to him.

Charlie died July 5, 1986. His widow, Annie Joseph, followed him in death, passing away in Sitka on December 28, 1989.

The editors thank Charlie's daughter Ethel Makinen and the staff of the Sitka Native Education Program for their help in this biography.



Charlie Joseph wearing his Bear Shirt, late 1970's. Each shirt passed from generation to generation is an at.óow and is held in common ownership under the stewardship of a group leader. Charlie was the fourth steward of the Bear Shirt, estimated to be 150 years old. Caption information courtesy of Sitka Native Education Program. Photo courtesy of Tlingit and Haida Central Council Archives.



Isabella Brady testifies before the Sitka School Board in 2010. (KCAW photo/Ed Ronco)

"Native leader, Activist Isabella Brady dies at 88"
KCAW (Posted by Robert Woolsey, April 18, 2012)

A pillar of the Alaska Native community has died.

Tlingit elder Isabella Brady passed away early this morning (Wed 4-18-12) at the Alaska Native Medical Center in Anchorage, after suffering a fall in her Sitka home on Monday.

At the time of her death Brady was the president of the Alaska Native Sisterhood Camp No. 4, and a national advocate for Native issues.

Brady was born in Sitka in 1924, into the Raven Kik.sadi clan. She graduated from Sheldon Jackson School in 1942, began attending Jamestown College in North Dakota, but interrupted her education to join the Navy at age 19.

The cultural prejudices and discrimination she experienced in her youth would continue to inform her advocacy as an adult. In her lobbying efforts before the Sitka School Board and other legislative bodies, Brady often recounted stories of her own struggle to arrive at school every day, sometimes running a gauntlet of anti-Native sentiment in white neighborhoods.

Her grandfather, Peter Simpson, encouraged her to pursue her education. After the war, she completed college on the GI Bill, earning a BA in Social Studies, and returned to Sitka where she married William Brady in 1950. The couple had five children.

When William Brady was hospitalized for tuberculosis in the late 1950s, Isabella supported her family by taking a job teaching at Mt. Edgecumbe High School in Sitka. She taught US History, World History, Alaskan History, Civics, PE, Health, and coached basketball and volleyball.

Following her career at Mt. Edgecumbe, Brady would go on in 1974 to write the grant establishing the Sitka Native Education Program, which integrates cultural studies into the standard district curriculum, and has been a model for many similar projects nationwide.

Brady would later serve a long tenure on the board of trustees of Sheldon Jackson College. She eventually became a Presbyterian elder, and a board member for the Native American Consulting Committee of the Presbyterian Church. She also served as a board member for the American Association of Retired Persons, and the state's Native Education Board.

Isabella Brady was 88 years old. She is survived by 17 grandchildren and 8 great-grandchildren. Many of her family were present when she died.

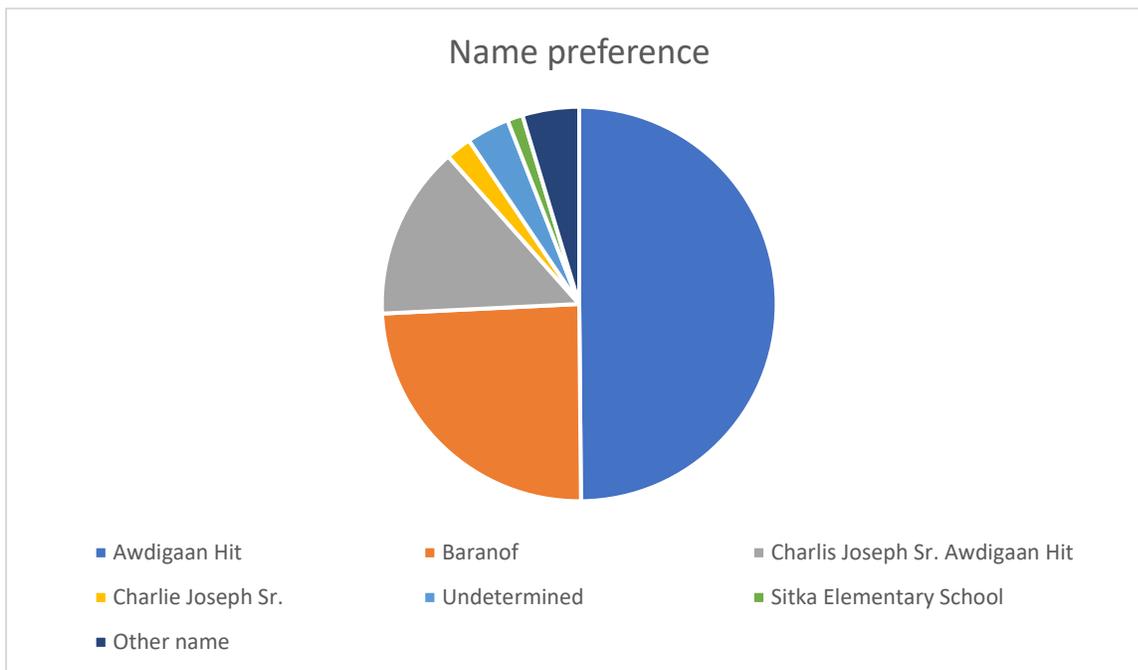
Memorial services are pending in Sitka.

Public Testimony on the Baranof School Renaming

Seetlein yoo xat duwasaak. Ch'aak' naax xat sitee. Teikweidee aya xat. Kiks.adi yadix xat sitee. My English name is Melonie Boord, an Eagle/Bear from my mother Pauline Duncan's matrilineal line; and grandchild of Emma Duncan, child of Albert Duncan, of Kiksadi Aaní, Sheet'ka.

On February 2, 2022, a survey was put out to the public for their input on the renaming of the Baranof School. I have forwarded the raw survey results to you separately in addition to this report. There were 710 responses in the 3 weeks it was open; people could take the survey once per device; ip addresses and any identifying information were not shown. Most of the responses were from those 18 yrs. of age or older (706); a majority currently live in Sitka (611); those who did not attend Baranof at 374 and those who did at 304; and those who had a child that attended or currently attending at 359; and those who did not have a child that attended or currently attending at 317.

The name preference question showed the following results: 50% Awdigaan Hít (354), 24% keep Baranof (173), 14% Charlie Joseph Sr. Awdigaan Hít (101), 4% Undetermined (25), 2% Charlie Joseph Sr. (15), 1% Sitka Elementary School (9), 5% Other name suggestions of 2 or less per name suggestion (33).



Thank you to the two organizations who took the time to give their recommendations to the board. As you can see there was a great response to this survey. For an adult population in Sitka of 6,763, a good survey sample size would be 364 with a 95% confidence level with 5% margin of error. 611 of the responses to this survey were from those living in Sitka, which seems to indicate a good sample size. It was the first time for most tribal citizens, shareholders,

or community members to provide their input and have a “vote”. It’s clear the preference is for Awdigaan Hit. While it was disheartening to see so many that want to keep the name Baranof, it’s confirmation of the work still needed to teach the accurate history of Sheet’ka and the role Baranof and his men played in the historical trauma of the Tlingit people. There were a few disrespectful responses in the survey, which was expected.

Thank you to those who advocated and put the ball in motion to get the name changed and thank you to the board for passing of the motion, change is necessary. However, the motion was specific to say the name chosen will be the name of a cultural educator. While this was worded with good intentions, it limited the renaming options and there are just too many cultural educators to choose from who are worthy of having a public-school building named after them.

Some of those cultural educators could be the following: Ellen Hope Hayes, the first female Native superintendent of the Sitka National Historical Park; Margaret Mcvey, librarian at Baranof school; Maria Guthrie, artist/instructor; Esther Littlefield, artist/teacher; Archie Demmert, teacher at Baranof; Terri Rofkar, renown weaver/instructor; A.P. Johnson, teacher at Mt.Edgecumbe High School; Marie Laws, weaver/tribal judge; Pauline Duncan, retired teacher from Baranof school; Pete Esquiro, carver and tribal judge; Margie Esquiro, retired teacher from the SSD; Nina Bernhardt, teacher of self-esteem curriculum in the schools; tribal educators Jessie Johnny, Naomi Kanosh, Herman Kitka Sr., Anita Wright, Albert Duncan Sr., Ethel Makinen, Charlie Joseph Sr., Wilma Bacon, John and Roby Littlefield, Emma Duncan Thomas, Anne Johnson, Irene Jimmy, Maryann Navitsky, Rena Baty, Elouise Kanosh, Al Perkins. These names mentioned are just a few of many cultural educators and I apologize to have left any out, that was not my intention. Each of you could add to this list or have your own very different list that may not include any of these names.

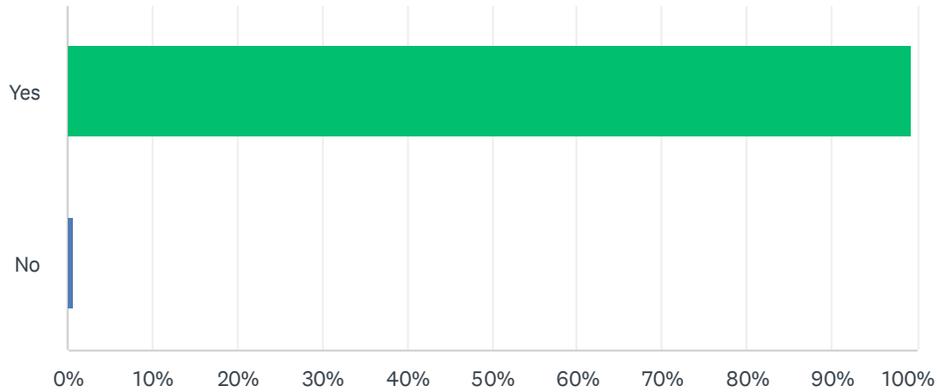
Are any of these cultural educators above the others? How can you quantify what one person did for their culture compared to the others? Can you truly pick just one person? Surely, I cannot. If you choose just one person as part of the new name, you are excluding all the other cultural educators and their families. Please open- up the renaming options to more than just cultural educators. Please support a new school name that is inclusive, uses the Tlingit language, relatable across cultures, and meaningful to children. Let’s show respect and appreciation to all our Tlingit elders who played a role in the continuation of our culture in Sitka.

Sincerely,

Melonie Boord

Q1 Are you 18 years of age or older?

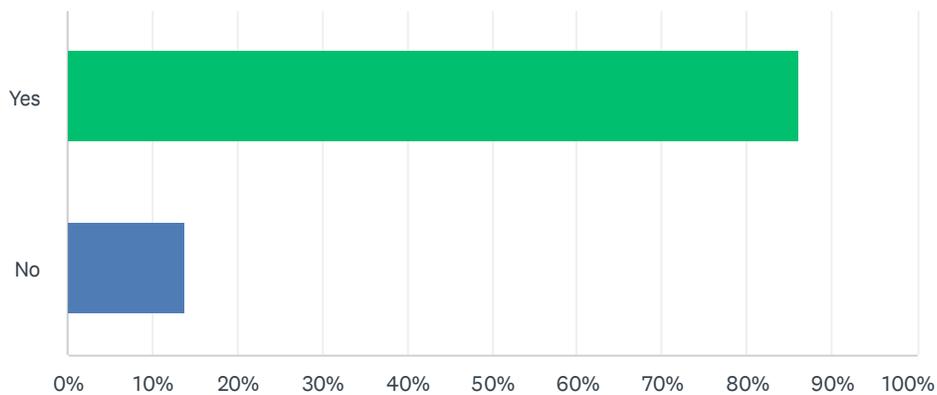
Answered: 710 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	99.44% 706
No	0.70% 5
Total Respondents: 710	

Q2 Do you currently live in Sitka?

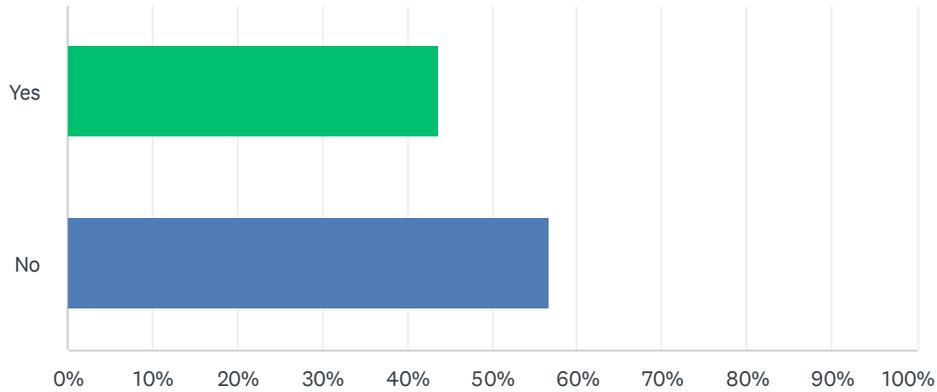
Answered: 710 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	86.06% 611
No	13.94% 99
Total Respondents: 710	

Q3 Did you attend Baranof school?

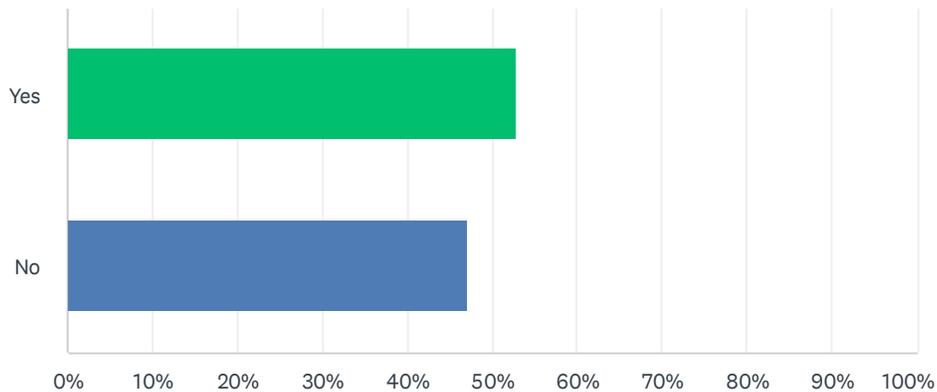
Answered: 710 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	43.66%	310
No	56.62%	402
Total Respondents: 710		

Q4 Do you have a child who attended or is currently attending Baranof School?

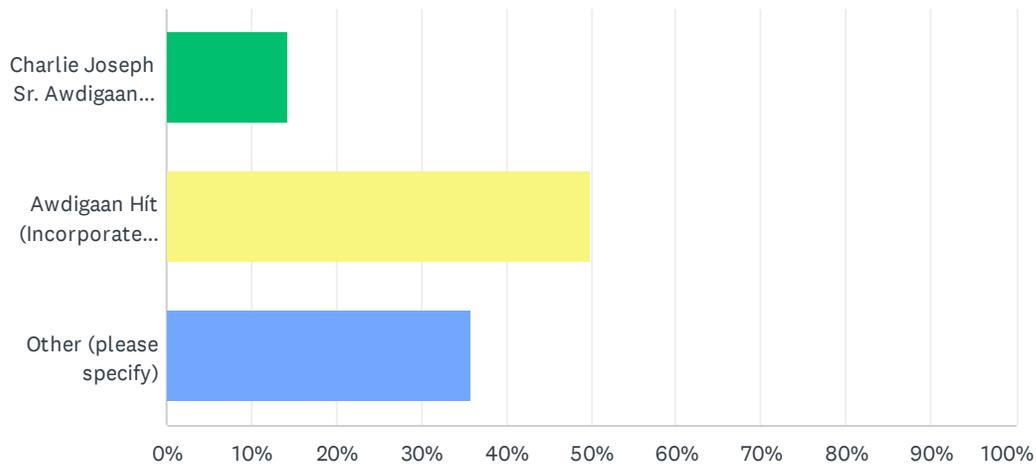
Answered: 710 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	52.96%	376
No	47.04%	334
Total Respondents: 710		

Q5 This question asks your preference for the school's new name. Awdigaan Hít means "House of Sunshine" in the Tlingit language. Is your preference to have a person's name in front of it, without it, or other? Please choose one.

Answered: 710 Skipped: 0



ANSWER CHOICES	RESPONSES
Charlie Joseph Sr. Awdigaan Hít	14.23% 101
Awdigaan Hít (Incorporate the name and teachings of Charlie Joseph Sr. in other possible ways such as in the classroom teachings, email footers, name of playground/totem pole after him, a quote on the side of the building, etc...)	49.86% 354
Other (please specify)	35.92% 255
TOTAL	710

#	OTHER (PLEASE SPECIFY)	DATE
1	undetermined HOW BOUT A NONCOLONIAL WOMAN'S NAME THAT'S EASY TO PRONOUNCE	2/23/2022 5:28 PM
2	House of Sunshine House of Sunshine	2/23/2022 3:01 PM
3	Baranof No name change	2/23/2022 2:24 PM
4	Baranof No name change	2/23/2022 1:37 PM
5	Baranof Keep the name as is you fucking idiots	2/23/2022 11:29 AM
6	Awdigaan Hit Please consider the practical implications. What is it actually gonna be shortened to in conversation? Awdigaan Hit is long enough.	2/22/2022 5:01 PM
7	Baranof Awdigaan Hit (only)	2/21/2022 6:32 PM
8	Baranof Leave it alone.	2/18/2022 3:49 PM
9	Baranof "Equity" aside, no change, please. This is a solution in search of a problem.	2/17/2022 10:28 AM
10	undetermined He was not the only educator -- NO to anymore of Charlie Joseph Sr.	2/17/2022 9:47 AM
11	undetermined I like house of sunshine, but don't really agree with it having anything to do	2/16/2022 8:07 PM

with Charlie Joseph sr. Why not have the school named after Terry Rofkar or someone else.

12	undetermined Children in early childhood need a name that they can relate to. They can not read this name nor say it. It's a nice thought historically, but not for little children.	2/16/2022 4:50 PM
13	Baranof Baranof Elementary	2/15/2022 8:41 PM
14	Sitka Elementary school Call it Sika Elementary School or a Filipino Local Hero	2/15/2022 10:50 AM
15	Baranof Leave it Baranof	2/14/2022 8:22 PM
16	undetermined I believe there are plenty of other names that haven't been considered. While Baranof is not an appropriate name for the school, we don't necessarily need to name it something in the Tlingit language. We have many leaders of all races in Sitka that could and should also be represented.	2/13/2022 3:41 PM
17	Sitka Elementary school a nonsecular generic name such as Sitka Elementary School as there are so many Sitkans that are deserving of recognition..	2/13/2022 9:53 AM
18	disrespectful wording Tlingits Owned Slaves Elementary School	2/11/2022 10:49 PM
19	Lisianski Elementary scho Lisianski Elementary School	2/11/2022 10:45 PM
20	Baranof Baranof Elementary School	2/11/2022 10:43 PM
21	Charlie Joseph Sr. Charlie Joseph Sr.	2/10/2022 9:34 PM
22	Charlie Joseph Sr. Charlie Joseph Sr.	2/10/2022 8:28 PM
23	Charlie Joseph Sr. Charlie Joseph Sr	2/10/2022 8:23 PM
24	Charlie Joseph Sr. Charlie Joseph Sr.	2/10/2022 7:46 PM
25	Charlie Joseph Sr. Charlie Joseph Sr.	2/10/2022 7:09 AM
26	Near the beach No person's name. Tlingit phrase "Near the beach."	2/9/2022 5:48 PM
27	undetermined I having struggle with this question. Herman Kitka Sr, Marie Laws, Teri Rothkar, Roby Littlefield all influenced my life & understanding of linget culture. We must not forget many Linget have Russian blood & that heritage should not be forgotten.	2/8/2022 11:26 AM
28	undetermined Any name that will incorporate words from our daily lives or environment into shared language. We all now know Keet is killer whale.	2/8/2022 6:49 AM
29	Baranof Leave the name as is.	2/7/2022 10:14 PM
30	Baranof What does Awdigaan Hít mean? And how is it pronounced? Is a name change really necessary?	2/7/2022 6:27 PM
31	undetermined Please choose a name that is both meaningful and easy for young children to pronounce without abbreviating like has been done to KGH. The two choices listed are difficult to pronounce. It would be helpful to know the meaning behind the name.	2/7/2022 6:25 PM
32	Baranof Baranof	2/7/2022 6:15 PM
33	Baranof Alexander Baranof Elementary School	2/7/2022 11:27 AM
34	Baranof Baranof Elementary School	2/7/2022 6:37 AM
35	Baranof Baranof Elementary School	2/7/2022 6:34 AM
36	Baranof Baranof Elementary	2/7/2022 2:15 AM
37	Baranof No extra name	2/7/2022 12:13 AM
38	Baranof Leave it as it is.	2/6/2022 9:46 PM
39	Sitka Primary school Sitka Primary School	2/6/2022 3:09 PM
40	Baranof Baranof	2/6/2022 11:31 AM
41	Charlie Joseph Sr. Charlie Joseph, Sr.	2/6/2022 9:38 AM
42	undetermined Other	2/6/2022 7:09 AM

43	Charlie Joseph Sr.	Charlie Joseph Sr	2/5/2022 9:15 PM
44	Charlie Joseph Sr.	Charlie Joseph Sr	2/5/2022 8:09 PM
45	Charlie Joseph Sr.	Charlie Joseph Sr. Elementary School	2/5/2022 7:51 PM
46	undetermined	House of _____ in tlingit is fine, but something easier for 5 and 6 year	2/5/2022 6:04 PM
47	Charlie Joseph Sr.	Charlie Joseph Sr.	2/5/2022 5:36 PM
48	Baranof	Baranof Elementary. Waste of money you don't have to change it.	2/5/2022 2:15 PM
49	Sitka Elementary school	Sitka Elementary School	2/5/2022 9:06 AM
50	Baranof	Don't rename	2/5/2022 3:07 AM
51	Charlie Joseph Sr.	Charlie Joseph Sr.	2/4/2022 8:44 PM
52	Baranof	Baranof Elementary School	2/4/2022 8:06 PM
53	Baranof	Leave it alone	2/4/2022 6:44 PM
54	Baranof	Stay the same	2/4/2022 6:31 PM
55	Robert Shell Elementary	Robert Shell Elementary School	2/4/2022 6:11 PM
56	Baranof	Do not rename. Seems like money the school doesn't need to spend.	2/4/2022 5:17 PM
57	undetermined	An area in the commons with a large photo of Charlie Joseph Sr. including information on who he was and why he is important. A plaque outside the building explaining the name.	2/4/2022 4:32 PM
58	Baranof	Baranof	2/4/2022 3:04 PM
59	Baranof	leave it as Baranof	2/4/2022 2:43 PM
60	Baranof	Leave it	2/4/2022 2:40 PM
61	Baranof	Baranof elementary school	2/4/2022 2:18 PM
62	Baranof	Keep the same! Don't change!	2/4/2022 1:46 PM
63	Baranof	Baranof	2/4/2022 12:34 PM
64	Awdigaan Hit	Awdigaan Hit, without a person's name associated. I prefer a more inclusive name and approach.	2/4/2022 11:01 AM
65	Baranof	Baranof	2/4/2022 9:53 AM
66	Baranof	As a life long Sitka, a Tlingit/ Haida, as some who has a 1st grader at Baranof Elementary, I do not want the name changed. Are we going to change Baranif Island next? Kruzof? Neva, Redoubt, Baranif Lake, Baranof Warm Springs, Goddard Warm Springs. When and where will this stop? We already have KeetGooshiHeen. No one knows what that even means. It seems like a small group of loud people want this to happen. I for one, do not. My spouse and kids, agree. Keep the name.	2/4/2022 9:28 AM
67	Baranof	Schools are over budget by 2 million dollars for FY 2023 as of last school board meeting. Baranof elementary should stay until budget can afford it.	2/4/2022 9:25 AM
68	Baranof	Baranof Elementary	2/4/2022 8:54 AM
69	Sitka Primary school	Sitka Primary	2/4/2022 8:53 AM
70	Baranof	Baranof	2/4/2022 8:42 AM
71	Baranof	Baranof School	2/4/2022 7:03 AM
72	Baranof	Baranof school	2/4/2022 2:05 AM
73	Baranof	Keep Baranof Elementary School	2/3/2022 11:58 PM
74	Baranof	Do not re name-this is part of our town & its history, stop re-naming and removing. This is absolutely maddening. Do we need to rename this entire town and every building for you people?????	2/3/2022 10:41 PM

75	Baranof	Baranof Elementary School	2/3/2022 10:03 PM
76	undetermined	Something easier for the children to say	2/3/2022 9:29 PM
77	Baranof	Leave the Name ALONE!!	2/3/2022 9:26 PM
78	Baranof	Please leave it as is.	2/3/2022 9:26 PM
79	Baranof	Baranof School	2/3/2022 8:30 PM
80	Baranof	No change. But really no preference.	2/3/2022 8:02 PM
81	Baranof	Baranof school	2/3/2022 8:01 PM
82	Charlie Joseph awdigaan h	Both would be preferable.	2/3/2022 7:57 PM
83	Charlie Joseph Sr.	Charlie Joseph Sr.	2/3/2022 7:46 PM
84	Baranof	Baranof	2/3/2022 7:27 PM
85	Baranof	Baranof Elementary	2/3/2022 7:14 PM
86	Baranof	Keep Baranof	2/3/2022 6:45 PM
87	Baranof	Baranof Elementary School	2/3/2022 6:36 PM
88	Baranof	Baranof Elementary	2/3/2022 6:34 PM
89	Baranof	Baranof elementary	2/3/2022 6:32 PM
90	Baranof	DO NOT RENAME	2/3/2022 6:19 PM
91	Baranof	Baranof	2/3/2022 6:14 PM
92	Baranof	Leave ut the way it is.	2/3/2022 6:05 PM
93	Sitka Elementary school	Sitka Elementary School	2/3/2022 5:37 PM
94	Baranof	How about a name people can pronounce. Leave it alone	2/3/2022 5:35 PM
95	Baranof	Leave it	2/3/2022 5:26 PM
96	undetermined	I think the name needs to be relatable to especially the children. A name that they can say fairly easily and will not be changed to an abbreviation .	2/3/2022 5:15 PM
97	Baranof	Stop trying to change shit! Kids should be able to say their schools name.	2/3/2022 5:12 PM
98	linget word for joy	Linget word for joy	2/3/2022 5:06 PM
99	Charlie Joseph awdigaan h	Awdigaan Hit the Charlie Joseph Sr. Elementary School of Sitka	2/3/2022 5:05 PM
100	undetermined	Something kids can say easily	2/3/2022 5:03 PM
101	Baranof	Baranof	2/3/2022 4:54 PM
102	Baranof	Baranof	2/3/2022 4:46 PM
103	Baranof	Leave the name as is	2/3/2022 4:31 PM
104	Baranof	I'm so tired of the cancel culture. Why can't it stay the name it is.	2/3/2022 4:30 PM
105	undetermined	love the meaning! just don't love that 'Hit' is there...	2/3/2022 4:17 PM
106	Charlie Joseph Sr.	Charlie Joseph Sr.	2/3/2022 4:14 PM
107	Little harbor elementary	Little Harbor Elementary	2/3/2022 4:14 PM
108	Baranof	Baranof School	2/3/2022 4:09 PM
109	Baranof	Baranof School	2/3/2022 4:05 PM
110	Baranof	Baranof	2/3/2022 4:03 PM
111	Baranof	Nothing is wrong with the current name	2/3/2022 4:02 PM
112	Duck Didrickson elementar	"Duck" Didrikson elementary	2/3/2022 3:50 PM

113	disrespectful wording Hudge daddy dick schools	2/3/2022 3:42 PM
114	Baranof Leave As is	2/3/2022 3:25 PM
115	Baranof Baranof	2/3/2022 3:18 PM
116	Baranof Keep Baranof as it is.	2/3/2022 3:17 PM
117	Charlie Joseph Sr. Charlie Joseph Sr.	2/3/2022 3:14 PM
118	herring school Herring School	2/3/2022 3:06 PM
119	Baranof Prefer to not change the name.	2/3/2022 3:05 PM
120	Baranof Leave it "baranof".	2/3/2022 2:55 PM
121	Baranof Please don't change the name. Many Sitka s including myself want it to remain the same.	2/3/2022 2:54 PM
122	Sitka Sitka	2/3/2022 2:47 PM
123	Baranof Leave it alone	2/3/2022 2:30 PM
124	Baranof Baranof	2/3/2022 2:21 PM
125	undetermined Awdigaan Hit would work (as a stand-alone) so option two is good, but I'd rather something along the lines of "elders house" or "elders school" with a bulletin board and some learning process for a different elder each month. Charlie Joseph is a good one, perhaps Clothilde Bahovic in February, I'm sure there's a Phillipino/a educator (in the broader sense of the term) that could be mixed in as well, etc.	2/3/2022 1:40 PM
126	young scholars Young Scholars	2/3/2022 1:29 PM
127	Baranof Baranof Elementary	2/3/2022 1:10 PM
128	xoots elementary None of the above and especially not after someone. I would would like the school to be renamed xóots elementary that way we keep keep buddy the bear and curb any arguments about "who" it should be named after	2/3/2022 12:54 PM
129	Baranof don't change it to something native baranof is just fine	2/3/2022 12:33 PM
130	Baranof Baranof	2/3/2022 12:32 PM
131	Baranof Leave the name alone, the current name is better than the options	2/3/2022 12:25 PM
132	Baranof Baranof	2/3/2022 12:24 PM
133	Baranof Baranof Elementary School	2/3/2022 12:03 PM
134	Baranof Leave name, practice Charlie Joseph Sr. teachings/lessons. Everyone wants to destroy history instead of educate more...	2/3/2022 12:03 PM
135	undetermined I'd like to see both an English and a Tlingit name or a name that is easily pronounced in Tlingit and English ways e.g. Sitka Elementary School. Most of the people in town do not speak Tlingit nor are they Tlingit. It is good to include the people who have lived here for a long time, but also keep in mind the current population.	2/3/2022 11:59 AM
136	Sitka Elementary school Sitka Elementary School	2/3/2022 11:50 AM
137	Baranof Leave it be. Cost money to do that. Already our schools money so why spend it on anything else. The name of a school doesn't have anything to do with quality education	2/3/2022 11:45 AM
138	Baranof Keep it Baranof	2/3/2022 11:44 AM
139	Baranof Baranof	2/3/2022 11:43 AM
140	Baranof Baranof elementary school	2/3/2022 11:27 AM
141	Baranof The school name is fine as is. Spend your time on something that actually matters. This is complete bullshit.	2/3/2022 11:17 AM
142	Baranof No change	2/3/2022 11:15 AM

143	Baranof	No change	2/3/2022 11:02 AM
144	Baranof	How about leave it the way it is?	2/3/2022 10:48 AM
145	Baranof	baranof elementary school	2/3/2022 10:37 AM
146	Baranof	Baranof Elementary	2/3/2022 10:25 AM
147	Sitka Elementary school	Sitka Elementary School	2/3/2022 10:08 AM
148	Baranof	None, BARanof Elementary	2/3/2022 9:54 AM
149	Baranof	Baranof	2/3/2022 9:50 AM
150	Baranof	Leave it baranof!	2/3/2022 9:49 AM
151	Baranof	Baranof elementary	2/3/2022 9:39 AM
152	Baranof	I think Littles might have a hard time pronouncing the chosen name. Baranoff is just fine to me	2/3/2022 9:37 AM
153	PS 1	P.S. 1	2/3/2022 9:26 AM
154	Baranof	No name change, leave it Baranof Elementary School	2/3/2022 9:26 AM
155	Baranof	Baranof Elementary School	2/3/2022 8:57 AM
156	Elizabeth peratrovich	Elizabeth Peradavich	2/3/2022 8:56 AM
157	Baranof	Leave as is	2/3/2022 8:49 AM
158	Baranof	Keep it Baranof because it's named after the island Sitka is on. It's offensive to past alum that people are so sensitive they want to take it as far as changing the name of a school named after the island. Who cares if Baranof was bad, it's HISTORY.	2/3/2022 8:40 AM
159	Sitka Elementary school	Sitka Elementary School sounds fine to me but admittedly I don't know much about who Charlie Joseph Sr. was.	2/3/2022 8:37 AM
160	Baranof	Don't change it	2/3/2022 8:32 AM
161	Baranof	Leave the name it has now alone	2/3/2022 8:30 AM
162	Baranof	Keep Baranof	2/3/2022 8:29 AM
163	Baranof	Keep it the same	2/3/2022 8:24 AM
164	Baranof	Baranof School	2/3/2022 8:21 AM
165	Baranof	Baranof School	2/3/2022 8:20 AM
166	Nick Weatherman memorial	Nick Weatherman Memorial Elementary	2/3/2022 8:15 AM
167	Baranof	Baranof-Leave it alone. It's been Baranof for 60 years with no complaints until recently by those affiliated with a 'movement'.	2/3/2022 8:06 AM
168	Baranof	Baranof	2/3/2022 7:54 AM
169	Baranof	stay same Baranof Elementary	2/3/2022 7:51 AM
170	Baranof	leave it as Baranof Elementary.	2/3/2022 7:45 AM
171	Baranof	None, Baranof Elementary School	2/3/2022 7:14 AM
172	Baranof	Baranof Elementary	2/3/2022 7:14 AM
173	Baranof	No change	2/3/2022 7:10 AM
174	Baranof	Leave it be	2/3/2022 6:57 AM
175	Baranof	Leave it alone!! Baranof Elementary	2/3/2022 6:44 AM
176	Baranof	Baranof School	2/3/2022 6:34 AM
177	Baranof	Keep Baranof !!!	2/3/2022 5:36 AM

178	Baranof dont change the name	2/3/2022 5:34 AM
179	Baranof Leave the name as it is. When Vetstovia was changed to KGH the point was to bring balance with the Russian and Native histories. Keep the balance.	2/3/2022 5:29 AM
180	Baranof Leave it as it is-Baranof	2/3/2022 5:14 AM
181	disrespectful wording House of Muzzled Trauma	2/3/2022 4:34 AM
182	Baranof Baranof Elementary	2/3/2022 4:10 AM
183	Baranof Leave as is	2/3/2022 2:52 AM
184	undetermined I'm a Sitka High alumni & my job takes me to Sitka often.	2/3/2022 1:29 AM
185	Awdigaan Hit I love using the Tlingit for house of sunshine name it shows honor respect and importance both historically and in the present time how all the tribal members at crucial to who Sitka is and this name will pass the test of time well. We should be honoring many elders not excluding but identifying them for their skills and contributions to our wonderful town. So having important sayings and pictures as they have at keet gooshi hewn educates everyone of the contribution. As great the person might be the generations later may not know them and won't understand why they had a school named after them. Look at blatchley few of us are left to know Ned blatchley and his role as a Sitka educator and I think doing a visual phrase that describes these eager early learners is a much more enduring way to show how Tlingit helped this community thru time. And lots of fixtures and stories totems and tales that brings Sitka native history to light for us all to appreciate.	2/3/2022 12:58 AM
186	undetermined What a big decision. Currently the school was named after a person of non native status on Tlingit a Land. Have to ask yourself, what is the goal of what we are trying to honor here. Where are we placing our value of making things right.ile the name Awdigaan Hít, but also could feel a pull towards putting a Tlingit tribal name on the school. Awdigaan Hít, Charlie Joseph Jr School if you were going to go with the name. For me and my children whom have attended, that sounds nice. Definetly we need to see how we can actively pursue native requirements within the school. Hard to remove a colonizers name but not recognize the damage was done by making it a traumatic nightmare to be Tlingit in the school system. Maybe Awdigaan Hít Tlingit Aani, Charlie Joseph Jr school. Yes long- but not an issue. House of sunshine in Tlingit land or maybe Awdigaan Hít Tlingit Aani Elizabeth Peratovich. There are so many elders to choose and each one very important. Tough choices. Gunalcheesh.	2/2/2022 11:42 PM
187	Baranof Keep it the same	2/2/2022 11:18 PM
188	Baranof None	2/2/2022 11:07 PM
189	Baranof Leave it Baranof Elementary	2/2/2022 11:06 PM
190	Baranof Leave it the name it has always had. Baranof.	2/2/2022 11:03 PM
191	Baranof Baranof Elementary! I'm sick of all these changes!	2/2/2022 10:57 PM
192	Baranof I'm Tlingit and personally I think they shouldn't have renamed Verstovia. I also don't think we should rename Baranof. The Baranov person was horrible, but I believe that the school Baranof is a symbol of moving on while remembering the past. I do believe that we should rename Baranof island.	2/2/2022 10:44 PM
193	Baranof Keep it baranof school	2/2/2022 10:32 PM
194	Baranof Leave it as is.	2/2/2022 10:32 PM
195	Baranof Baranof	2/2/2022 10:29 PM
196	Baranof No change	2/2/2022 10:17 PM
197	Baranof Leave as is	2/2/2022 9:58 PM
198	Baranof Leave it unchanged	2/2/2022 9:29 PM
199	Baranof Baranof	2/2/2022 9:28 PM
200	Baranof The simpler and easier to spell the better. Keep the Baranof name.	2/2/2022 9:21 PM
201	undetermined I think it should be a community name that is not connected to a specific cultural group. I also think the children should have an opportunity to name it.	2/2/2022 9:18 PM

202	Isabella Brady Isabella Brady Elementary School	2/2/2022 9:16 PM
203	Baranof Leave it same	2/2/2022 9:15 PM
204	Baranof Baranof	2/2/2022 9:12 PM
205	Little harbor Little harbor	2/2/2022 9:09 PM
206	Baranof Baranof	2/2/2022 9:05 PM
207	Baranof Baranof	2/2/2022 9:01 PM
208	Baranof Baranof Elementary	2/2/2022 9:01 PM
209	Baranof Keep as Baranof School	2/2/2022 9:00 PM
210	Baranof Leave the name as is. BARANOF ELEMENTRY	2/2/2022 8:55 PM
211	Baranof Leave it at Baranof School	2/2/2022 8:55 PM
212	Baranof Baranof School	2/2/2022 8:55 PM
213	Baranof Baranof Elementary	2/2/2022 8:53 PM
214	Baranof Leave it as is	2/2/2022 8:52 PM
215	Baranof Keep baranof the name	2/2/2022 8:51 PM
216	Baranof Snowflake School for children	2/2/2022 8:50 PM
217	Baranof No change, leave it as Baranof, strongly disagree with renaming it! We already have Keet	2/2/2022 8:50 PM
218	Baranof Stop renaming schools! Keep it the same please.	2/2/2022 8:45 PM
219	Baranof No need to change the name. Leave it.	2/2/2022 8:45 PM
220	Baranof Baranof elementary school	2/2/2022 8:45 PM
221	Baranof Don't change the name	2/2/2022 8:44 PM
222	Baranof Keep Baranof	2/2/2022 8:44 PM
223	Baranof Keep the name Baranof. Name of the street and geographic location of the name of the island Sitka resides on.	2/2/2022 8:43 PM
224	Baranof Leave it	2/2/2022 8:41 PM
225	Baranof Stay with Baranof	2/2/2022 8:35 PM
226	Baranof Baranof Elementary School	2/2/2022 8:32 PM
227	Baranof Neither. Baranof is fine	2/2/2022 8:31 PM
228	Charlie Joseph awdigaan h Both, it's because Charlie Joseph was a teacher, the native community is able to enjoy the culture/language and dance of the Tlingit people	2/2/2022 8:28 PM
229	Baranof Don't change it, complete crap just like verstovia	2/2/2022 8:27 PM
230	undetermined I taught K, 1st grade and 3rd grade at Baranof School. The children need to have it simplified. The school is on Baranof Street on Baranof Island. That is what a kindergartner understands. Tlingit history is very important to integrate but not a mouthful for a little person, please.	2/2/2022 8:26 PM
231	undetermined Something easy for a k-1 kid to pronounce!	2/2/2022 8:26 PM
232	undetermined Either a name of someone who made a significant contribution to education of young children, OR a place name	2/2/2022 8:23 PM
233	Sitka Elementary school Sitka Elementary School	2/2/2022 8:18 PM
234	Baranof NO NAME CHANGE !	2/2/2022 8:12 PM
235	Baranof Baranof Elementary	2/2/2022 8:11 PM

236	Little bear	Little bear	2/2/2022 8:11 PM
237	Baranof	Don't change it	2/2/2022 8:07 PM
238	Baranof	Baranof School	2/2/2022 8:05 PM
239	Sitka Elementary school	Sitka Elementary School	2/2/2022 7:59 PM
240	Baranof	Two nearly identical choices ? I vote to keep the name and use the money saved on branding to go towards fixing potholes	2/2/2022 7:58 PM
241	Biorka elementary	Biorka elementary school	2/2/2022 7:54 PM
242	Baranof	Baranof Elementary School	2/2/2022 7:51 PM
243	Charlie Joseph Sr.	Charlie Joseph Sr Elementary	2/2/2022 7:50 PM
244	elder's school	I prefer to name it (In Tlingit) "Elders School" with a display of many different elders, and room to honor more.	2/2/2022 7:48 PM
245	Baranof	Why change the name at all?	2/2/2022 7:43 PM
246	Baranof	Baranof	2/2/2022 7:41 PM
247	Other name option	Awdigaan Elementary School	2/2/2022 7:37 PM
248	Baranof	Leave it	2/2/2022 7:31 PM
249	Baranof	Baranof elementary school	2/2/2022 7:28 PM
250	Baranof	Baranof	2/2/2022 7:23 PM
251	Baranof	leave it alone! Baranof Elementary we already renamed Verstovia to Keet... good to go	2/2/2022 7:19 PM
252	Isabella Brady	Isabella Brady Yeidee.kokaa	2/2/2022 7:17 PM
253	undetermined	Something that anyone can pronounce and say. .	2/2/2022 7:13 PM
254	undetermined	Defer to elders	2/2/2022 7:07 PM
255	public grade school	Public Grade School	2/2/2022 7:03 PM

Cultural Standards

Cultural standards for students E-8-

8) Identify and appreciate who they are and their place in the world.

Cultural Standards for Educators A-6

6) Continually involve them in learning about the local culture.

Cultural Standards for Curriculum C-5

5) Treats local cultural knowledge as a means to acquire the conventional curriculum content as outlined in state standards, as well as an end in itself.

Cultural Standards for Communities E-2

2) Encourages teachers to make use of facilities and expertise in the community to demonstrate that education is a community-wide process involving everyone as teachers.

Educators Cultural Standards met:

- A-4 Provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge of skills.
- A-6 Involve themselves in learning about the local cultures.
- B-1 Regularly engages students in appropriate activities.
- B-3 Provide integrated learning activities, organized around themes of local significance and across subject areas.
- B-5 Seek to ground all teaching in a constructive process, built on a local cultural foundation.

Curriculum Cultural Standards met:

- A-5 Provides opportunities for students to study all subjects starting from a base in the local knowledge system.

Community Cultural Standards met:

- C-5 Provides opportunities for all community members to acquire and practice the appropriate knowledge and skills associated with local cultural traditions.
- D-3 Adopts the adage, "It takes the whole village to raise a child."
- E-2 Encourages teachers to make use of facilities and expertise in the community to demonstrate that education is a community-wide process, involving everyone as teachers.
- E-4 Attempts to articulate the cultural knowledge, values and beliefs that it wishes teachers to incorporate into the school curriculum.
- F-1 takes an active part in the development of the mission, goals and content of the local educational program.

**Alaska Standards for Culturally Responsive Schools,
published by the Alaska Native Knowledge Network, 1998.**



Wáa sá kuyatee?

How's the weather?



Awdigaan *It's sunny.*



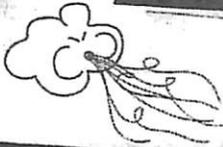
Séew daak wusitán *It's raining.*



Dleit daak wusitán *It's snowing.*



Kuwdigwás *It's foggy.*



Ayawditee *It's windy.*



HEAVYWEIGHT
BLEND
M M M (10-12)
100% Cotton/95% Cotton
5% Polyester/Fabric
Fiber Content
Machine Washable
MADE IN CANADA BY S.A. BELL
FOR THE UNIVERSITY OF ALASKA
SITKA, ALASKA



Awdigaan Hit

Sitka, Alaska

9/13/21

Pauline Duncan comments to the Cultural Resources committee and the tribal council on the Baranof school renaming:

STA/cultural resources committee was offered the opportunity to recommend a name to replace Baranof school. While the covid pandemic limited meeting options, the committee/STA has not been able to fulfill its agreement in giving a recommendation. Partly because of the way in which the replacement suggestion of Charlie Joseph came about from the biased and non-transparent process of the cultural resources committee but also because of the way the school board requested the name of a cultural educator only.

Dionne Brady recently presented to the school board on the three land acknowledgment options for them to decide on using. I believe the STA cultural resources committee and the Tribal Council can also do something similar in presenting more than one name suggestion for the Baranof renaming for their consideration.

Instead of dragging out the decision on the STA recommendation and causing more conflict within the tribal community, I recommend a few name suggestions be offered. I do not support the name of a cultural educator as the name suggestion, but it can be offered along with Awdigaan Hit and perhaps another option. I know of many tribal citizens and community members who will be persons to be heard stating they do not support the school being renamed after Charlie Joseph. Do we want tribal citizens and community members saying this at tribal council and school board meetings? Do we want this to become such a big dividing issue within the tribal community by putting it out for a community vote? Probably not.

Please consider putting forth a few name options and be done with the STA recommendation.

Sincerely,

A handwritten signature in black ink, appearing to read 'Pauline Duncan', written in a cursive style.

Pauline Duncan



Pauline Duncan comments on the renaming of Baranof school process:

- Baranof Elementary School has had its name for a long time, so there's no need to rush to recommend a name from STA. Let's take the time to look at all of the options and make sure it's an inclusive decision.
- If you feel you need to name the school after a person and not a neutral culturally relevant name than I propose the following to join the proposed Charlie Joseph: Ellen Hope Hayes, the first female Native named superintendent of Sitka National Historical Park; Margaret Mcvey, Native educator and liberian at Baranof Elementary School; Marie Guthrie, Native artist and instructor; Esther Littlefield, Native artist and teacher; Archie Demmert, Native teacher at Baranof Elementary School; Terri Rofkar, renown weaver and instructor; A.P. Johnson, Educator at Mt. Edgecumbe Highschool; Marie Laws, weaver and tribal judge. There are many cultural educators, not just one person, so who are we to say one person is above and contributed more than the others?
- I do not support recommending the name after one person as it causes political strife as both clans need representation to keep a balance.
- I support the culturally relevant and neutral name of Awdigaan Hit, house of sunshine or sunshine house. It is a name that children can say and relate to as opposed to a person they don't know. This name uses the Tlingit language and can be shown through formline and other culturally relevant images. This neutral name is not political, doesn't glorify eagle over raven or vice versa, and isn't the name of a person. This name reflects happiness, and is easy for children to pronounce.
- I would also like to propose a public outreach for other tribal citizens who would like to sit on the cultural committee and have a vote, or just advertise to give people the opportunity to sit on a separate renaming specific to the school renaming. This can be done through The Sitka Sentinel, local radio, Facebook, and Sitka Tribe Web.
- As well as balance, Tlingit language, and great imagery, we can also benefit from having Awdigaan Hit as the name by having the theme song of "You are my Sunshine."
- If more input is needed the council can have recommendations-Why was this individual selected? How will the name benefit preschool, first, and second grade levels and standards?



2/28/2022

Sitka School District
300 Kostrometinoff St.
Sitka, AK 99835

Dear Sitka School Board Members,

Gunalchéesh! Kaanagoot yoo xat duwasakw Lingit x'éináx. L'uknax.adi áyá xat, Wooshkeetaan yádi xat sitee, Kaagwaantaan dachxán áyá xat. Thank you! My Lingit name is Kaanagoot. I am of the Coho clan, child of the Shark clan and grandchild of the Wolf clan. My English name is Brian James, and I am one of the grandchildren of Charlie Joseph, Sr. I am also a product of the Sitka School District and Sitka Native Education Program. I really appreciate the opportunity to offer my thoughts on the renaming of Baranoff School.

First off, I would like to emphasize that I am glad this discussion is taking place! The name Baranof has been a stain on our history for too long. We cannot erase history, but we certainly do not need to continue with the notion that this is a respected name. The statue that was removed from the front of Harrigan Centennial Hall may have been a piece of art, and even beautiful in some eyes, but it did not deserve the attention or prominence that it held. I feel the same way about the name of this school. Baranof's name does not deserve being upheld this way. Whatever name is chosen, I hope the school district is able to create age appropriate discussion as to why this name is being changed.

I understand there has been some debate regarding a name being chosen. I am so sorry to hear this. My grandfather was a very effective diplomat. I feel he would never want any division or infighting over a renaming like this. One of his many lessons for us was to be peaceful and humble.

The way I see things, naming a building after one of our elders keeps their name alive and honors their memory. I am only one of his grandchildren and cannot speak for my whole family, but I would be very honored if his name were selected to replace the current name. I also understand if the school board chooses to go in a different direction.

The name Awdigaan Hit is positive and appropriate. I can't think of a more positive image or message for the children of Sitka who are embarking on such a large milestone such as starting their school careers. I am concerned about combining the two names. My first impression was to wonder if people will think the Lingit phrase that followed his name, Awdigaan Hit, was his Lingit name. I feel combining the names would be confusing. I am in favor of either name on their own.

Whatever name the school board chooses will certainly be more appropriate than the current name. Gunalchéesh for letting me share my thoughts and the willingness to have this discussion.

Regards,
Brian James

I spent time talking with Mrs. Morrison, Mr. Hames, Mr. Rioux, Mrs. Teal Olson, and Mr. Gebler this weekend after learning that the board would be considering names proposed for Baranof Elementary School.

On 3/2/22 the Sitka School Board will be comprised of Mr. Hames, Mr. Rioux, Mrs. Teal-Olson and Mr. Gebler. I requested to Mrs. Teal-Olson in a phone call as I do in writing to recuse herself based on a personal conflict of interest as her husband Fred is both a tribal council member and was a voting member of the committee process that suggested names for Baranof School. Fred and Blossom are valuable members of our community and should continue their work in a capacity that assists the board with important matters well into our future, however I am asking that her vote not be considered during deliberations and debate for the name change at Baranof.

As mentioned in my conversations I have served 3 terms for the Sitka Tribe of Alaska, as President of Alaska Native Brotherhood and I am a current delegate for Tlingit and Haida Central Council. This experience allows me to understand the full process that is required for the naming of buildings, streets, roads and other infrastructure using appropriate use of tribal citizenship at committee level, and through use of elder and culture bearer knowledge to reach consensus when the tribe is requested to name any of the above resources. The key word is consensus-this is as much respectful as it is a matter of traditional Tlingit law which all members regardless of their tribal affiliation agree to adhere to and uphold as citizens, and especially for elected office. Many of our current employees and elected officials do not fully comprehend this, however my family is and was raised traditionally-My grandpa Peter Duncan who was nearly 100 years old when he passed away in 1964 was responsible for teaching and raising his children how to speak our language, to live off the land, and to uphold our way of life for this and future generations. When I was born in 1973 we continued living traditionally and accepting what was required us by federal law, to attend school.

I was part of the Sitka Tribe naming committees that named the BIHA subdivision (i.e. not limited to A Shaak, Naomi Kanosh, Herb Didrickson, and related streets), and the Keet Gooshi Heen. I was able to apply information shared by previous elders and committee membership with other committee members of the era, many of whom are not alive today- and combined this with knowledge of many, many elders who taught me about singing, dancing, oratory, history of Sitka, and more. The elders were very articulate and made a suggested list of more than 40 names of individuals that could be used in the future by the City of Sitka, Sitka Tribe, Baranof Island Housing Authority and others with a respectful request to the appropriate contact at the tribe. These names were read aloud into the record at the meeting in which the Sitka Tribe of Alaska held their last and final meeting. Had I not heard about the subject I would have missed my opportunity to be heard as their staff or related content experts did not reach out to me for my opinion, advice or to assist with the process.

Due to Covid-19 and related impacts many of the meetings held either in person or online using platforms like Zoom, and Google are difficult for most of our tribal citizens to use, and participation at cultural and natural resource committee meetings (which once saw elders in

excess of 30 people in a room in the year 2000) has been reduced to a handful of STA employees, their close allies and perhaps a tribal council member or two which reduces the opportunity for people to engage, participate and offer assistance to the tribal processes.

In order to reach their recommended decision 9 members voted on behalf of 4,200 people to name the school after an individual and is inconsistent with our traditional way of life. Our for-profit Corporation Shee Atika also suggested support for a name of an individual which gives the impression that money equals more influence than the average person in the Sitka School District. I would like to raise the fact that I have proposed many great ideas for consideration to our Shee Atika Board and they have never addressed them, or were willing to allow a decision for me to discuss the concepts with the Board. Mr. Larry Garrity's involvement and relationship to Mrs. Dionne Brady could be another conflict worth noting-when you read his information on their homepage he is listed as a SNEP volunteer and Mrs. Brady often credits her mother along with Charlie Joseph as the only people who contributed to supporting our youth--I don't disagree their time, energy, support were valuable-I disagree Charlie Joseph was a lone profit.

I propose to avoid anymore debate and perceived cross-fighting that the Sitka School Board not make a decision on March 2nd to accept the Sitka Tribe of Alaska's recommendation, not to disrespect their Tribal council's elected members but to ensure that the Sitka School Board does not disrespect 4,191 other members and Shee Atika's 3,493 shareholders who do not get to weigh-in on their decisions.

Shee Atika was the most disrespectful when they alluded to their mis-information that, "there are no others more deserving of this distinction." I would exercise discretion and avoid accepting their resolution as final fact. I must stand for the people and share what I know is true-all of them are good people, trying their best to do what they mean or feel is right, however, I do go on record to disagree because I maintain the list of MANY other elders and names of the Sheet'ka Kwaan as a Kiks.adi clan member, and I do my best to maintain and respect the very knowledge provided to me over the years by many of their grandparents and family.

I support this:

DO NOT accept the name Charlie Joseph Awdigaan Hit on March 2, 2022.

DO:

Create a sub-committee called Sitka School District Indigenous Knowledge Committee between March 2 and May 2, 2022. Invite tribal members and shareholders to participate by attendance at the meeting or calling, writing, and emailing their ideas and concerns about related subject matter AND create or use the survey that I have seen to ask for a wider representation of Sitka, not just a limited number of employees, tribal citizens and shareholders. Use the survey, evaluation, and assessment processes to help the committee to make a valid determination that consensus was reached. It may be difficult, but so was living in this land for 12,000 years. We

have survived the ice age, famine, disease, warfare, Covid, and maybe...the re-naming of Baranof School.

My knowledge of living off the land and use of language and history came from my family as has that of others in our territory-Charlie Joseph did not teach me to hunt and skin seal, that was my uncle Al and John. He did not teach me to cut salmon fillets for smoking salmon, that was my mother. He did not teach me to navigate, and to learn the treacherous terrain. That was my brother. He did not teach me to write, add/subtract and use science--I credit that to the Sitka Shool District--if there are any errors to any of the above, that is my inability to always listen to the best advice given. It is a huge disrespect to name just one person as the sole source of saving our culture, language and history. Please don't avoid the best advice I can give.

I support Awdigaan Hit, The House of Sunshine. "A bright spot in the middle of the rainforest."

Haa dachxanxi yan jeeyis (SIC). We do this for our grandchildren.

Tom Gamble
Yeix Anatsees
Kiks.adi, S'e hit

ARTICLE 5 – STUDENTS – (Series 5000)

GRADUATION REGALIA

AR 5127

A student may wear traditional tribal regalia or recognized objects of cultural significance along with or attached to a gown, stole, and cap at graduation ceremonies or related school events. A cap is not required if it is incompatible with the regalia or significant object.

Adornments to the cap, gown, and stole shall not include any alphabetical letters other than the student's name(s) or numerals other than the graduating class (e.g., Class of 2022). Other written statements, phrases, slogans, or trademarks are not permitted.

Nothing in this section shall be construed to limit the school district's discretion and authority to prohibit an item that is likely to cause a substantial disruption of, or material interference with, the ceremony.

For purposes of this section, the following terms have the following meanings:

- 1) "Cultural" means recognized practices and / or traditions of a certain group of people, including ethnic or indigenous groups.

Sitka School District