

**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, January 4, 2023 | 6:00 PM | Harrigan Centennial Hall, 330 Harbor Drive, Sitka, AK 99835**

### ***Proposed Agenda***

1. **Recognitions - 5:45 - 6:00 p.m.**
2. **Call to Order - 6:00 p.m.**
3. **Flag Salute**
4. **Land Acknowledgment**
5. **Roll Call**
6. **Approval of the Proposed Agenda and Consent Agenda**
  - 6.a. Minutes from December 7, 2022 Regular Meeting
  - 6.b. Personnel Report
  - 6.c. 2023-24 Tentative Tenure Teacher and Administrator Contracts
7. **Persons to be Heard**
  - 7.a. Persons to be Heard - Non-Agenda Items
  - 7.b. Persons to Be Heard - Agenda Items
8. **Special Reports: Government to Government**
9. **School Highlights**
10. **Reports and Presentations**
11. **Board Member Reports**
12. **Administrative Reports**
  - 12.a. Budget Update
  - 12.b. Enrollment Update
  - 12.c. Superintendent Update
13. **New Business**
  - 13.a. Board Committee Structure, Board Committees, and Committees of the Board Discussion.
  - 13.b. FY2023 Legislative Priorities Discussion and Legislative Fly-in
  - 13.c. Scheduling Budget Work and Listening Sessions Discussion
14. **Correspondence and Information (Separate Packet)**
15. **Future Agenda Items/Upcoming Events**
  - 15.a. Policy Committee Meeting - January 11, 2023, 5:00 p.m. in the District Office Boardroom.
  - 15.b. School Board Budget Work Session - January 17, 2023, 6:00 p.m. in the District Office Boardroom.

15.c. Joint Assembly and School Board Budget Work Session - January 19, 2023, 6:00 p.m.,  
Harrigan Centennial Hall.

15.d. AASB Leadership Academy: Legislative Fly-in and Youth Advocacy Institute - February 4-  
7, 2023, Juneau.

15.e. ACSA Fly-in - February 25 - March 1, 2023, Juneau.

**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**  
**December 7, 2022 – 6:00 p.m.**  
**Harrigan Centennial Hall**

**Sitka School District**

*Superintendent: Frank Hauser*

**CALL TO ORDER**

The Sitka School Board meeting was called to order by **President Blossom Teal-Olsen** at 6:00 p.m. at Harrigan Centennial Hall

**ROLL CALL**

Members present were Mitch Mork, Todd Gebler, Tristan Guevin, Felix Myers, student representative, and President Blossom Teal-Olsen. Melonie Boord attended via Zoom. The meeting was quorate.

**APPROVAL OF PROPOSED AGENDA AND CONSENT AGENDA**

**Mr. Guevin** moved to approve the proposed agenda and consent agenda. **Mr. Gebler** seconded the motion. The motion **passed** without opposition.

- **APPROVAL OF NOVEMBER 1, 2022, MINUTES FROM THE SPECIAL MEETING**
- **APPROVAL OF NOVEMBER 1, 2022, MINUTES FROM THE REGULAR MEETING**
- **PERSONNEL REPORT**
- **APPROVE BB 9110**
- **REVIEW E 4020**

**SPECIAL REPORTS**

- **GOVERNMENT TO GOVERNMENT**

There was no Government-to-Government report at this meeting.

**RECOGNITIONS**

The Board recognized Haa Latseeni Students of the Month: Stella Orona (BES) Madeline Filipek (KGH), Mia Mathwig (BMS), Jasmine Wolfe (SHS), and Gus Maxwell (PHS).

**PERSONS TO BE HEARD**

**Mandy Summer**, Principal at PHS, thanked the Board for their work in adding a student from Pacific High School to Board membership.

**SCHOOL HIGHLIGHTS**

**Casey Demmert**, Principal at KGH, and **Mindy Barry** gave the Board a summary of recent activities and events at Keet Gooshi

Heen. Highlights include: 2<sup>nd</sup> grade Lingit celebration, music concerts, the 5k fun run with Boys Run, the ‘Gallery of Gratitude,’ the Scholastic Book Fair, the ‘Giving Tree,’ new tables under the covered area of the playground, Secret Santa, and a farewell to long-time custodian, Ernie Uy. **Felix Myers** asked Principal Demmert what his biggest challenge has been. Mr. Demmert replied that a lack of available substitutes has been a great challenge.

## **REPORTS AND PRESENTATIONS**

**Jule LeBlanc**, SSD Cultural Director, and **Jessica Christiansen**, Arts, Culture, Technology Specialist, presented an update on the Margaret Carhill Philanthropies (MacP) Grant to the Board.

## **BOARD MEMBER REPORTS**

**Felix Myers**, SHS Student Representative to the Board, informed the Board of activities and events at SHS.

**Mr. Guevin** submitted a written report to the Board (attached to the online agenda). In summarizing the main points, Mr. Guevin shared his support for scheduling work sessions to address some of the critical issues the district is facing and advocated for ways the district can involve as many shareholders (parents, students, community members) as possible.

**Mr. Gebler** agreed with Mr. Guevin in support for scheduling work sessions to gather as a full Board to engage in discussion, problem solving, and planning.

**Ms. Boord** shared with the Board about her time as liaison to Pacific High School. She invited the Board to the PHS semester culmination, sharing what they have been learning, on December 15<sup>th</sup>. She also expressed her support for Board work sessions.

**Ms. Teal-Olsen** joined the consensus in support of scheduled work sessions. She reported to the Board that Sitka was selected as a recipient for the Alaska Statewide Family Engagement Center Grant.

**Mr. Mork** was excused from the remainder of the meeting to attend his child’s school concert and was not present to give his report.

## **ADMINISTRATIVE REPORTS:**

- **BUDGET REPORT**

**Superintendent Hauser** presented the monthly budget revenue and expenses report. There is a joint work session with the City of Sitka Assembly scheduled for January 19<sup>th</sup>, 2023.

- **ENROLLMENT UPDATE**

**Enrollment** – SSD enrollment is 1112.1, derived from the final October count. This is 12.9 students fewer than had been projected.

- **SUPERINTENDENT UPDATE**

**Mr. Hauser’s Superintendent Update** highlighted the following:

- At BES: Turkey Tango Assembly, Drums Alive, and Bells.
- BMS – Mr. Hauser shared highlights from Jamboree.
- SHS – in sports: wrestling, volleyball, basketball, and cheer. SHS foods classes baked pies for the ANB Thanksgiving dinner. Other activities at SHS: NHS, DDF, E-Sports, All State Music, a Food Drive, and Robotics competition.
- Mr. Hauser reported on SSD’s AK STAR test results in the district. He reported that, in Language Arts and Science, the district’s students are achieving above the state average by double digits. In math, 38% of district students ranked at advanced or proficient. 40% of the district’s students show they are in need of support, compared to 60% of students statewide in need of support. In science, SSD students are 38% proficient, compared to 38% statewide.
- Mr. Hauser shared behavior data from BMS, noting a reduction in in-school and out-of-school suspensions and expulsion incidents.
- He also shared that at SHS, students are reported to have recovered to pre-COVID achievement levels.
- Also reported: Two Community Listening Sessions on the Student Activities Fund were held to gather community input and ideas on how to utilize the fund.

## **NEW BUSINESS**

- A. **ADOPTION OF NEW AGENDA ORDER**

**Mr. Gebler** moved, and **Mr. Guevin** seconded to approve the adoption of a new agenda order for regular School Board meetings. Mr. Guevin clarified that an additional Persons to Be Heard has been added for items on the agenda to the beginning of each regular meeting, but that the public would still have an opportunity to offer comment as each agenda item is addressed, too.

The motion **PASSED**, unanimously, by all members present.

- B. **SUBSTITUTE PAY SCALE APPROVAL**

**Mr. Gebler** moved, and **Mr. Guevin** seconded to approve the increase in the pay scale for substitutes in the district. **Superintendent Hauser** explained that the pay scale was adjusted for substituting as a building secretary, since the workday for a building secretary exceeds that of other substitutes for non-certificated positions.

Following a roll call vote, the motion **PASSED** unanimously.

**C. UNIVERSAL  
BREAKFAST  
PROGRAM**

**Mr. Guevin** moved, and **Mr. Gebler** seconded to approve the Universal Breakfast Program, as presented. **Ms. Teal-Olsen** recused herself from voting due to a conflict of interest, being a shareholder in the company that contracts the district's food services.

Following a roll call vote, the motion **PASSED** unanimously, by all members present.

**D. ANDREW HAMES  
TRAVEL REQUEST**

**Mr. Gebler** moved, and **Mr. Guevin** seconded to approve Andrew Hames' request to travel out of state with students to attend the All-Northwest Honor Music Festival in Bellevue, Washington in February.

The motion **PASSED**, unanimously, by all members present.

**E. EXECUTIVE SESSION**

**Mr. Guevin** moved, **Mr. Gebler** seconded to move into Executive Session in order to discuss: a long-term leave of absence request; attorney/client communication regarding pending SEA arbitration; and the Superintendent's evaluation quarterly check-in.

Following a roll call vote, the motion **PASSED** unanimously, by all members present. The Board moved into Executive Session at 7:54 p.m.

The Board resumed the regular meeting at 9:47 p.m.

**Mr. Guevin** moved, and **Mr. Gebler** seconded to approve Rebecca Himschoot's request for long term leave of absence, active, without pay, for the following dates: January 9, 2023 – May 25, 2023, and January 8, 2024 – May 23, 2024.

Following a roll call vote, the motion **PASSED** unanimously, by all members present.

**16. ADJOURNMENT**

**Mr. Gebler** moved, and **Mr. Guevin** seconded to adjourn. The meeting adjourned at 9:57 p.m.

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Blossom Teal-Olsen, President

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Tristan Guevin, Clerk

# Sitka School District Personnel Report

as of 1/1/2023

<b>Certified Employees Recommended for Employment</b>		
Name	Current Position	Date Effective
<b>Certified Employees Left Employment</b>		
Name	Current Position	Date Effective
<b>Classified Employees Recommended for Employment</b>		
Name	Current Position	Date Effective
Jared Williams	Maintenance	12/27/2022
<b>Classified Employees Left Employment</b>		
Name	Current Position	Date Effective
Baylee Pearson	Paraprofessional	12/16/2022
<b>Classified Employees Changed Positions</b>		
Name	Current Position	Date Effective



Allison, Alexander A	Blatchley Middle School
Baker, Janet E	Blatchley Middle School
Buxton, Kelly C	Blatchley Middle School
Carroll, Colleen M	Blatchley Middle School
Clay, Jeffrey J	Blatchley Middle School
Conforti, Anthony E	Blatchley Middle School
Dailey, Alexander J	Blatchley Middle School
Hirai, Jarrett Y	Blatchley Middle School
Kaminsky, Michael S	Blatchley Middle School
Larson, Drew E	Blatchley Middle School
Lihou, Heidi A	Blatchley Middle School
McCarty, Jael N	Blatchley Middle School
McNeilley, Robin M	Blatchley Middle School
Mullin, Katherine C	Blatchley Middle School
Peterson, Jeremy E.	Blatchley Middle School
Ploetzner, Josef	Blatchley Middle School
Turner, Sheldon	Blatchley Middle School
Young, Judith L	Blatchley Middle School
Barry, Melinda R	Keet Gooshi Heen Elementary
Bartolaba, Melinda K	Keet Gooshi Heen Elementary
Brandt-Ferguson, Susan	Keet Gooshi Heen Elementary
Brooks, Jeanine M.	Keet Gooshi Heen Elementary
Burrows, Matthew J	Keet Gooshi Heen Elementary
Chong, Dianne Marie C	Keet Gooshi Heen Elementary
Colvin, Andrea R	Keet Gooshi Heen Elementary
Davis, Jennifer A	Keet Gooshi Heen Elementary
Gagner, Roxann L	Keet Gooshi Heen Elementary
Grant, Jennifer L	Keet Gooshi Heen Elementary
Heathman, Megan M	Keet Gooshi Heen Elementary
Himschoot, Rebecca J.	Keet Gooshi Heen Elementary
Hole, Kristine A	Keet Gooshi Heen Elementary
Horton, Jacklynn L	Keet Gooshi Heen Elementary
Karsunky, Kirstin B	Keet Gooshi Heen Elementary
Kimber, Charlotte R	Keet Gooshi Heen Elementary
Krause, Korie E	Keet Gooshi Heen Elementary
Pepper, Megan A	Keet Gooshi Heen Elementary
Pike, Terry A	Keet Gooshi Heen Elementary
Reid, Jennifer L	Keet Gooshi Heen Elementary
Ross, Susan J	Keet Gooshi Heen Elementary
Simic, Anita M.	Keet Gooshi Heen Elementary
Tulloh, Jennifer R	Keet Gooshi Heen Elementary
Voron, Natalie M	Keet Gooshi Heen Elementary
White, Margaret A	Keet Gooshi Heen Elementary

Groen, Matthew D	Pacific High School
Reynolds, Bridgette A (.5)	Pacific High School
Quevedo, Ramon	Pacific High School
Sumauang, Tammy K.	Pacific High School
Eells, Jamie L	REACH Correspondence Program
Christianson, Jessica D	S.E. ALASKA VOCATIONAL CENTER
Sagel, Kari L	S.E. ALASKA VOCATIONAL CENTER
Bahrt, Theodore M	Sitka High School
Bekeris, Mikolas	Sitka High School
Christianson, Kersten N.O.	Sitka High School
Demmert, Emily L.	Sitka High School
Golden, Stacy L	Sitka High School
Gray, Keri L	Sitka High School
Hedrick, Beau R	Sitka High School
Hill, Ryan H	Sitka High School
Krupa, Richard L.	Sitka High School
Lass, David	Sitka High School
McArthur, Scott A	Sitka High School
Pike, Timothy L	Sitka High School
Poulson, Catherine A.	Sitka High School
Quevedo, Brenda S	Sitka High School
Richter, Betty L	Sitka High School
Schumejda, Corinne A	Sitka High School
Smith, Shasta D	Sitka High School
Starbuck, Ariel E	Sitka High School
Strong, Jeremy B	Sitka High School
Turner, Meggan C	Sitka High School
Vieira, Michael A.	Sitka High School
Wayne, William H	Sitka High School
Kraft, Courtney A	Sitka School District - District Office
Duncan, Cynthia A	SSD - TECHNOLOGY

## Tristan Guevin School Board Member Report

### January 2023

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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

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My board report for the January 4, 2023 Sitka School Board meeting is focused on agenda items “13a. Board Committee Structure, Board Committees, and Committees of the Board” and “13b. FY2023 Legislative Priorities Discussion and Legislative Fly-In,” as well as potential non-budget related school board work sessions I’d like to see in the future. Prior to the meeting, and for entry into the official public record, I wanted to provide my fellow board members, the superintendent, SSD stakeholders, and the public with an overview of my current thoughts and positions on these three items. In thinking about these three items, the following have helped inform my thinking over the last month or two:

- The roles and responsibilities of school boards as defined under *Alaska Statute 14.14.090 Duties of School Board*, the *Association of Alaska School Boards (AASB) 2022 Annual Meeting Experienced Board Member Academy* training on school board roles and responsibilities, and the *AASB “Alaska School Board Handbook”*
- Sitka School District Board Policies, Board Bylaws, and Administrative Regulations
- The Sitka School District (SSD) 2021 Strategic Plan
- The 2022 - 2023 SSD School Board’s district and board self-improvement goals
- Additional documents and resources listed in the “Relevant Documents and Resources” section at the end of this report

#### **13a. Board Committee Structure, Board Committees, and Committees of the Board Discussion**

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As we emerge from the COVID-19 pandemic and a return to more normal school business at the staff and board levels, I believe the Sitka School Board can use board committees as outlined in SSD Board Bylaw (BB) 9130 and other SSD policies more effectively to conduct the business of the school board and catch up on important work that was put on hold for nearly three years (e.g. curriculum reviews). Moreover, I believe a robust and effective board committee structure would allow the school board to better engage parents, families, and the community in decision-making; to hear input from school staff and school partner; and to ensure that we, as a school board and district, are meeting the vision, mission, goals and strategies of the district as outlined in the 2021 SSD Strategic Plan.

**I would like to see the school board spend the next several months developing a board committee structure** that is complementary to the Superintendents' representative and deliberate groups structure that best allows us to carry out the work of the board and engage key stakeholders.

**As we discuss and update our board committee structure, I would like to see the Sitka School Board do the following three things in terms of board committees:**

1. Establish committees and create a committee structure focused on supporting the school board in its primary areas of responsibility as defined under state law and SSD policy:
  - SSD Strategic Plan and Goals
  - SSD Budget
  - SSD Policies
  - SSD Curriculum and Instructional Materials
  - SSD Facilities
  - The Hiring and Evaluation of the SSD Superintendent

For me, I would like to see the following school board committees established prior to the start of the 2023 – 2023 school year under the guidelines set forth in *Board Bylaw (BB) 9130. Board Committees:*

- SSD Policy Committee
- SSD Strategic Planning Committee
- SSD Curriculum Review Committee

*\* Additional thoughts on the SSD Strategic Planning Committee and SSD Curriculum Committee are below.*

2. Act on our 2022 - 2023 school year district and board self-improvement goals that included (1) establishing a curriculum review committee, (2) re-establishing school site committees, and (3) promoting the 2021 SSD Strategic Plan.

**Reference Documents:**

- Appendix A. Sitka School Board 2022 - 2023 School Year District and Board Self-Improvement Goals

3. Develop written charges for each board committee, per *Board Bylaw (BB) 9130. Board Committees*, that can be updated by this and/or future school boards, as necessary. I believe the City and Borough of Sitka's committee and commission establishing ordinances and general code section could serve as a model for these written charges. Additionally, the SSD School

Naming Policy and Administrative Regulation currently being developed by the SSD Policy Committee could serve as a model for the written charges to other school board committees.

**Reference Documents:**

- Appendix B. CBS Health Needs and Human Services Commission Establishing Ordinance and Sitka General Code 2.13

**As we review and update our committee structure, I would like to see the Sitka School Board work with the SSD Superintendent to do the following in terms of establishing board committees:**

**1. Re-establish the SSD Strategic Plan Committee as a board committee with new written charges**

I discussed this in my December 2022 board member report, at the December 2022 school board meeting, individually with board member Todd Gebler, and with Superintendent Hauser, and would like to bring forward a proposal to re-establish the SSD Strategic Planning Committee at the school board's February 2023 meeting. Effective implementation of an organization's strategic plan requires ongoing monitoring, evaluation and course correction by key stakeholders<sup>1</sup>, and I believe that a restructured SSD Strategic Planning Committee with new written charges is imperative to the school board's ability to ensure the strategic plan comes to fruition.

Tentatively, I would envision the initial charges for the SSD Strategic Planning Committee to be:

- Develop an inventory of SSD initiatives, teaching and professional development activities, curriculum and instructional materials, etc.
- Provide input on the SSD Strategic Plan's implementation to the SSD Superintendent and SSD School Board
- Share and championing the SSD Strategic Plan
- I would also envision this board committee meeting quarterly and being comprised of a good cross-section of SSD stakeholders

**Note:** The SSD Strategic Planning Committee's role could be modeled after an Evaluation Stakeholders Workgroup (ESW) using evidence-informed best practices in strategic plan and initiative implementation / evaluation such as those contained in "Building to Impact: The 5D Implementation Playbook for Educators" by Arran Hamilton, Douglas B. Reeves, Janet M. Clinton, and John Hattie.

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<sup>1</sup> Center for Disease Control and Prevention "Developing an Effective Evaluation Plan" (2011)

**Reference Documents:**

- Appendix C. SSD Board Bylaw (BB) 9130. Board Committees
- Appendix D. SSD Board Policy (BP) 1230. Advisory Committees

**2. Establish School Site Committees and/or improve parent and family engagement in Sitka School Board decision-making**

This was another one of the school board’s 2022 - 2023 district goals set at the October 14 - 15 annual school board retreat, and I’d like to see this move forward in some form.

I would like to see two school board members work with Superintendent Hauser to develop a plan for establishing school site committees and/or improving the school board's connection to existing school-based parent and family committees or groups through other approaches (e.g. BES Parent Meeting, PHS Culmination). I would like to see this plan come forward to the school board for review at a work session by the end of the 2022 - 2023 school year.

**Reference Documents:**

- Appendix E. SSD Board Policy (BP) 6015. Parent and Family Engagement

**3. Establish a Curriculum Review Committee per the Sitka School Board’s 2022 - 2023 School Year District and Board Self-Improvement Goals and SSD BP 6141. Curriculum Development and Evaluation**

This was one of the school board’s 2022 - 2023 district goals set at the October 14 - 15 annual school board retreat, and I’d like to see this goal move forward given the current status of SSD’s content area curriculum reviews.

I would see this committee taking a higher-level view with its written charge being the development of an inventory of SSD’s current curriculum in use and a schedule for reviewing content area curriculum in order to bring the district into compliance with per SSD Board Policy (BP) 6141. Curriculum Development and Evaluation that states that “the board shall review each content area at least once every six years.”

An example of this inventory could be the following completed chart:

Grade Level	Content Area	Curriculum In Use	Date of Last Review	Date of Upcoming Review
3 <sup>rd</sup>	ELA	Nat Geo	2016	2022
6 <sup>th</sup>	ELA			

After conversations with Superintendent Hauser, it seems that no current inventory of curriculum and when it was last reviewed exists within the district, and I believe this is imperative to the school board's ability to ensure curriculum is being reviewed on the schedule outlined in *BP 6141. Curriculum Development and Evaluation*.

**Note:** It is my feeling that this Curriculum Review Committee that functions as a board committee under *BB 9130. Board Committees* should be focused on a higher level of curriculum review to ensure that curriculum is being reviewed in compliance with SSD board policy and state law, while leaving the actual process of reviewing content area curriculum and making recommendations to the board for adoption to a superintendent representative and deliberative groups or work groups per *BP 6141. Curriculum Development and Evaluation*, which states "The Superintendent or designee shall have general coordinating authority over the design and development of curriculum. The Superintendent or designee shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students and parents/guardians. The Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and in-service training..."

**Reference Documents:**

- Appendix F. SSD Board Policy (BP) 6141. Curriculum Development and Evaluation

**4. Review the implications of the new Alaska Reads Act on K - 3 English Language Arts curriculum through the aforementioned SSD Curriculum Review Committee**

The Alaska Reads Act is a new state law that has huge implications for K – 3 grade instruction, and I believe the school board and the public need to better understand what these implications will be and how we might be able to respond. I would like to see this process culminate in a work session focused on the implications of the Alaska Reads Act on SSD.

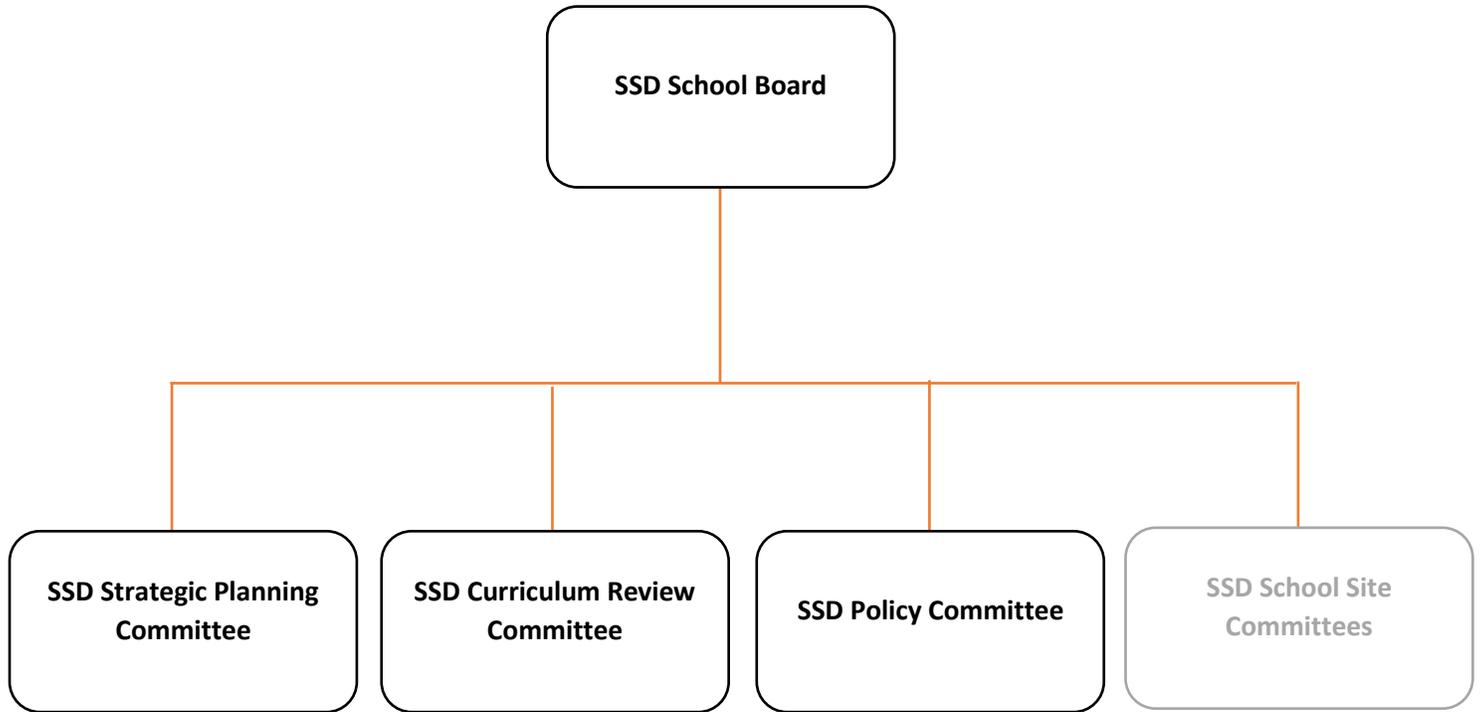
I have included several documents with information about the Alaska Reads Act in the below listed appendix documents that can be found at the end of this report.

**Reference Documents:**

- Appendix G. Alaska Reads Act Overview
- Appendix H. Alaska Reads Act Implementation Timeline
- Appendix I. Alaska Department of Education and Early Development (DEED) Strategic Reading Plan.

At present, my ideal board structure going into the 2023 – 2024 school year would be as follows:

# Tristan Guevin Proposed Board Committee Structure Organizational Chart



## Notes:

- There may be a better way to engage parents and families at the school level other than SSD School Site Committees, so I have left those as a TBD in my mind.
- I believe that the current Student Activities Committee and Technology Committee might be more appropriate as superintendent representative and deliberative groups or workgroups under BP 2230; however, I am also open to maintaining those as board committees.
- It may be worth assessing the need for an SSD Finance and/or Budget Committee at some point in the future; however, I feel that the three to four board committees above should take priority given that there will be a number of budget work sessions in the coming months that will accomplish many of the goals of a board committee e.g. to engage key stakeholders in decision-making.
- This only represents my thinking at this moment in time, and there are probably other board committees worth creating or restructuring with written charges

### 13b. FY2023 Legislative Priorities Discussion and Legislative Fly-In

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In general, I think the school board needs to focus heavily on legislative advocacy for an increase to the Base Student Allocation (BSA), which I believe is a necessary and first precondition to maintaining quality public education in Sitka and in Alaska as a whole. As I stated in my December 2022 school board member report, the Base Student Allocation (BSA) has only gone up \$30 since July 1, 2016 from \$5,930 to \$5,960. Based on the US Department of Labor's Consumer Price Index (CPI) calculator, **the current BSA would need to be \$7,344 just to account for inflation since July 1, 2016.** This means **the BSA is \$1,384 (23%) lower than what it would need to be just to keep up with inflation,** let alone to provide full and adequate funding to meet the growing educational and social emotional needs of Alaska's children and youth. Add to this the elimination of school bond-debt reimbursement for school facilities by the state, and the gap between the resources we need and those we have only grows.

In November 2022, the Association of Alaska School Boards (AASB) membership voted in favor of a resolution that asks for a one-time increase of \$860 to the BSA to make up for the aforementioned years of flat funding, and I believe this should be a priority of the Sitka School Board as well (AASB 2022 Resolution 2.2 Urging Early, Adequate, Equitable, and Predictable Funding of Public Education).

In terms of action on SSD and Sitka School Board legislative priorities, **I would like to see the school board work with Superintendent Hauser to develop an SSD-specific legislative priorities document** that will be approved by the school board similar to those developed by the City and Borough of Sitka and Sitka Tribe of Alaska, and approved by the Assembly and Tribal Council, respectively.

#### Potential Upcoming School Board Work Session

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Given that no more than one school board member can talk to another school board member about a given issue outside of a publicly noticed meeting without violating the Alaska Open Meetings Act, I feel that work sessions are imperative to the Sitka School Board conducting its business and working well as a team. Moreover, I believe they are imperative to soliciting staff, parent, family, and community input and engaging in shared decision-making with SSD's many stakeholders.

**In addition to upcoming budget work sessions that will be part of developing the FY24 budget, other work sessions I'd like to see in the not-too-distant future include:**

- **Superintendent Evaluation Work Session** to create a plan for evaluating the superintendent that is in line with *BP 2123. Evaluation of the Superintendent* (included here as Appendix J).

- **Board Policy Work Session** to better understand the board policies, bylaws, and administrative regulations that affect our work, and to create a shared understanding between current school board members of our roles and responsibilities under SSD policy.
- **Data Work Session** to discuss a plan for accomplishing the school board goal of “leading conversations around data,” including how SSD collects, looks at, and makes decisions using data.
- **Curriculum Review Work Session** to better understand the school board’s responsibilities under SSD Board Policy (BP) 6141. Curriculum Development and Evaluation and what the current status of curriculum review is for each content area. If we decide to establish an SSD Curriculum Review Committee as a board committee, I would see this work session coming at the outset of the 2023 – 2024 school year once a curriculum inventory and an assessment of the Alaska Reads Act are completed.

### Relevant Documents and Resources

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Some key documents and resources that helped inform my perspectives on the issues before the SSD School Board over the last month include the following:

- SSD Board Bylaws, Board Policies, and Administrative Regulations
- SSD’s 2021 Strategic Plan
- City and Borough of Sitka’s 2022 - 2027 Strategic Plan
- Sitka Tribe of Alaska’s 2022 - 2027 Strategic Plan
- The Alaska Reads Act and Associated Presentations, Documents, and Resources
- The Alaska Association of School Business Officials’ “Developing Your District’s Budget Presentation Slides” and “Alaska K - 12 State Funding Overview”
- The Association of Alaska School Boards’ “2022 Annual Meeting Experienced Board Member Academy training on school board roles and responsibilities and the AASB “Alaska School Board Handbook”
- “Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation” by Shane Safir and Jamila Dugan (2022)
- “Building to Impact: The 5D Implementation Playbook for Educators” by Arran Hamilton, Douglas B. Reeves, Janet M. Clinton, and John Hattie (2022)
- The School Leadership Show Podcast *S4 E8 Street Data - What Is It and Why Does It Matter?*

- Science of Reading: The Podcast *S6 E3: Focused Implementation: Doing Less to Do More with Dr. Doug Reeves*
- The School Leadership Show Podcast *S5 E2 Trauma-Sensitive Leadership*
- The School Leadership Show Podcast *S5 E4 Why Do We Still Get Grading So Wrong?*

## Tristan's Alaska Open Meetings Act Tracking and Compliance

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The State of Alaska's Alaska Meetings Act requires that "all meetings of a public entity's governing body be open to the public and that the body provides reasonable notice of its meetings. The Open Meetings Act is intended to ensure that decisions made and actions taken are public knowledge and represent the will of the public that the governing body serves." In the case of the Sitka School Board, this means that no more than two (2) members of the board (or a number less than the majority) can speak about a given issue outside of a publicly noticed meeting.

In an effort to provide transparency to the public about the school board work that I do outside of publicly noticed meetings, I will be listing in my written board reports the work I am doing with fellow school board members prior to this work coming to the full board for consideration.

- **Re-Establishing the SSD Strategic Planning Committee:** Todd Gebler
- **Developing a More Comprehensive Plan for the Superintendent Evaluation:** Melonie Boord
- **Developing a Mid- to Long-Term View of the SSD Budget:** Mitch Mork
- **Future School Board Work Sessions:** Blossom Twitchell
- **Developing Policies and Partnerships to Better Support SSD Teacher and Support Staff Career Pathways:** Todd Gebler

## **Appendix Documents**

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**Appendix A.** Sitka School Board 2022 - 2023 School Year District and Board Self-Improvement Goals

**Appendix B.** CBS Health Needs and Human Services Commission Establishing Ordinance and Sitka General Code 2.13

**Appendix C.** SSD Board Bylaw (BB) 9130. Board Committees

**Appendix D.** SSD Board Policy (BP) 1230. Advisory Committees

**Appendix E.** SSD Board Policy (BP) 6015. Parent and Family Engagement

**Appendix F.** SSD Board Policy (BP) 6141. Curriculum Development and Evaluation

**Appendix G.** Alaska Reads Act Overview

**Appendix H.** Alaska Reads Act Implementation Timeline

**Appendix I.** Alaska Department of Education and Early Development (DEED) Strategic Reading Plan.

**Appendix J.** SSD Board Policy 2123. Evaluation of the Superintendent

**Appendix A. Sitka School Board 2022 - 2023 School Year District and Board  
Self-Improvement Goals**

## Appendix C. Sitka School Board 2022 - 2023 School Year District and Board Self-Improvement Goals

The Sitka School Board, along with the SSD Superintendence, developed the following goals at its October 14 – 15, 2022 annual retreat.

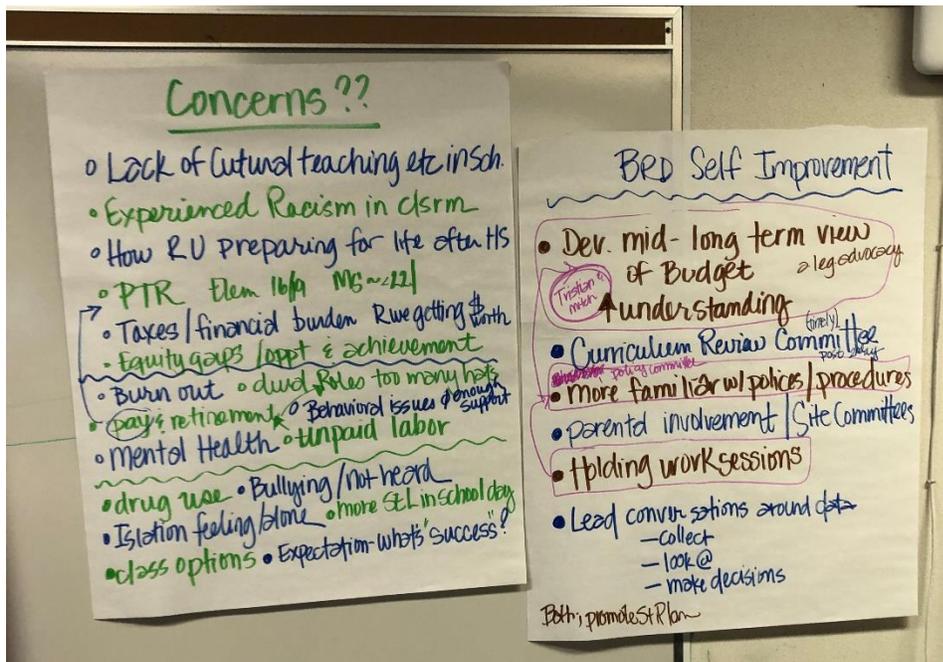
### 2022 - 2023 School Year School Board Goals

- Establish a Curriculum Review Committee
- Increase Parent Involvement and Re-Establish Site Committees for All Schools
- Lead Conversations Around Data
  - Collect
  - Look At
  - Make Decisions
- Promote the SSD 2021 Strategic Plan

### 2022 - 2023 School Year Board Self-Improvement Goals

- Increase Understanding of and Develop a Mid- to Long-Term View of the SSD Budget
- Become More Familiar with Policies and Procedures
- Holding Work Sessions
- Promote the SSD 2021 Strategic Plan

Photo of Sitka School Board 2022 – 2023 School Year Annual Retreat Board Concerns and Goals (District in Blue Marker and Self-Improvement in Brown Marker)



**Appendix B. CBS Health Needs and Human Services Commission Establishing  
Ordinance and Sitka General Code 2.13**

**CITY AND BOROUGH OF SITKA**

**ORDINANCE NO. 2013-23**

**AN ORDINANCE OF CITY AND BOROUGH OF SITKA AMENDING SITKA  
GENERAL CODE TITLE 2 ENTITLED "ADMINISTRATION" TO ESTABLISH A  
HEALTH NEEDS AND HUMAN SERVICES COMMISSION AND ESTABLISH  
ORGANIZATIONAL GUIDELINES FOR SUCH COMMISSION**

1. **CLASSIFICATION.** This ordinance is of a permanent nature and is intended to become a part of the Sitka General Code.

2. **SEVERABILITY.** If any provision of this ordinance or any application to any person or circumstance is held invalid, the remainder of this ordinance and application to any person or circumstance shall not be affected.

3. **PURPOSE.** The purpose of this ordinance is to add a provision in SGC Title 2 entitled "Administration" to create a local Health Needs and Human Services Commission ("HNHSC") and establish organizational guidelines for such a commission. HNHSC will serve to address the health and social service needs and concerns of the community by undertaking specified duties, including monitoring and periodically reporting on vital information and current trends in health and human services, as requested by the Assembly of the City and Borough of Sitka.

4. **ENACTMENT, NOW, THEREFORE, BE IT ENACTED** by the Assembly of the City and Borough of Sitka that SGC Chapter 2.13 entitled "Health Needs and Human Services Commission" is added to read as follows (new language underlined; deleted language stricken):

**Title 2  
ADMINISTRATION**

**Chapters:**

- 2.04 City and Borough Assembly**
- 2.08 City and Borough Departments**
- 2.12 City and Borough of Sitka Hospital Board**
- 2.13 Health Needs and Human Services Commission**
- 2.14 Historic Trust Board**

**\*\*\***

**Chapter 2.13**

**HEALTH NEEDS AND HUMAN SERVICES COMMISSION**

**Chapters:**

**2.12.010 Health needs and human services commission.**

**2.12.020 Term.**

**2.12.030 Meetings.**

**2.12.040 Organization.**

**2.12.050 Resignation.**

**2.12.060 Powers and duties.**

**2.12.010 Health needs and human services commission.**

There shall be a commission known as the health needs and human services commission which shall be composed of seven members appointed by the Assembly and, to the extent deemed advisable by the Assembly, include professionals from among the fields of health and human services including medicine, psychology, public health, social services, public safety, public administration and other related fields. A member of the Sitka Assembly will serve as a liaison for the commission. All members of the commission shall be at-large members and represent a diverse cross-section of the community.

**2.12.020 Term.**

The term of a member shall be three years or until a successor is appointed; except, term of the Assembly Liaison shall be for one year. The first members appointed to the commission shall, upon appointment, determine the length of the terms so that the terms of three (3) members shall be for one year and the terms of two (2) members shall be for two years, and the terms of two (2) members shall be for three years, resulting in staggered terms for members subsequently appointed. A vacancy on the commission shall be filled by appointment by the Assembly for any remainder of an unexpired term.

**2.12.030 Meetings.**

A. Meet a minimum of four times per year at such times that the chair or, in his or her absence, the vice-chair shall determine.

B. Give reasonable public notice of its meetings and shall comply in all respects with the Alaska Open Meetings Law.

**2.12.040 Organization.**

The commission shall organize itself by electing a chairman, vice chairman, and secretary, each of whom shall be elected by the members of the commission at the first meeting of the fiscal year and shall serve a term to expire upon election of officers at the first meeting of the following fiscal year.

**2.12.050 Resignation.**

Should an officer resign from their position prior to expiration of their term, or otherwise is unable or unwilling to perform duties as required of the office, the commission may elect an officer to serve out the remainder of that term. In addition to the above officers, the commission, by a majority vote of its members, may designate and elect or appoint such

other officers, assistant officers and agents as it deems necessary at such time, in such manner, and upon and for such terms as it shall prescribe. All officers and agents shall serve at the pleasure of the commission, whenever in its judgment the best interest of the commission will be served.

**2.12.060 Powers and Duties.**

A. The commission will annually identify goals developed through the collection and consolidation of vital and current information on human service trends as well as public input. All goals shall be approved by the Assembly prior to the commission initiating action. All findings of the commission will be made available to benefit and educate city and borough of Sitka decision-makers.

B. The commission will perform other activities which are necessary and proper to carry out the above duties and any other actions determined by the Assembly to be beneficial to carry out the health and human service goals necessary in the city and borough of Sitka.

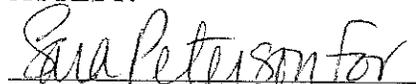
C. The commission will coordinate with local entities such as the Sitka Tribe of Alaska, Sitka Community Hospital, SEARHC as well as applicable non-profits and local businesses providing health/human services to identify human service needs as well as to best streamline the collection and consolidation of vital and current information on human service needs.

**5. EFFECTIVE DATE.** This ordinance shall become effective on the day after the date of its passage.

**PASSED, APPROVED, AND ADOPTED** by the Assembly of the City and Borough of Sitka, Alaska this 14<sup>th</sup> day of May, 2013.

  
Mim McConnell, Mayor

ATTEST:

  
Colleen Ingman, MMC  
Municipal Clerk

**Appendix C. SSD Board Bylaw (BB) 9130. Board Committees**

## **BB 9130 BOARD COMMITTEES**

The School Board may establish committees of the Board as deemed necessary. The membership of these committees is limited to less than a majority of the whole Board. The Board shall establish written charges for Board committees. When its charges or duties have been completed, the committee shall be dissolved.

The president may be a member of any committee. The Superintendent or designee may serve as an advisor to any committee at the discretion of the Board.

Committees may actively seek input and participation by parents/guardians, staff, community and students, and may consult with local public boards and agencies.

Committees shall act in an advisory capacity, making recommendations to the Board. No committee action shall be binding on the full Board. The Board as a whole shall have the final consideration in all matters.

Committee meetings are subject to the state open meetings act.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 9330 - Meetings)*

*(cf. 9321 - Executive Sessions)*

*Legal Reference:*

### ALASKA STATUTES

[29.20.020](#) *Meeting public*

[44.62.310](#) *Agency meetings public*

[44.62.312](#) *State policy regarding meetings*

**Adoption Date: October 10, 1995**

**Sitka School District**

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**Appendix D. SSD Board Policy (BP) 1230. Advisory Committees**

## BP 1230 ADVISORY COMMITTEES

The School Board recognizes that advisory committees enable both citizens and educators to better understand the attitudes and opinions held in the school and community.

(A) As the need arises, the Board may establish advisory committees to consider school problems, needs and issues. Advisory committees shall serve in a strictly advisory capacity and shall not act as policy-making bodies.

*(cf. 0420 - School-Based Management/Site Councils)*

Committee members shall represent a cross section of qualified people throughout the district, except in those cases where a committee is established to address the needs of a particular segment of the school community. With Board approval, the Superintendent or designee may appoint committee members.

**Note:** [AS 14.14.300](#) allows the appointment of persons 17-21 years of age to any advisory committee if recommended by a district committee on the involvement of young people in school governance established pursuant to [AS 14.14.250](#).

When committees are appointed, committee members shall receive a written statement including, but not be limited to:

1. The committee members' names.
2. The specific charges of the committee, including its topic(s) for study or well- defined area(s) of activity.
3. The specific period of time that the committee is expected to serve.
4. Legal requirements regarding meeting conduct and public notifications. Resources available to help the committee complete its tasks.
5. Timelines for progress reports and/or final report.
6. Relevant Board policies and administrative regulations.
7. The procedure to be used in the selection of the committee chairperson and other committee officers.

The Board shall have the sole power to dissolve any of its advisory committees and may exercise this power at any time.

Advisory committees established by Board action shall provide public notice of their meetings and conduct such meetings in accordance with the state open meetings laws for such committees. All major conclusions and recommendations made by advisory committees shall be made available to the public in writing.

*(cf. 9130 - Board Committees)*

### **Administrative Advisory Committees**

The Superintendent or designee may establish advisory committees to advise the administration.

The Superintendent or designee shall inform the Board when such committees are established and shall describe their charges, size, term of office, and membership. The Superintendent or designee shall inform the Board of the persons appointed to such committees and any changes in committee membership or charge.

**Appendix E. SSD Board Policy (BP) 6015. Parent and Family Engagement**

# BP 6015 PARENT AND FAMILY ENGAGEMENT

## Overview

The Sitka School District views parents and family as full and integral partners in their children's education at school. Parent-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active and ongoing parent and family engagement, and to define how the district and schools will facilitate this.

This policy is designed to meet Federal requirements, as well as to reflect best practice in engaging families in helping to educate their children, because students do better when parents are actively involved in the education process, both at home and at school.

The Federal Elementary and Secondary Education Act (ESEA) emphasizes equal access to education to ensure that every student succeeds. The current version of ESEA was authorized by the Every Student Succeeds Act (ESSA), and signed into law on December 10, 2015. Section 1116 of Title IA of the ESEA requires that each district and school receiving Title I, Part A funds have a written parent and family engagement policy developed jointly with, agreed on with, and distributed to parents and family members of participating children.

*(cf. 6171 - Title 1 Programs)*

## Joint Development

This policy was jointly developed with parents and family members. District and school administration requested input via focus groups and school parent advisory committees.

In general, the Sitka School District plans broadly for all programming, and then allocates resources, including Federal funding, as appropriate and available. Parents and family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

## Technical Assistance

Sitka School District will provide the support necessary for schools receiving ESEA Title IA funding to implement effective parent and family engagement practices. The District Office supports schools in implementing effective parent and family engagement practices in the following ways:

- Developing draft school parent and family engagement policies and school-parent compacts that meet the requirements of Title IA and are consistent with District policy
- Reminding school principals of Title IA requirements and collecting evidence that schools have met those requirements
- Identifying effective family engagement practices and coordinating implementation of strategies across schools
- Identifying and designating resources to support implementation of effective parent and family engagement practices
- Consulting and coordinating school-based consultation with community partners, including Tribal partners, employers, business leaders, philanthropic organizations, and individuals with expertise in effective parent/family engagement practices

## Coordination

The Sitka School District will coordinate parent and family engagement efforts made under the requirements of Title IA with other parent and family engagement activities taking place within the District. The District will also coordinate with local partners to provide additional supports and resources to families.

### **Annual Evaluation**

Annually, Sitka School District will evaluate this policy on its content and effectiveness in improving the academic quality of Title I schools. This evaluation will include meaningful involvement of parents and family members of district students, and may identify:

- Barriers to parent/family engagement, especially for parents who are economically disadvantaged, disabled, racial or ethnic minorities, or who have limited literacy or English proficiency
- Ways to support parents and family members in assisting their children's learning, including engaging with school personnel
- Strategies to support successful school and family interactions.

Annual evaluation will take place as part of the annual District Strategic Planning Process, led by the Superintendent of Schools or designee and including input from parents/family, students, and staff.

### **Evidence-Based Strategies**

The Sitka School District will identify evidence-based strategies to improve parent and family engagement in areas identified during the annual evaluation. The District will revise this policy and/or associated Administrative Regulations to reflect updated strategies as necessary, with ongoing consultation with parents and family members.

### **Building Capacity of Parents and Family Members**

Sitka School District and its schools will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The District/schools will also provide training to families to develop the skills needed to help their children improve their academic achievement.

### **Building Capacity of School Staff**

The Sitka School District will provide annual professional learning to teachers and staff in Title I schools, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs, and
- How to build ties between parents and the schools.

*(cf. 6000 - Concepts and Roles)*

### Legal Reference

*UNITED STATES CODE*

*Title I of the Elementary and Secondary Education Act, [20 U.S.C. §§ 6301-6514](#), as amended by the Every Student Succeeds Act ([P.L. 107-110](#))*

**ADOPTION DATE: April 7, 2021**

**Sitka School District**

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**Appendix F. SSD Board Policy (BP) 6141. Curriculum Development and Evaluation**

## **BP 6141 CURRICULUM DEVELOPMENT AND EVALUATION**

The School Board shall provide a comprehensive instructional program to serve the educational needs of the district's students. The Board accepts responsibility for establishing what students should learn. Therefore, the Board shall adopt a district curriculum which to the extent possible meets the instructional needs of the students while reflecting the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and will be part of an ongoing process in this district. The Superintendent or designee shall have general coordinating authority over the design and development of curriculum. The Superintendent or designee shall develop a process for curriculum review and development which shall include the participation of teachers, administrators, students and parents/guardians. The Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and in-service training.

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

The curriculum shall be consistent and aligned to established state standards and with the educational standards of the district. The Superintendent or designee shall keep the Board informed regarding current district curriculum efforts and student achievement. The Superintendent or designee shall provide all necessary assistance to the Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the Board. Prior to adoption of districtwide curriculum, the Board shall discuss its findings with the staff, community and students.

The Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for districtwide curriculum development.

The Board shall review each content area at least once every six years.

Teachers are to align their teaching to district standards and curriculum. Learning will be enhanced by an adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and school to school.

*(cf. 6190 - Evaluation of Instructional Program)*

*Legal Reference:*

### ALASKA STATUTES

[14.03.120](#) *Education planning; reports*

[14.14.110](#) *Cooperation with other districts*

### ALASKA ADMINISTRATIVE CODE

[4 AAC 04.140](#) *Content Standards*

[4 AAC 05.010](#) *Program Planning and Evaluation*

[4 AAC 05.020](#) *Definitions*

[4 AAC 05.080](#) *School curriculum and personnel*

[4 AAC 06.885](#) *School Recognition*

[4 AAC 51.310](#) *Evaluation*

**Adoption Date: FEBRUARY 6, 1996**

**Revision Date: October 19, 1998**

**Revision Date: December 2, 2004**

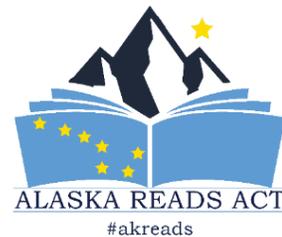
**Revision Date: June 6, 2006**

**Revision Date: September 12, 2016**

**Sitka School District**

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## **Appendix G. Alaska Reads Act Overview**



## ALASKA READS ACT WHAT & WHY?

### What is the Alaska Reads Act?

The Alaska Reads Act is a bill that would create a statewide comprehensive K-3 reading policy designed to improve reading outcomes. The policy expands high-quality pre-k opportunities for four and five year olds, provides direct support and intervention services for low-performing schools, ensures early identification of struggling readers, and requires reading intervention services for K-3 students who need more help to become successful readers.

### What is a comprehensive K-3 reading policy?

The bill's proposed reading policy includes early education program grants, early screening, parent involvement, teacher training, direct support for low-performing schools, and intensive reading intervention. Fundamental principles include:

1. **Statewide teacher training on reading instruction and job-embedded training through department-employed reading specialists** to ensure all teachers have the knowledge and skill to teach reading to all students, including students with severe reading difficulties such as dyslexia.
2. **Focusing existing state and/or federal funds** to support policy implementation, including new funding through grants.
3. **Early literacy screening tool** administered three times each school year in grades K-3 to identify students with potential reading difficulties.
4. **Timely parent notification** for any student identified with a reading difficulty in grades K-3.
5. **Individual reading plans** developed with the parent, recommending evidence-based reading interventions aimed at removing the reading deficit.
6. **Student progress is monitored** more frequently for students identified as having reading difficulties.
7. **Home reading strategies and/or programs** are provided to parents to support their child at home.
8. **Interventions** during the school day and before/after school.
9. **Appropriate grade-level progression for students severely below grade level** who are unable to demonstrate sufficient reading skills for progression to fourth grade. More intensive interventions with a highly effective teacher are provided.
10. **Multiple pathways** are provided to third grade students to demonstrate reading skills required for progression to fourth grade, so one test on one day is not the determining factor.
11. **Good cause exemptions** for appropriate grade-level progression are provided that recognize the special needs of some students with disabilities, English language learners, and students who have previously experienced delayed grade-level progression.

### Why is it important?

A person's ability to read is a critical predictor of educational and lifelong success. A strong reading program, beginning in kindergarten and continuing into the third grade and beyond, gives students the best possible chance to maximize their education.

Before third grade, students are learning to read. Beginning in fourth grade and beyond, a student must be prepared to read to learn across all subject areas.

*Our Mission: An excellent education for every student every day.*



## **Appendix H. Alaska Reads Act Implementation Timeline**

# Alaska Reads Act Implementation Timeline: 2022-2023 School Year

## Committee Formation

**June:**

### **Reads Act Leadership:**

Heidi Teshner, Lacey Sanders, Susy McKenzie

### **District Reading Improvement**

**Committee:** Susy McKenzie, Lead

### **Department Reading Program Committee:**

Susy McKenzie, Lead

### **Early Learning & Parents as Teachers Committee:**

Deb Riddle, Lead

### **Virtual Learning**

**Committee:** Kelly Manning, Lead

### **Data Committee:** John

Jones, Lead

## Regulations

**July-September:**

Regulations are written

**August 1-3:** Committees met to work on regulations in person in Juneau

**August:** SBOE Reading Committee engagement

**September 12-15:** Stakeholder engagement with Anthony Taylor from SME as facilitator

**October 3:** Department of Law Review

**October 18:** Internal review of regulations, Governor's office review

**November 1:** SBOE Regulation Packet completed

**December 13- January 30:** Written Public Comment of regulations

**January 30- February 15:** Updated Regulations for SBOE Packet

**March:** Anticipated adoption of Reads Act Regulations

## Communication

**June-August:** Reads Act Webpage designed

**July 21:** Updated Reads Act Logo

**August 15-September 15:** Stakeholder engagement on regulation rough drafts

Presentations of Strategic Reading Plan (including Reads Act):

- **June:** IEE Division & Executive Leadership, Head Start Leaders
- **July:** ACSA, CEE, REL NW, R16CC, SBOE
- **September:** ASA Conference
- **November:** AASB Conference

## Reads Act Implementation Proposal

September-December: Resource Development for districts

**August:** Reading Newsletter sent to stakeholder electronically, beginning monthly will include articles/information

**September:** Regular updates to DEED Reads Act Website with resources and information

**January-May:** one topic in a series of webinars each month to connect with stakeholder groups regarding implementation

**April 28-30:** Reads Act support at the Science of Reading Symposium

## Reads Act Positions

**July:** Reads Act positions discussion and organizational chart update

**August:** Position descriptions for new positions with processes started for hiring

**September-May:** Hiring and training of 11 new positions related to the Reads Act.



**Alaska Reads**

#akreads

**Appendix I.** Alaska Department of Education and Early Development (DEED)  
Strategic Reading Plan.



INTRODUCTION TO

# Alaska's Strategic Reading Plan

August 30, 2022  
Version 1.0

Contacts:

**Susan McKenzie**

Director, Division of Innovation and Education Excellence  
Alaska Department of Education and Early Development

Ph: 907-269-4583  
Cell: 907-500-8594  
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**Grant Robinson**

Public Information Officer  
Alaska Department of Education and Early Development

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[Grant.Robinson@alaska.gov](mailto:Grant.Robinson@alaska.gov)

## Introduction to Alaska’s Strategic Reading Plan

Alaska’s *Strategic Reading Plan* outlines the path to meeting the top priority of Alaska’s Education Challenge: support all students to read at grade level by the end of third grade. The plan encompasses all efforts of the Alaska Department of Education and Early Development to provide information, resources and leadership that work toward achieving Alaska’s reading goal. The Strategic Reading Plan is how DEED’s mission and purpose are manifest in alignment with Priority #1 of Alaska’s Education Challenge. While DEED’s focus in *Strategic Reading Plan* is to provide support to schools so that all students read at grade level by the end of third grade, **support is provided for all grades**

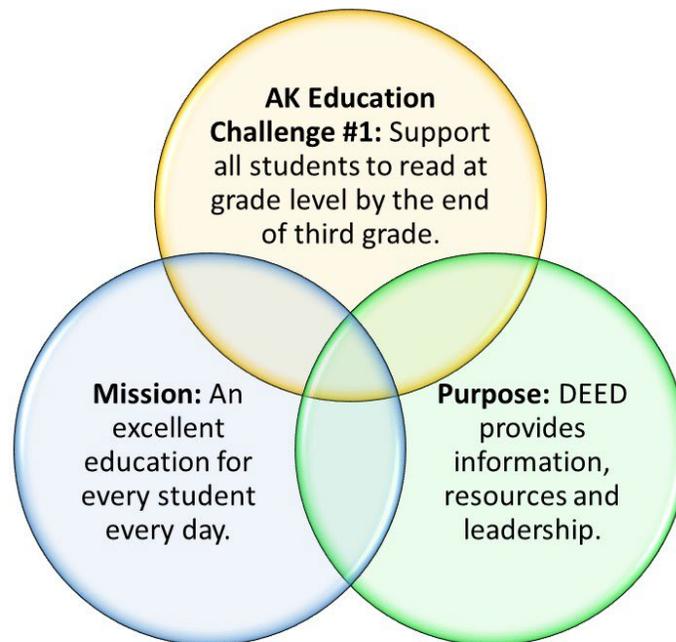


Figure 1: The *Strategic Reading Plan* is how DEED’s mission and purpose are manifest in support of Priority #1 of Alaska’s Education Challenge.

The *Strategic Reading Plan* is arranged in six strategies :

1. Professional Development
2. Evidence-Based Materials
3. Early Literacy
4. Frameworks for Success
5. Science of Reading (SOR) Resources, Data and Communication
6. Teacher Preparation

The Plan is a living document. It contains all current activities and resources in each strategy area and will be updated regularly as new opportunities are available. Additionally, the Plan will serve as a record to document all of DEED’s efforts to improve literacy outcomes. This will facilitate evaluating the effectiveness of the Plan, and also produce a comprehensive historical account of Alaska’s reading improvement.

## Incorporating the *Alaska Reads Act* into the Plan

In June, Governor Mike Dunleavy signed the *Alaska Reads Act*, which creates four new programs and additional data collection requirements geared toward students from Pre-K through third grade. All elements of the *Alaska Reads Act* are incorporated into the *Reading Plan*.

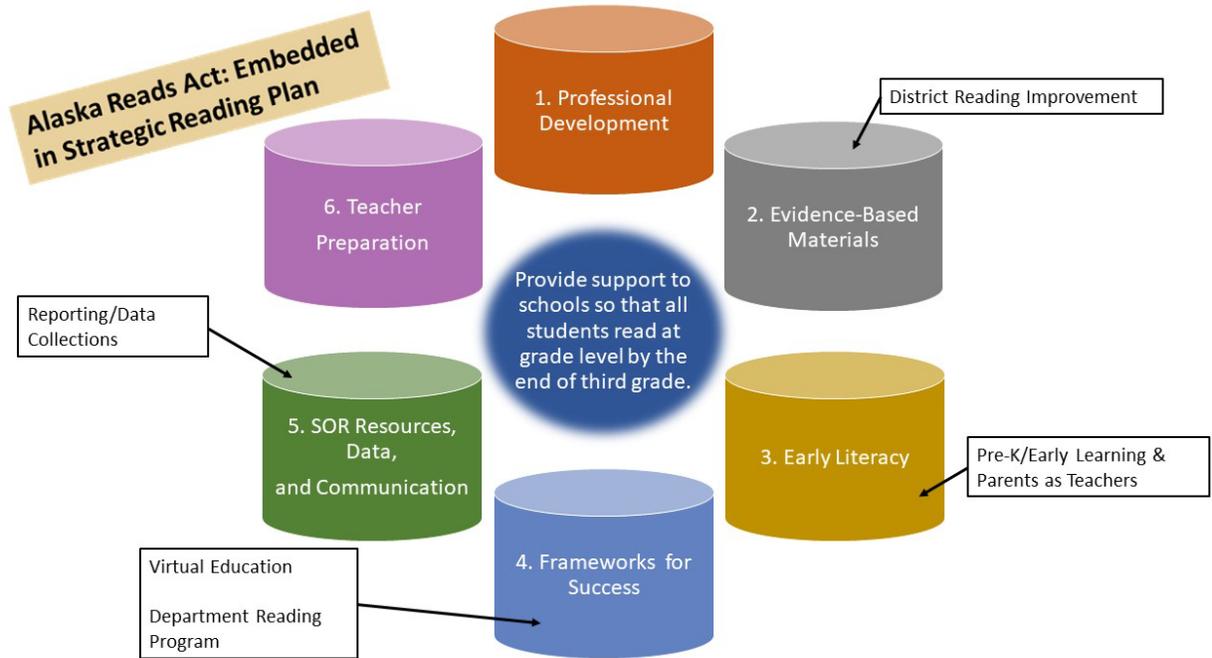


Figure 2. The four programs and data reporting requirements created by the *Alaska Reads Act* are embedded within the *Strategic Reading Plan*.

## Components of the Strategic Reading Plan (Through September 1, 2022)

### Strategy 1: Professional Development

- Alaska's Reading Playbook Webinar Series
- Supporting Effective Literacy Instruction Class
- Alaska Science of Reading Academy for Leaders Class
- LETRS Class: Teacher, Administrators, Early Learning
- 2023 Alaska Science of Reading Symposium
- Assessment Literacy

### Strategy 2: Evidence-Based Materials

- Curriculum adoption Initiative
- Alaska's Reading Playbook
- Heggerty Phonemic Awareness
- Phonics for Reading

- CORE Reading Sourcebook
- CORE Multiple Measures
- *Reads Act* intervention materials\*
- UFLI Foundation: SOR Teacher Resource Book

### *Strategy 3: Early Learning*

- Secure, implement and provide training for a state-wide literacy screener with progress monitor and dyslexia screener\*
- Train and implement Teaching Strategies Gold Assessment to Pre-K and Head Start Programs
- *Reads Act* Early Education Programs\*
- *Reads Act* Parents as Teachers Program\*
- Update Alaska Developmental Profile

### *Strategy 4: Frameworks for Success*

- Professional Learning Communities
- Multi-Tiered Systems of Support (includes *Reads Act* RTIi/MTSS approval process)\*
- Positive Behavior Intervention and Supports
- Academic Support Team
- Update the Alaska Literacy Blueprint
- Implement *Reads Act* Advisory Panel\*
- *Reads Act* Department Reading Program\*
- *Reads Act* Virtual Education Consortium\*

### *Strategy 5: Science of Reading Resources, Data and Communication*

- Develop reading resource webpage on AKLearns.org and DEED website to include standards, resources, and professional development
- Monthly Alaska Reading Newsletter
- Reading communications through multiple sources (social media, legacy media)
- *Reads Act* reporting and data collection\*
- Website for *Reads Act* specific information\*

### *Strategy 6: Teacher Preparation*

- 
- Reading Endorsement through micro-credentialing
- *Reads Act* Pre-K Teacher Preparation\*
- Tiered Pathways for *Reads Act* K-3 Teacher Training\*

*\*Denotes requirement or direct support of requirement of the Alaska Reads Act*

**Appendix J. SSD Board Policy 2123. Evaluation of the Superintendent**

## **BP 2123 EVALUATION OF THE SUPERINTENDENT**

The Board believes that an annual evaluation of the Superintendent's performance strengthens working relationships between the Superintendent and the Board. The evaluation process should clarify the Superintendent's role and give the Board and Superintendent an opportunity to jointly identify immediate priorities among the Superintendent's many responsibilities. Evaluations also should help the Board to monitor progress toward established goals and to set reasonable criteria for salary increases and/or contract extension.

The Board recognizes that only the collective decision of the Board has any official status in the evaluation of the Superintendent. The Board considers Board members' individual opinions and ratings of the Superintendent as part of the deliberative process leading to the official, formal evaluation of the Superintendent. That formal evaluation shall consist of a summary of the individual opinions and ratings.

The Board shall meet with the Superintendent to discuss the evaluation, including commendations in areas of strength and recommendations for improving effectiveness. The Superintendent and Board members shall sign the formal evaluation summary acknowledging receipt. Additional evaluations may be arranged at any time during the school year at the request of either the Board or the Superintendent.

*(cf. 2121 - Superintendent's Contract)*

The evaluation process shall be reviewed annually to determine whether any of the following steps need improvement:

1. Developing or reviewing/revising the superintendent's job description.
2. Adopting or reviewing/revising evaluation policy.
3. Establishing clear criteria to include progress on district goals.
4. Establishing or reviewing/revising the evaluation process.
5. Carrying out the evaluation.
6. Summarizing the results.
7. Discussing the results with the superintendent.
8. Developing a plan for growth and improvement.

*(cf. 9321 - Executive Sessions)*

**Adoption Date: MARCH 4, 1996**

**Sitka School District**

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**Sitka School District**  
**January 4, 2022 Board Report**

**Monthly Revenue Report**

Account No	Account Description	Current Budget	YTD Encum	YTD Revenues	Remaining Balance	Percent Outstanding
23-100-000-000-000-011	CITY/BORO APPROPRIATION	7,981,665.00	0.00	4,054,434.00	3,927,231.00	49.20%
23-100-000-000-000-040	MISC. LOCAL REVENUE	45,000.00	0.00	6,950.00	38,050.00	84.56%
23-100-000-000-000-047	E-RATE REVENUE	69,076.00	0.00	74,158.54	-5,082.54	-7.36%
23-100-000-000-000-050	QUALITY SCHOOLS	41,619.00	0.00	0.00	41,619.00	100.00%
23-100-000-000-000-051	FOUNDATION	10,955,505.00	0.00	4,941,490.00	6,014,015.00	54.89%
23-100-000-000-000-056	TRS ON-BEHALF	1,026,771.00	0.00	0.00	1,026,771.00	100.00%
23-100-000-000-000-057	PERS ON-BEHALF	69,369.00	0.00	0.00	69,369.00	100.00%
23-100-000-000-000-110	IMPACT AID	70,000.00	0.00	0.00	70,000.00	100.00%
23-100-000-000-000-190	FEDERAL THROUGH OTHER IN	360,000.00	0.00	0.00	360,000.00	100.00%
23-100-000-000-000-250	FUND TRANSFER	1,438,624.00	0.00	0.00	1,438,624.00	100.00%
23-100-000-000-491-040	CC Fee REACH	0.00	0.00	266.02	-266.02	#DIV/0
<b>Report Total</b>		<b>22,057,629.00</b>	<b>0.00</b>	<b>9,077,298.56</b>	<b>12,980,330.44</b>	

**Monthly Expense Report**

Accounts Summarized By Function	Current Budget	YTD Encumbrance	YTD Expenditures	Remaining Balance	Percent Available
100 - REGULAR INSTRUCTION	8,901,913.89	17,734.21	3,333,115.52	5,551,064.16	62.36%
120 - BILINGUAL/BICULTURAL	53,803.39	0.00	17,597.23	36,206.16	67.29%
130 - ENRICHMENT	3,468.06	0.00	831.48	2,636.58	76.02%
140 - CORRESPONDENCE STUDY	318,418.93	119,209.79	80,701.61	118,507.53	37.22%
160 - VOCATIONAL EDUCATION	373,272.77	20,792.81	127,285.11	225,194.85	60.33%
200 - SPECIAL ED INSTRUCTION	4,595,307.19	80,708.80	1,820,119.38	2,694,479.01	58.64%
220 - SPECIAL ED SUPPORT	989,611.02	371.83	307,924.15	681,315.04	68.85%
300 - PUPIL SUPPORT	9,000.00	0.00	-1,192.90	10,192.90	113.25%
320 - GUIDANCE	538,434.60	0.00	166,507.56	371,927.04	69.08%
330 - HEALTH SERVICES	110,030.62	0.00	49,567.09	60,463.53	54.95%
350 - SUPPORT SERVICES	243,000.00	95,168.56	81,320.64	66,510.80	27.37%
351 - IMPROVEMENT INSTRUCTION	3,000.00	0.00	0.00	3,000.00	100.00%
352 - LIBRARY SERVICE	300,008.41	0.00	116,536.41	183,472.00	61.16%
400 - SCHOOL ADMINISTRATION	1,154,634.89	1,733.75	421,554.16	731,346.98	63.34%
450 - SCHOOL ADMIN. SERVICES	668,774.31	0.00	284,947.11	383,827.20	57.39%
510 - DISTRICT ADMINISTRATION	148,767.05	20,692.34	99,505.12	28,569.59	19.20%
511 - SCHOOL BOARD	86,148.14	10,921.05	38,366.23	36,860.86	42.79%
512 - SUPERINTENDENT'S OFFICE	332,581.17	0.00	141,186.32	191,394.85	57.55%
518 - SAFETY AND SECURITY	1,000.00	0.00	0.00	1,000.00	100.00%
550 - DISTRICT ADMIN. SUPPORT	558,305.36	0.00	388,294.72	170,010.64	30.45%
556 - TECHNOLOGY SERVICE	384,232.33	5,170.00	161,862.12	217,200.21	56.53%
600 - MAINTENANCE/OPERATIONS	2,526,680.73	417,535.74	1,107,292.54	1,001,852.45	39.65%
700 - Athletics	275,604.86	0.00	107,238.14	168,366.72	61.09%
780 - COMMUNITY SERVICES	0.00	0.00	-703.04	703.04	0.00%
900 - FUND TRANSFERS	151,000.00	0.00	0.00	151,000.00	100.00%
<b>Report Total</b>	<b>22,726,997.72</b>	<b>790,038.88</b>	<b>8,849,856.70</b>	<b>13,087,102.14</b>	

**Revenue - Expenses Totals: 227,441.86**

\*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 1/2/23

	BES	KGH	BMS	SHS	PHS	RCH	Total
PK	14					0	14
KG	82					4	86
1	75					5	80
2		59				5	64
3		66				7	73
4		70				2	72
5		83				4	87
6			95			3	98
7			75			3	78
8			99			2	101
9				86	6	0	92
10				81	15	1	97
11				73	18	2	93
12				77	7	1	85
<b>Bldg Total</b>	<b>171</b>	<b>278</b>	<b>269</b>	<b>317</b>	<b>46</b>	<b>39</b>	<b>1120</b>



**SITKA**

SCHOOL DISTRICT

DISCOVER | NURTURE | INSPIRE

# Superintendent Report

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January 4, 2023



**DECEMBER  
HIGHLIGHTS:**

SNEP Winter  
Culmination Event





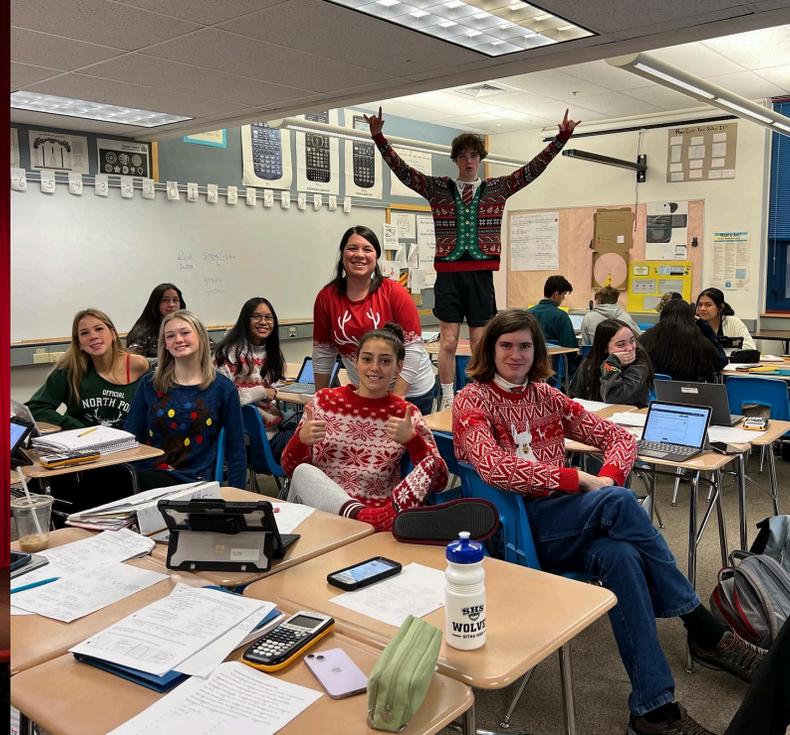
**BARANOF ELEMENTARY –  
FAMILY CAROLING EVENT**





**BLATCHLEY MIDDLE SCHOOL**

# SITKA HIGH



**WRESTLING**

**SITKA WRESTLING 2022**

**WRESTLING STATE CHAMPIONSHIPS**

ALASKA AIRLINES CENTER | DECEMBER 16-17, 2022

**FRIDAY, DECEMBER 16**

9:00 AM: WEIGH-INS IN AUX GYM  
11:00 AM: WRESTLING BEGINS

- ROUND #1 - PRELIMINARIES
- ROUND #2 - CHAMPIONSHIP QUARTERFINALS
- ROUND #3 - CONSOLATION FIRST ROUND
- ROUND #4 - CHAMPIONSHIP SEMIFINALS

**ASAA** ALL MATCHES ARE STREAMED LIVE ON THE NFHS NETWORK! VISIT [NFHSNETWORK.COM](http://NFHSNETWORK.COM) TO WATCH!

**SATURDAY, DECEMBER 17**

8:00 AM: WEIGH-INS IN MAIN GYM  
9:00 AM: WRESTLING BEGINS

- ROUND #5 - CONSOLATION SECOND ROUND
- ROUND #6 - CONSOLATION THIRD ROUND
- ROUND #7 - CONSOLATION SEMIFINALS
- ROUND #8 - 3RD/4TH & 5TH/6TH PLACES
- 4:00 PM
- STATE CHAMPIONSHIP MATCHES

VISIT [ASAA.ORG](http://ASAA.ORG) FOR MORE DETAILS ON TICKETS, PROGRAM, RESULTS & MORE!



# 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.

# SSD MTSS Refresh Project

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- Sitka School District selected as 1 of 15 Alaska districts for MTSS/RTI grant
- Seven staff members from all SSD schools comprise the MTSS refresh team
- Two-year project to review MTSS practice across the district
- Members will attend the MTSS/RTI Conference and Reading Symposium





# SSD Districtwide Inservice



Navigate360

**ALICE**

School Safety Training

# Navigate360

## ALICE School Safety Training

### **A → Alert**

- Alert is your first notification of danger.

### **L → Lockdown**

- Barricade the room. Prepare to EVACUATE or COUNTER if needed.

### **I → Inform**

- Communicate the intruder's location and direction in real time.

### **C → Counter**

- Create Noise, Movement, Distance and Distraction with the intent of reducing the intruder's ability to do harm. Counter is NOT fighting. Counter is a strategy of last resort.

### **E → Evacuate**

- When safe to do so, evacuate from the danger zone. Direct students to nearest Rally Point



Emergency Preparedness

# Emergency Operations Plan



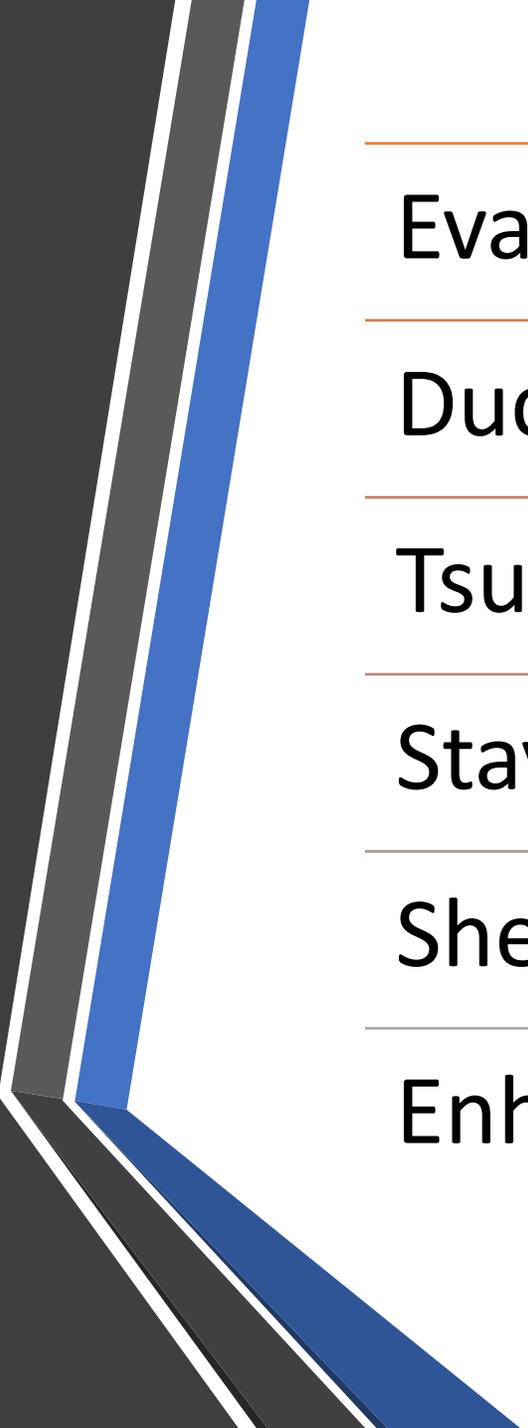
- Screwdriver
- Saw
- Hammer
- Cable cutters
- Sandpaper
- Diagonal p



- ### Furniture lists
- King size bed
  - Headboard
  - Drawer
  - Mattress
  - Lamps x 2
  - Sofa
  - Coffee table
  - Television set
  - Stools x 4
  - Book shelf

- ### Kitchen
- Dining table
  - Chairs x 6
  - Capboard
  - Kitchen island
  - Food pantry
  - Stove & oven
  - Refrigerator
- Will be delivered on 6th Apr
- ### Bathroom
- Bathroom
  - Bath
  - Shower





## Safety & Security Drills:

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Evacuation (Fire Drill)

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Duck, Cover, Hold (Earthquake)

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Tsunami Drill

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Stay Put

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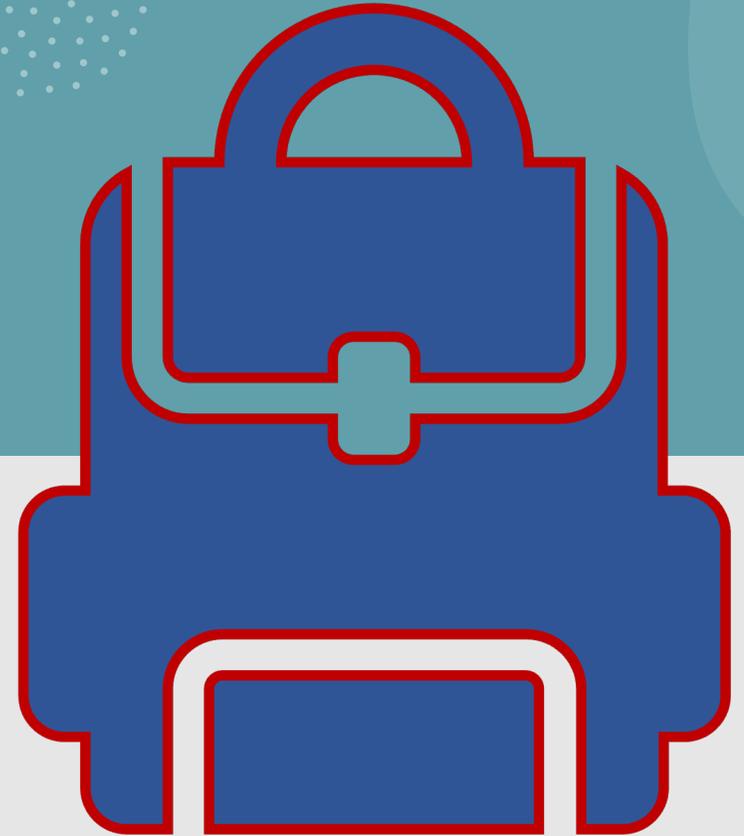
Shelter-in-Place

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Enhanced Lockdown (ALICE)

# Announcements

- Policy Committee Meeting – Jan. 11, 2023
- Inservice/No School – Jan. 13, 2023
- Budget Work Session – Jan. 17, 2023
- Joint Assembly Work Session – Jan. 19, 2023



<b>Committee</b>	<b>Commitment</b>	<b>Current Meeting Schedule</b>	<b>Recent Board Member(s) Involved</b>
Board Committee: <b>Policy</b>	The charge for this committee is to develop or revise policies to reflect current relevance of existing policies. The committee selects a section of the Board policies to review, as well as any other policies identified as a priority. The committee will also review and revise policies according to the suggested AASB policy updates in the spring. Any revised policies will be presented to the Board for its consideration.	Meetings are scheduled for the second Wednesday of the month, from 5:00-6:00 p.m.	Tristan Guevin and Blossom Teal-Olsen
Board Committee: <b>Activities</b>	The charge of this committee is to develop a plan that will allow all students to participate in activities and athletics at a level that is financially sustainable for families, the district, and the community. The commitment is to meet for an hour at least monthly during the school year and more often if needed. One Board member from the Activities Committee will serve on the Student Activity Fund Advisory Committee.	Meetings have been held on Monday's from 3:30-4:30 pm at SHS.	Mitch Mork and Todd Gebler
Board Committee: <b>Budget</b>	The School Board voted to dissolve this committee at its October 14, 2022, Special Meeting.		
District Committee: <b>Technology</b>	The purpose of the District Technology Committee is to provide the Sitka Schools learning community with universal access to a dynamic learning environment. The commitment is to meet on average 4 times a year, although at times additional work is needed (e.g., District Technology Plan). Committee also shares resources and holds discussions in	Meetings typically occur during the school day for 2-4 hours using subs as needed, or during the 1-hour Friday Professional Learning early release time.	Mitch Mork and Todd Gebler

	our CANVAS learning management system.		
District Committee: <b>Strategic Plan</b>	Every other year the district gathers a group of stakeholders in the fall for our Strategic Plan meeting. (Note: This year November 19 <sup>th</sup> is our target date.) In the spring, a smaller Steering Committee is formed of people who participated in the stakeholder meeting to develop Action Research questions and identify projects to implement that can help us achieve and measure our goals. The projects are implement for a full year the following school year.	The stakeholder meeting will be held on a Saturday for 5-6 hours. The Action Research Steering Committee typically meets once or maybe twice during the school day for 2-4 hours and occasionally for an hour after school; the Steering Committee meets as much as is needed to accomplish the task at hand.	Paused for one year
District Committee: <b>Educator Evaluation</b>	This committee has been created to ensure that when it comes to issues of evaluation, we want to partner - teachers and admin - so we can focus on professional growth and doing the best we can be for our students. The commitment is to meet for an hour+ on average 4 times a year after school.	Meeting dates are mutually agreed to and typically run from 3:45-5:00 pm.	Paused for one year
Assembly Meeting	Inform the Assembly of Board Activities	Once a month	Board President
Tribal Council Meeting	Inform the Council of Board Activities	Once a month	Todd Gebler

## **BP 2230 REPRESENTATIVE AND DELIBERATIVE GROUPS**

The Superintendent or designee may establish a management team, administrative councils, task forces, cabinets, or committees as needed to properly administer Board policies, improve the educational program and assist in district communication. The membership, composition, and responsibilities of these advisory groups shall be defined by the Superintendent or designee and may be changed at his/her discretion. Advisory groups shall channel their advice and recommendations through the Superintendent to the Board.

Expenses incurred for consulting services, materials and travel may be paid from the district's general operating funds only when within budgetary allotments and approved by the Superintendent or designee.

*(cf. 0420 - School-Based Management/Site Councils)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 8000 - Advisory School Boards)*

**Adoption Date: MARCH 4, 1996**

**Sitka School District**

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## **BB 9130 BOARD COMMITTEES**

The School Board may establish committees of the Board as deemed necessary. The membership of these committees is limited to less than a majority of the whole Board. The Board shall establish written charges for Board committees. When its charges or duties have been completed, the committee shall be dissolved.

The president may be a member of any committee. The Superintendent or designee may serve as an advisor to any committee at the discretion of the Board.

Committees may actively seek input and participation by parents/guardians, staff, community and students, and may consult with local public boards and agencies.

Committees shall act in an advisory capacity, making recommendations to the Board. No committee action shall be binding on the full Board. The Board as a whole shall have the final consideration in all matters.

Committee meetings are subject to the state open meetings act.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 9330 - Meetings)*

*(cf. 9321 - Executive Sessions)*

*Legal Reference:*

### ALASKA STATUTES

[29.20.020](#) *Meeting public*

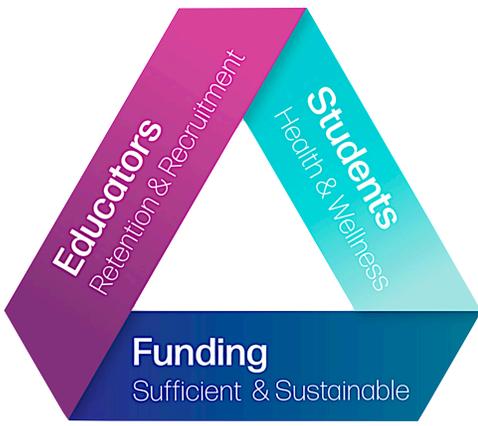
[44.62.310](#) *Agency meetings public*

[44.62.312](#) *State policy regarding meetings*

**Adoption Date: October 10, 1995**

**Sitka School District**

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# AASB's 2023 Legislative Priorities

On behalf of our member school districts statewide, the AASB Board of Directors has adopted three legislative priorities: **Funding, Educators** and **Students**. Supporting resolutions can be found in [Where We Stand 2023](#).

*Our Mission: The Association of Alaska School Boards advocates for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance.*

## Sufficient and Sustainable Public Education Funding

Sufficient, sustainable and stable funding is required to meet Alaska's obligation to provide quality, public education for every Alaska student. Educating Alaska's youth is the best strategy for successfully meeting and safeguarding Alaska's prosperity.

- ▶ **Increase the Base Student Allocation (BSA)** – From 2012 to 2022, the BSA has only increased by \$250 per student (4.2%) while inflation has increased by at least 24% (Anchorage CPI), resulting in crippling staff shortages, school closures, and program eliminations. AASB advocates for not less than an **\$860 increase to the BSA for FY2024**.
- ▶ **Decouple education funding from the General Fund Budget** - Create an Education Permanent Fund/ Endowment to provide reliable, stable, and predictable revenue to school districts.
- ▶ **Prevent cost-shifting of expenses** - Such as transportation, bond-debt reimbursement, major maintenance, and retirement contributions to districts and local communities.

## Recruitment and Retention of Teachers, Administrators & Staff

School districts face an unprecedented crisis of retaining and recruiting qualified, effective teachers, administrators, and support staff which seriously hinders providing Alaska students with a quality education.

- ▶ **Implement recommendations** - of the Teacher Recruitment & Retention Task Force.
- ▶ **Reinstitute a competitive retirement program** - including both defined benefits and defined contributions.
- ▶ **Invest in teacher housing** - required for most rural school districts.
- ▶ **Grow Alaska teachers and administrators** - work with partners and the University of Alaska to improve and expand teacher training programs, teacher-mentor programs, and alternative certification pathways.

## Student Wellness and School Safety

The pandemic has impacted student wellness for every demographic, especially students experiencing poverty or trauma. Violence, neglect, and sexual abuse have increased, resulting in reduced social-emotional well-being and academic achievement.

- ▶ **Address student mental health** - Support and fund mental health services for all Alaskan students, including trauma-engaged practices in Alaska schools.
- ▶ **Prevent student sexual abuse by school staff** - Support the implementation of policies and training regarding professional boundaries between staff and students.
- ▶ **Reduce school and student violence**. Support and fund the needed programs and services.



# ALASKA COUNCIL OF SCHOOL ADMINISTRATORS 2022

## JOINT POSITION STATEMENTS

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**Student Achievement**  
is our **number one Priority.**

**Adequate Funding**  
remains our **most critical need.**

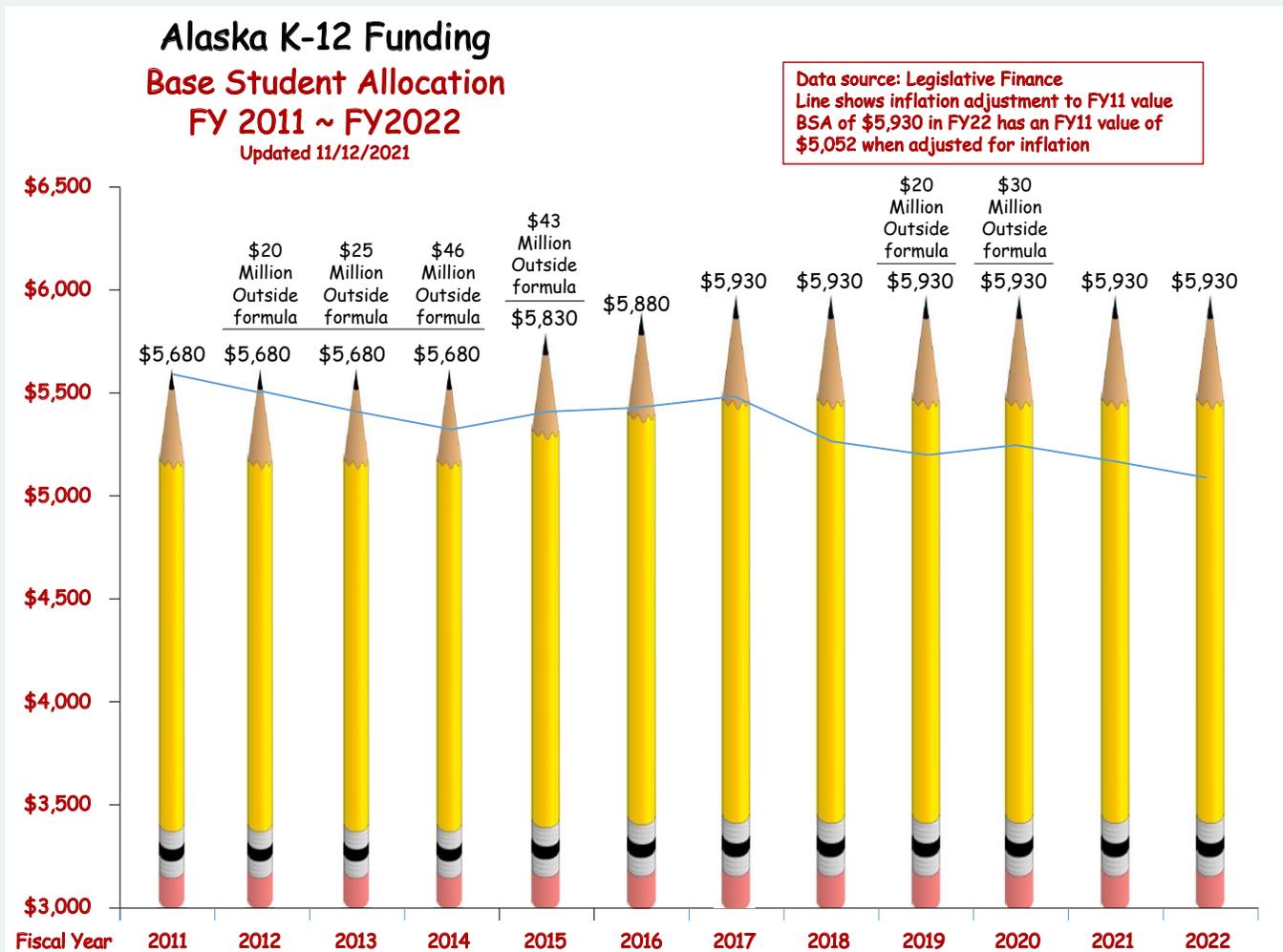
## PRIORITY FUNDING FOR PUBLIC EDUCATION

The State of Alaska must provide timely, reliable, and predictable revenue for schools, funding the actual cost of education in all districts and providing full and equitable funding for all initiatives, laws, and mandates that require additional resources. Policy makers must recognize the diminishing value of flat funding in relation to inflation. Early notification of funding and forward funding are crucial to sound financial management, as well as recruitment and retention of quality educators.

Implementation of a long-term, multi-revenue fiscal plan remains imperative to maximize the ability of districts to meet student needs. Diversified revenue streams are critical in the current fiscal climate to address any deficit and ensure the ability to fund service increases associated with economic development, inflation, and deferred maintenance capital requirements, while preserving the Permanent Fund Dividend for future generations. For the coming fiscal years, the state legislature must consider options for new revenue, such as new taxation (income, sales, education head tax, etc.), changes in oil taxes, and further restructuring of the Permanent Fund Dividend income stream.

ACSA opposes cost shifting state expenditure responsibilities to local governments.

Federal COVID relief funds should not be used to supplant the constitutionally required funding for public education. State funding should be adjusted with inflation to enable districts to use COVID relief funds to address educational deficiencies caused by COVID rather than be used to maintain existing operations.



## **COVID-19 ADJUSTED FUNDING FOR FY23**

October student enrollment numbers are the biggest determinant of state revenue for districts in Alaska. COVID-19 has caused major enrollment disruptions. Current Hold Harmless statutes provide some relief to districts for enrollment losses in neighborhood brick and mortar schools, but Hold Harmless is intended to ease the burden of a sustained enrollment decline. In the current situation, districts need to be able to staff to serve students who may return to brick and mortar schools later in the school year. Long-term regression of academic, behavioral, and social/emotional growth from birth to university will be significant. These losses will increase the cost of operations through COVID-19 and beyond due to significant recovery needs.

## **SOCIAL, EMOTIONAL AND MENTAL HEALTH**

Alaska's students endure extremely high rates of trauma and adverse childhood experiences (ACEs). The impact of COVID-19 has elevated many Alaskan students' ACEs scores. Pediatric studies and CDC studies report positive depression screenings and positive suicide risk screenings increased during the pandemic, as well as an increase in suicide attempts, especially for adolescent girls.

In the journal *Pediatrics*, a study found that from April 2020 through July 2021, around 140,000 children have lost a primary caregiver due to the pandemic. The same study says that Alaska Native children were 4.5 times more likely to lose a primary caregiver to COVID. ACEs brought on by pandemic will have long-term impacts on students.

The trauma felt in our schools is not just limited to students; staff have also felt the impact of COVID-19 on their own social, emotional, and mental health. These issues have connections in other legislative priorities identified, such as attracting and retaining educators and access to health care.

ACSA urges the state to provide funding and resources so schools can partner with local communities to implement comprehensive, culturally responsive, school-based mental health programs to foster the health and development of students and provide structures to support the wellbeing of staff.

ACSA supports targeted funding to enable schools to recruit, retain, and increase students' access to school counselors, school social workers, school psychologists, nurses, and mental health specialists and to provide additional professional development for all staff to meet the increasing and diverse needs of all students.

## **HEALTH CARE COSTS**

Providing health insurance to our employees is essential for retaining and recruiting high-quality staff who can maximize student achievement. Controlling the cost of health care for our essential workers is critical. We encourage solutions to the long-term escalating costs of healthcare and health insurance in the state. We support exploration of various mechanisms to decrease health care costs, including such measures as: allowing employers to purchase health insurance policies across state lines, controlling the cost of medivacs, and promoting personal wellness and proactive health care options.

## **SCHOOL SAFETY**

ACSA supports improving the safety and physical and mental well-being of our children, knowing this is critical to increasing student achievement. ACSA supports providing school communities and their school safety partners with quality information, resources, consultation, and training services. School safety is developed through maintaining effective, positive relationships among students, staff, communities, and tribes responding to local needs.

ACSA advocates for safe and secure schools as a catalyst for the prevention of school crime and violence. ACSA supports full funding for law enforcement, Village Public Safety Officers, state troopers, and other agencies such as the Office of Children's Services who are trained to work as partners with school districts supporting children.

ACSA supports funding through the Department of Education and Early Development's (DEED) school construction process for capital projects and major maintenance to existing school district facilities in order to provide students a safe and healthy learning environment. ACSA urges that all safety improvements including air and water quality be made a priority.

## **EARLY CHILDHOOD EDUCATION**

According to the Alaska Developmental Profile, nearly 70% of Alaska's students enter kindergarten lacking foundational preparation for learning and reaching up to almost 90% in some communities. This includes over 50% of entering kindergarteners who lack critical foundations in literacy. ACSA supports the definition of elementary education to include universal Pre-K, thus ensuring equitable access to fully funded, sustainable, birth to age five learning programs and nutrition services. This provides a foundation of critical social, emotional, and cognitive instruction to students. Research clearly demonstrates early intervention, instruction and parent education is one of the best ways to decrease opportunity gaps across all demographics and create the greatest opportunity for all students to read proficiently by third grade and minimize the dropout rate. ACSA supports adequate, sustainable early childhood education and Pre-K funding as part of the base student allocation.

## **INCREASING BANDWIDTH IN UNDER-SERVED AREAS**

It is critical that we recognize the ongoing and increasing need for Alaska's students, educators, and leaders to have equitable access to the digital world both inside and outside of the school environment. ACSA wants to ensure every student has reliable internet access throughout the pandemic by enacting a moratorium on internet service suspension. Access to modern technology in order to innovate learning, create efficiencies, provide online health services, and keep pace with peers globally is especially essential in rural and under-served communities where infrastructure is extremely limited or non-existent.

ACSA supports continuing the Broadband Assistance Grant (BAG) in order to ensure all schools are able to access a minimum download speed of 25 megabits per second as this leverages federal E-Rate funds up to a 9:1 match; we support efforts to continue to increase download speed to meet national recommendations. ACSA also supports efforts by the legislature to continue to increase innovative infrastructure capacity through public/private partnerships and statewide consortiums in an effort to provide all communities with equitable access to affordable, reliable, and high-speed internet.

## **CAREER AND TECHNICAL EDUCATION**

Career and Technical Education (CTE) for both rural and urban schools is critical to high academic standards and Alaska's economic growth and stability. Collaboration through professional learning with DEED, the Department of Labor & Workforce Development, and the University of Alaska with educators and industry-based professionals is needed for the academic integration of rigorous and relevant curriculum. ACSA fully supports continued funding for voluntary internships and pre-apprenticeship programs that prepare students for high-earning, high-demand jobs, as well as dual credit offerings that provide opportunities to obtain an occupational certification or credential. These programs give students the opportunity to build future-ready skills and contribute to their local economy after high school. The alignment of CTE programs to meet the needs of local, tribal, regional, and state labor markets through this collaboration is also important for improving on-time graduation rates, higher career earnings, and decreasing dropout percentages.

## **PREPARING, ATTRACTING, AND RETAINING QUALIFIED EDUCATORS**

Retaining effective educators and leaders is imperative to increase student achievement and eliminate academic disparity for all of Alaska's students. ACSA strongly encourages the development of comprehensive statewide programs to prepare, attract, and retain high quality, diverse educators and professionals. ACSA further recommends strengthening statewide and national recruiting efforts along with a renewed commitment to growing our own educators, teachers, paraprofessionals, counselors, principals, and superintendents.

The national teacher and education shortage compounds Alaska's need to fund a robust educator pipeline with the University of Alaska and create incentives for graduates to stay in Alaska. ACSA supports aligned and accredited University of Alaska Schools of Education. Exploring innovative alternative pathways is paramount to attracting high quality educators to the state and the education profession to address Alaska's unique circumstances. A nationally competitive compensation and benefits package, combined with a robust state retirement system is imperative for attracting and retaining effective educators and leaders.

## **OTHER STATE ISSUES**

Capital Improvement (CIP) funding must be restored. Long-term fiscal planning is needed to maintain and protect infrastructure.

ACSA supports and expects the State of Alaska to fully utilize matching federal grant monies such as those required for Head Start and other early learning programs.

ACSA supports the local control and autonomy of Alaska's communities who are served through all 54 unique school districts.

All of Alaska's schools depend on reliable transportation via air, ferry, or road to meet the critical medical, economic, and basic needs of all residents. As a state with diverse transportation necessities, Alaska must ensure that all communities have equitable access and opportunity to meet those needs. Funding for transportation should be adjusted to match actual costs and inflation protected to ensure continuity of services in future years.

## **OTHER STATE ISSUES**

The state should continue efforts to control the cost of workers' compensation claims, including adoption of medical treatment guidelines, improved management of claims, and an improved reemployment benefits process.

If the school funding formula is reviewed, ACSA strongly supports that it be done by a task force including nationally-recognized school finance experts, with input from Alaska school finance experts.

ACSA supports a non-partisan and independent State Board of Education with the sole purpose of ensuring a quality education for all of Alaska's children.

ACSA is proud and supportive of educational alternative programs, so long as the directive in Alaska's Constitution is upheld: "No money shall be paid from public funds for the direct benefit of any religious or other private educational institution. "This restriction includes vouchers and/or any other mechanisms. Our funding system must be transparent, inclusive, and collaborative.

## **FEDERAL ISSUES**

### **FOREST RECEIPTS (SAFE AND SECURE RURAL SCHOOLS ACT)**

ACSA strongly endorses the continuation of the 100-plus year partnership that was created between the federal government and communities to compensate communities financially impacted by the placement of timber reserves into federal ownership. ACSA supports an equitable, long-term solution that supports the many sources of funding for Alaska's school districts. ACSA supports the reauthorization of the Safe and Secure Rural Schools Act, included in the bipartisan infrastructure bill, that would provide funding beyond FY23.

### **EVERY STUDENT SUCCEEDS ACT (ESSA)**

ACSA encourages the United States Department of Education to continue to fulfill the bipartisan intention of ESSA by honoring local control. Further, ACSA encourages Congress to eliminate discretionary funding caps to allow adequate investment in education, including full funding of the education programs authorized by the bipartisan Every School Succeeds Act.

### **OTHER FEDERAL ISSUES**

ACSA strongly opposes the use of public money to fund private/religious education through vouchers or other mechanisms.

ACSA supports full funding with cost of living increases for E-Rate, Indian Education, Impact Aid, and all Title programs with no significant program changes.

ACSA supports funding for social emotional learning, social workers, mental health support, school nursing, and birth to age five learning for all.

ACSA encourages the inclusion of legal immunity for schools in future CARES Act and other COVID-19 relief legislation.



**ALASKA COUNCIL OF SCHOOL ADMINISTRATORS**  
*Leadership, Unity and Advocacy for Public Education*

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