

**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, May 1, 2024 | 5:45 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 April 3, 2024
  - 6.b. Personnel Report
  - 6.c. Approval of BMS Assistant Principal and Assistant Superintendent Contracts.
  - 6.d. Approval of BP 6112 - School Day, Second Reading
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. **Reports and Presentations**
  - 9.a. Human Trafficking Presentation
  - 9.b. Report on AK Star Assessment Data
10. **Board Member Reports**
11. **Administrative Reports**
  - 11.a. Budget Update
  - 11.b. Enrollment Update
  - 11.c. Superintendent Update
12. **New Business**
  - 12.a. Food Services Contract Memo
  - 12.b. Approval of Remote Business Services Contract
  - 12.c. Approve Resolution No. 2024-03 - Inflation Proof Base Student Allocation
  - 12.d. Approval of Resolution No. 2024-02 in Support of Establishment of Alaska Youth Legislative Advisory Council
  - 12.e. Approval BP 3312 - Contracts, First Reading
  - 12.f. Approval of BP and AR 5131 - Harassment, Intimidation, and Bullying, First Reading
13. **Future Agenda Items/Upcoming Events**

13.a. May 6, 2024 - Senior Awards Night - 6:30 p.m. - SHS

13.b. May 18, 2024 - PHS Graduation - 2:00 p.m. Sheet'ká Kwáan Naa Kahídi Community House

13.c. May 20, 2024 - SHS Graduation - 7:00 p.m. SHS Gym

13.d. June 19, 2024 - Regular School Board Meeting - 6:00 p.m. District Office Boardroom

#### 14. **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.

**Note:** Meetings will adjourn by 10:30 p.m. Alaska Standard Time (or Alaska Daylight Standard Time) unless by a majority vote of the board the meeting is extended 30 minutes to 11:00 p.m. Further 30-minute extensions will require each a separate motion that will require a unanimous vote of those members present and constituting a quorum.

**Note:** The School Board reserves the right to go into executive session as and to the extent permitted by AS 44.62.310 and Board Bylaw 9321. An executive session may be called to consider the following subjects: (1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; and (4) matters involving consideration of government records that by law are not subject to public disclosure. The motion to go into executive session must clearly specify the subject of the proposed session without defeating the purpose of addressing the subject in executive session.

# THE MEDALLION PROGRAM



**PARTNERS FOR GLOBAL CITIZENSHIP & DIPLOMACY**

## **U.S. DEPARTMENT OF STATE-SPONSORED EXCHANGE STUDENTS**

Each year, almost 2,000 extraordinary young people from around the world receive a highly competitive, merit-based scholarship to study at a U.S. high school and live with volunteer host families. These future leaders are participants in the Department's Congress-Bundestag Youth Exchange (CBYX), Future Leaders Exchange (FLEX), and Youth Exchange and Study (YES) programs. Host schools help build diplomatic bridges with other nations by leaving positive, lasting impressions of the United States on their exchange students.

## **BECOME A MEDALLION MEMBER SCHOOL**

By enrolling a U.S. Department of State-sponsored exchange student, high schools become Medallion Member Schools. These schools set themselves apart by demonstrating a commitment to academic and cultural enrichment for their students through international exchange. Medallion Member Schools may pair the official medallion with their school name and advertise on banners, newsletters, websites, signage, clothing designs, and more.

## **CREATE GLOBAL CITIZENS**

The world is increasingly interconnected. By participating in the Medallion Program, you can prepare your students to become global citizens. Exchange students introduce your students to another culture and increase their international awareness without requiring them to travel. CBYX, FLEX and YES students also positively impact your school through sharing their countries and cultures, engaging in extracurricular activities, and volunteering in their communities.

**LEARN MORE AT [HOSTING.STATE.GOV#MEDALLION](https://hosting.state.gov/#medallion)**



## SITKA SCHOOL BOARD MEETING

April 3, 2024 – 6:00 p.m.

Harrigan Centennial Hall

### Sitka School District

*Superintendent: Dr. Deidre Jenson*

#### 1. RECOGNITIONS

The School Board recognized:

- Haa Latseení Students of the Month: Rowan Brady (KGH), EJ Davis (BMS), and Scarlet Galanin (SHS)
- Marty Vinson (KGH 4<sup>th</sup> grader) – 2<sup>nd</sup> place at Alaska State Spelling Bee
- Clar Joaquin – Designer of Raven Radio’s new mug
- SHS DDF Team – 8-time State Champions
- Retirees – Dawn Gluth and Leslie Young

#### 2. CALL TO ORDER

The meeting of the Sitka School Board was called to order by President Tristan Guevin at 6:02 p.m. at Harrigan Centennial Hall

#### 3. FLAG SALUTE

#### 4. LAND ACKNOWLEDGMENT

#### 5. ROLL CALL

In attendance were Board members Steve Morse, Phil Burdick, Tom Williams, Todd Gebler, President Tristan Guevin, and Student Representatives Felix Myers and Aubrey LaRue. The meeting was quorate.

#### 6. APPROVAL OF THE PROPOSED AGENDA AND CONSENT AGENDA

**Mr. Williams** moved, and **Mr. Gebler** seconded to amend the proposed agenda by moving item 6C to the first item of New Business. The motion PASSED unanimously.

**Mr. Burdick** moved, and **Mr. Morse** seconded to approve the proposed agenda, as amended. The motion PASSED unanimously.

a. MINUTES FROM  
MARCH 6, 2024

b. ADOPT BP 4119.12-  
HARASSMENT, 2<sup>ND</sup>  
READING

~~e. APPROVE BP 6146.1-  
HIGH SCHOOL  
GRADUATION  
REQUIREMENTS, 2<sup>ND</sup>  
READING~~

d. ADOPT BP 6148 –  
EARLY EDUCATION  
PROGRAMS, 2<sup>ND</sup>  
READING

#### 7. PERSONS TO BE HEARD

a. NON-AGENDA  
ITEMS

**Frederique Charbonneau** thanked the board and the community for supporting education in Sitka. She made a plea to everyone to speak up for education.

b. AGENDA ITEMS

There were no Persons to be Heard on agenda items.

8. SPECIAL REPORTS:  
GOVERNMENT TO  
GOVERNMENT

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

9. REPORTS AND  
PRESENTATIONS

a. MAINTENANCE  
DEPARTMENT  
UPDATE

**Jared Williams, Maintenance Director** gave the board his semi-annual maintenance department report, which focused on the department budget and deferred maintenance.

10. BOARD MEMBER  
REPORTS

**Mr. Gebler** reported on his activity as liaison to Xóots Elementary School.

**Mr. Burdick** reported on his activity as liaison to Kéet Gooshí Héen. He attended an AI webinar, and shared the potential that AI has to break down equity barriers, and its use in differentiation based on achievement and opportunity gaps, create operational efficiencies, and uses in the classroom.

**Mr. Myers** updated the board on activities happening at SHS. He reported that there have been a lot of questions about what Sitka High School will be like next year without adequate funding from the state. He shared that students around the state have planned a walkout April 4<sup>th</sup> at 11:00 a.m. for 40 minutes in protest of flat-funding of education.

**Ms. LaRue** shared that PHS students recently went on a camping trip. Students also recently returned from Juneau for a college visit.

**Mr. Guevin** reported on his activity as liaison to PHS. He has been spending time working on the budget and looking for ideas how to engage the public. He expressed appreciation to the community for the effort to fill the budget gap.

11. ADMINISTRATIVE  
REPORTS

a. BUDGET UPDATE

Dr. Jenson reported on the budget during her superintendent update.

b. ENROLLMENT

Dr. Jenson stated that Kindergarten enrollment has begun.

c. SUPERINTENDENT  
UPDATE

- **Dr. Jenson** reported that AK Star and AK Science results from 2023 are now available, and will be delivered to families. District AK Star testing is taking place, and the results from these tests will be available in the fall.
- Two bills being worked on are a House bill that would provide \$680 outside the BSA (one-time), and

a Senate bill that would provide \$680 inside the BSA.

- Professional Development – approximately 35 teachers who have completed their AK Reads requirement in K-3<sup>rd</sup> grades. Teachers and admin will be attending the Science of Reading Symposium, which expenses will be covered by literacy grant funds.
- Admin is in the process of planning next year’s professional development.
- Building admin are meeting weekly as a group and individually with Dr. Jenson to work on the FY25 budget. She is preparing other data for the work session, including pool management, health insurance, and food services.

## **12. NEW BUSINESS**

### **a. 1. APPROVE BP 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS, SECOND READING**

**Mr. Burdick** moved, and **Mr. Gebler** seconded to approve the revisions to BP 6146.1 – Graduation Requirements, Second Reading, as presented.

**Public Comment:** There was no public comment.

#### **Board Comment:**

**Dr. Jenson** informed the board that the request came from SHS, which gives them the option to offer either Life Science or Biology.

**Mr. Williams**, referred to an email the board received from teacher Cindy Duncan, speaking to adding a computer science requirement for graduation. He expressed that he thought it was worth considering.

**Dr. Jenson** shared that Sitka has been a leader in computer science education and efforts are being made to return to that level of leadership.

**Mr. Burdick** said that it is potentially a curriculum and scope and sequence issue to be addressed.

**Mr. Guevin** remarked that the issue is essentially tied to the budget.

The motion **PASSED** without opposition.

### **2. APPROVAL OF TRANSPORTATION CONTRACT**

**Mr. Burdick** moved, and **Mr. Gebler** seconded to approve the Transportation contract with Prewitt Enterprises, in the amount of \$777,723.28, as presented.

#### **Board Discussion:**

**Mr. Williams** asked what the increase over last year is.

**Business Manager Leslie Young** explained that the bid increased by \$150,000 over last year, based on the cost to operate the buses, increased wages, replacing one bus, and increase in insurance costs.

**Mr. Williams** stated that he would not be able to support the motion to approve the contract without there being a competing bid.

**Mr. Burdick, Mr. Gebler, and Mr. Morse** all expressed support for the contract and the work that Trudy Prewitt has done through the years in transporting students.

**Mr. Guevin** pointed to the risk to students if the contract was not approved.

The results of the ROLL CALL vote on the motion were:

**YES:** Mr. Morse, Mr. Burdick, Mr. Gebler, Mr. Guevin

**NO:** Mr. Williams

b. **APPROVAL OF  
CUSTODIAL  
CONTRACT WITH  
NANA  
MANAGEMENT  
SERVICES**

**Mr. Burdick** moved, and **Mr. Williams** seconded to approve a one (1) year contract, with renewal options for four (4) years, in the amount of \$697,211 to Nana Management Services to provide custodial services for the Sitka School District, as presented.

**Public comment:** There was no public comment.

**Mr. Williams** stated he would like to investigate bringing the services in-house to save costs.

**Mr. Guevin** expressed the need for more information before determining cost-saving measures.

Following a ROLL CALL vote, the motion PASSED unanimously.

c. **APPROVAL OF  
CONTRACT  
SERVICES FOR  
DYNAMIC FISCAL  
SOLUTIONS**

**Mr. Burdick** moved, and **Mr. Gebler** seconded to approve the contract for services between the district and Dynamic Fiscal Solutions, as presented.

Public Comment – There was no public comment.

Board Comment:

**Mr. Guevin** asked **Dr. Jenson** to give the board more information on the status of the Business Office.

**Dr. Jenson** informed the board that there are no qualified applicants for the Business Manager position. Mr. Arp is the former Business Manager at SSD and is familiar with our systems. He would work remotely, with periodic on-site visits to Sitka. His contract is month to month, with a right to terminate with a 20-day notice.

After a brief discussion by the board, the motion PASSED unanimously by a ROLL CALL vote.

d. **APPROVAL OF RESOLUTION IN SUPPORT OF SB 88 – RETIREMENT SYSTEM/DEFINED BENEFIT OPTION**

**Mr. Gebler** moved, and **Mr. Morse** seconded to approve the Resolution in Support of SB 88 – Retirement System / Defined Benefit Option, as presented.

Public Comment:

Ryan Myers, SHS math teacher, and Kelly Buxton, BMS STEAM teacher, thanked the board for bringing the resolution forward.

After a brief discussion by the board, the motion PASSED unanimously.

e. **APPROVAL OF BP 6010- GOALS AND OBJECTIVES, FIRST READING**

**Mr. Burdick** moved, and **Mr. Gebler** seconded to refer BP 6010 – Goals and Objectives back to the Policy Committee.

Public Comment: There was no public comment.

Board Comment:

**Mr. Guevin** commented that the policy is moving back to the Policy Committee to bring it in line with the district’s strategic plan.

The motion PASSED without opposition.

f. **APPROVAL OF BP 3312 – CONTRACTS, FIRST READING**

**Mr. Williams** moved, and **Mr. Morse** seconded to refer BP 3312 – Contracts back to the Policy Committee.

Public Comment: There was no public comment.

Board Comment:

**Mr. Guevin** explained that the policy is being referred back to the Policy Committee to establish a threshold for the superintendent to approve contracts without prior board approval.

The motion PASSED without opposition.

g. **APPROVAL OF BP 6112 – SCHOOL DAY, FIRST READING**

**Mr. Gebler** moved, and **Mr. Williams** seconded to approve BP 6112 – School Day, First Reading, as presented.

Public Comment: There was no public comment.

The motion PASSED without opposition.

h. **ADOPTION of BP and AR 5124.1 – FAMILY ENGAGEMENT, FIRST READING**

**Mr. Gebler** moved, and **Mr. Burdick** seconded to approve the adoption of BP and AR 5124.1 – Family Engagement, First Reading, as presented.

Public Comment: There was no public comment.

Following a brief discussion, the motion PASSED without opposition.

i. EXECUTIVE SESSION

There was no executive session at this meeting.

13. FUTURE AGENDA ITEMS/UPCOMING EVENTS

April 11, 2024 – Budget Work Session, 6:00 p.m.

April 16, 2024 – Budget Work Session, 6:00 p.m.

14. ADJOURNMENT

**Mr. Williams** moved to adjourn the meeting at 8:40 p.m.

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Tristan Guevin, President

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Tom Williams, Clerk

# Sitka School District Personnel Report

as of 5/1/2024

<b>Certified Employees Recommended for Employment</b>		
Name	Current Position	Date Effective
<b>Certified Employees Left Employment</b>		
Name	Current Position	Date Effective
Chong, Dianne	KGH Teacher	05/23/2024
Davis, Joy	XES Teacher	05/23/2024
DeWitt, Tiffany	XES Teacher	05/23/2024
Myers, Melody	XES Teacher	05/23/2024
Wayne, William	SHS Teacher	05/23/2024
<b>Classified Employees Recommended for Employment</b>		
Name	Current Position	Date Effective
<b>Classified Employees Left Employment</b>		
Name	Current Position	Date Effective
Daniels, Evelina	SHS Paraprofessional	03/05/2024
Fowler, Amberlynn	KGH Paraprofessional	03/21/2024
Moore, Skylar	XES Paraprofessional	04/09/2024
<b>Classified Employees Changed Positions</b>		
Name	Current Position	Date Effective



TO: School Board Members

FROM: Deidre Jenson, Superintendent

DATE: May 1, 2024

RE: FY25 Certified Contracts

The following lists represent administrators and teachers for whom a recommendation for a FY25 certified contract can be made at this time. Others may be forthcoming depending on various factors. These contracts are funded through regular education and grants. Some transfers may occur at a later date as necessary. Each teacher is assigned to one "home" school site although they may be split between one or more schools, and part-time assignments are denoted in parentheses next to a teacher's name.

**Administrators**

Shelton, Keith  
Twaddle, Diana

**Site**

BMS  
DO

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

**SCHOOL DAY**

BP 6112

Note: Pursuant to AS 14.03.040, the school board may approve Saturday as a day in session. The following sample policy may be revised or deleted to reflect district philosophy and needs.

The School Board shall fix the length of the school day subject to the provisions of law.

The school day shall be arranged and scheduled by the administration so as to offer the greatest return educationally for the time spent, within the limitations of school facilities and requirements of state law and regulations.

A school that offers kindergarten shall provide a kindergarten day in session that consists of at least two hours of instructional time. A kindergarten student who attends school for less than four hours per day, exclusive of intermissions, will be counted for funding purposes under 4 AAC 09.040, Counting of correspondence students and part-time public school students.

*Legal Reference:*

ALASKA STATUTES

*14.03.40 Day in session*

ALASKA REGULATIONS

*4 AAC 05.100 Kindergarten day in session*

*4 AAC 09.040 Counting of correspondence students and part-time public school students*

*Revised 9/2023*



## Family Guide to Student Reports

Spring 2023 AK STAR Assessments

English Language Arts and Mathematics

### The Purpose of the AK STAR Assessments

Alaska has implemented an innovative approach to a balanced assessment system called the Alaska System of Academic Readiness (AK STAR). This balanced approach connects the MAP Growth interim assessment taken in fall and winter to the spring AK STAR assessment, which is made up of a grade-specific summative component combined with a growth component. The summative component addresses the breadth and depth of the [Alaska English Language Arts and Mathematics Standards](#) while the growth component includes instructional areas in Reading, Language Usage, and Mathematics.

AK STAR is administered to all students in grades 3–9 and is an adaptive assessment designed to meet the educational needs of students in Alaska. The adaptive assessment tailors the difficulty of test items to each student's individual performance level, providing test items at grade level, as well as above and below grade level. This unique assessment provides students with both a summative achievement level (Advanced, Proficient, Approaching Proficient, or Needs Support) and a MAP Growth score, just like students receive in fall and winter.

AK STAR assessments also provide information to parents, educators, policy makers, and communities about how Alaska's schools and districts are performing. They provide information to help schools improve and to meet the State Board of Education's Mission, "An excellent education for every student every day."

The [Alaska English Language Arts and Mathematics Standards](#) are used to drive curriculum, instruction, and assessment goals and actions. The standards provide the foundation for the curriculum, instruction, and assessment activities in schools and classrooms throughout Alaska.

### What's Next? - Next Steps in English Language Arts Learning and Mathematics

The English Language Arts (ELA) assessment encompasses reading, writing, and language. Items in the reading portion of the AK STAR assessment are derived from reading passages that represent various genres of both literary and informational texts at a student's grade level. The mathematics assessment includes questions that cover various mathematical concepts and require students to not only understand the content but also apply it to solve problems and explain their thinking.

The full list of performance expectations and achievement examples is available on the [AK STAR Assessment Results](#) webpage.

As a family member, you can connect with your student’s teacher to identify and discuss areas of strength or areas of need. The Individual Student Report provides student-level data to support student’s progress, performance, and identify content domains for which students were able to successfully answer related questions. It can help to answer, “is my student on track?” and “what are my student’s relative strengths and suggested areas of focus?”.

You may also want to visit the DEED (Department of Education and Early Development) website for resources such as the [AK STAR practice tests](#) and the [Alaska English Language Arts and Mathematics Standards](#) – these standards provide information on what your student should know and be able to do.

Learn more about Alaska’s statewide assessments at the [AK STAR Families and Community](#) site and the [AK STAR Assessment Results](#) site.

## What will I see on the AK STAR reports?

The following is a brief description of what is included in the student report. A detailed annotated description is provided on page 3.

**Page 1**

- Overview and questions about AK STAR and MAP Growth

**Page 2**

- English Language Arts student report
- Scale score; comparison with school, district, and state
- Performance by instructional area

**Page 3**

- Mathematics student report
- Scale score; comparison with school, district, and state
- Performance by instructional area

The collage shows various sections of the report, including:

- What is AK STAR?** - Description of the Alaska System of Academic Readiness (AK STAR) designed to streamline the testing experience for grades 3-8 in English Language Arts (ELA) and Mathematics.
- What do the AK STAR scores mean?** - Explanation of the Summative Component and Achievement Levels: Needs Support, Approaching Proficient, Proficient, and Advanced.
- MAP® Growth™ Score Key** - Legend for MAP Growth scores: Low (Less than 21st percentile), Low-Mid (21st - 40th percentile), Mid (41st - 60th percentile), High-Mid (61st - 80th percentile), High (Greater than 81st percentile).
- Overall RIT** - Report showing 74th Achievement Percentile and 68th Conditional Growth (High-Mid).
- Instructional Area RIT** - Report showing scores for Literary Text (218), Informational Text (230), Vocabulary (224), Language: Grammar (220), Language: Mechanics (210), and Writing: Writing Review (222).
- MAP® Growth™ Score Key** - Legend for MAP Growth scores in the instructional area report.
- Instructional Area RIT** - Report showing scores for Operations and Algebraic Thinking (230), Number and Operations (220), Measurement and Data (222), and Geometry (232).
- MAP® Growth™ Score Key** - Legend for MAP Growth scores in the instructional area report.

**Page 1: Overview**

- Report Information:** Student, school, and district information along with the term of administration
- AK STAR Introduction:** A short summary of the summative assessment and additional context for interpretation
- AK STAR Achievement Levels:** A breakdown and generic description of each achievement level applicable to all grade levels
- MAP Growth Introduction:** A short description of the MAP Growth assessments, links for more information, and additional context for interpretation

PAULSON, ALICIA  
AKSID: 123456  
Grade: 5  
School: ABILENE MIDDLE SCHOOL  
District: PLEASANT VALLEY USD  
2023 Individual Student Report

**1** **What is AK STAR?**

The Alaska System of Academic Readiness (AK STAR) is designed to streamline the testing experience for grades 3-9 in the areas of English Language Arts (ELA) and Mathematics. This balanced approach connects fall or winter MAP® Growth™ interim assessments to the spring AK STAR, which is made up of a grade-specific summative component combined with a growth component. With this approach, Alaska has a comprehensive assessment system that improves efficiency and cohesion and drives student outcomes by prioritizing teaching and learning.

**2** **What do the AK STAR scores mean?**

**Summative Component**

- The summative component addresses the breadth and depth of Alaska grade-level content standards, by showing what a student knows and can do by designating one of the four achievement levels.
- The summative component measures student understanding of what they have learned over time. Summative scale scores describe student performance based on Alaska grade-level standards.

**3** **What are the Achievement Levels for the Summative Component of AK STAR?**

Needs Support	Approaching Proficient	Proficient	Advanced
Student may partially meet the standards but needs support to master the knowledge and skills of current grade level content.	Student partially meets the standards and may have gaps in knowledge and skills but is approaching mastery of some grade level content.	Student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.	Student meets the standards and demonstrates mastery of the knowledge and skills on a range of complex grade level content.

For more information on what a student in this grade level can do at each achievement level visit <https://education.alaska.gov/assessments/achievement> or the QR code.

**4** **Growth Component (Powered By MAP® Growth™)**

- The growth component provides teachers with actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level.
- The growth component measures what a student knows at that time, and then is compared to their previous MAP® Growth™ assessments, either fall or winter, to provide a conditional growth score.
- Growth uses a Rasch unit (RIT) scale and compares a student at that point in time to all other students in the nation who took MAP® Growth™.

**MAP® Growth™ Score Key**

Low	Low Avg	Avg	High Avg	High
Less than 21st percentile	21st - 40th percentile	41st - 60th percentile	61st - 80th percentile	Greater than 81st percentile

For more information on AK STAR, please visit [education.alaska.gov/akstar](https://education.alaska.gov/akstar). 1 of 3

**Pages 2 and 3: Achievement details for English Language Arts and Mathematics**

- Scale Score section:** A short description of the student's achievement level along with a visual representation of the student's score - the student's scale score is above the bar
- Median Comparison Table:** A comparison of the student's score to the median scores at school, district, and state levels
- MAP Growth:** MAP Growth RIT scores (if available) for related instructional areas, and comparison to the previously taken MAP Growth RIT score
- Instructional Area:** A learning area (e.g., Geometry) within a subject (e.g., Math)

PAULSON, ALICIA  
AKSID: 123456  
Grade: 5  
School: ABILENE MIDDLE SCHOOL  
District: PLEASANT VALLEY USD  
2023 Individual Student Report

**English Language Arts**

**Summative Component Score: Proficient** **5**

This score falls in the **Proficient** range for English Language Arts, which indicates that the student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.

1608\*

\*If tested again under similar circumstances, we would expect the student's scores to fall within the dotted range shown.

NS	AP	P	A
Needs Support 1420 - 1575	Approaching Proficient 1576 - 1595	Proficient 1596 - 1625	Advanced 1626 - 1780

**6** **Comparison to State, District, and School Performance**

Scale Score Median Comparisons	# Tested	Non-Proficient				Proficient			
		NS	AP	P	A	NS	AP	P	A
<b>Alicia</b>		1608							
School Median Score	7	1601							
District Median Score	567	1595							
State Median Score	6,233	1595							

**7** **Growth Component Scores (Powered By MAP® Growth™)**

Reading Overall RIT			Language Usage Overall RIT		
229 RIT Score +19 from Fall	82nd Achievement Percentile	89th Conditional Growth <span style="background-color: #42a5f5; color: white; padding: 2px;">High</span>	220 RIT Score -2 from Fall	74th Achievement Percentile	68th Conditional Growth <span style="background-color: #c4e6c4; padding: 2px;">High Avg</span>
Reading Instructional Area RIT			Language Usage Instructional Area RIT		
218 Literary Text	230 Informational Text	224 Vocabulary	220 Language: Grammar	210 Language: Mechanics	222 Writing: Write/Revise

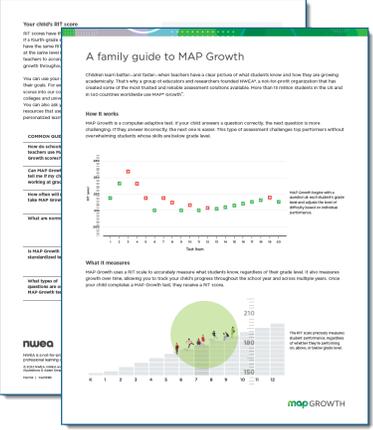
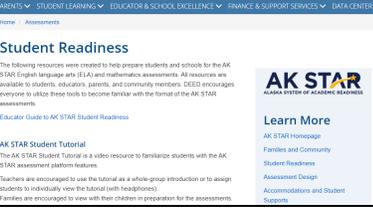
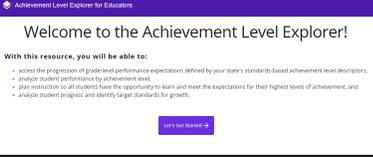
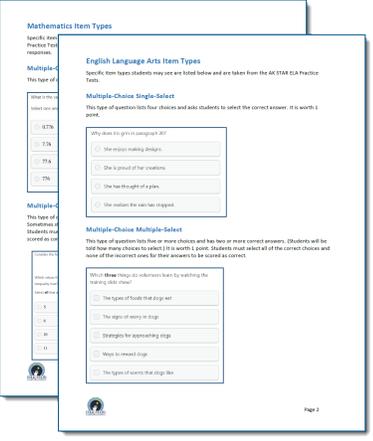
**8** **MAP® Growth™ Score Key**

Low	Low Avg	Avg	High Avg	High
Less than 21st percentile	21st - 40th percentile	41st - 60th percentile	61st - 80th percentile	Greater than 81st percentile

For more information, contact your student's school. 2 of 3

## Resources

Select the preview image or use the underlined text to visit each resource.

Preview	Link and Description
	<p><a href="#">MAP Suite Family Toolkit</a></p> <p>The MAP Suite Family Toolkit includes videos, fact sheets, guides, and an FAQ to help families understand the basics of the MAP Growth assessment: what it is, what it measures, how it works, and what a RIT score is.</p>
	<p><a href="#">AK STAR Student Readiness Resources</a></p> <p>The AK STAR Student Readiness Resources page includes the Educator Guide to Student Readiness, the AK STAR Student Video Tutorial, and the AK STAR Practice Test.</p>
	<p><a href="#">Achievement Level Explorer Tool</a></p> <p>The Achievement Level Explorer tool allows families to see the progression of grade-level performance expectations defined by your state's standards-based achievement level descriptors.</p>
	<p><a href="#">ELA and Math Assessment Item Types</a></p> <p>The ELA and Math Assessment Item Types document shows examples of the types of items students might see in the AK STAR assessments. These sample items are taken from the AK STAR ELA and Math Practice Tests.</p>

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	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
SITKA SCHOOL DISTRICT	554	1602	1601	25%	28%	31%	16%
ALASKA	55,941	1589	1583	40%	29%	22%	10%

**Achievement Levels**

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



**Scale Scores**

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code: [education.alaska.gov/assessments/achievement](https://education.alaska.gov/assessments/achievement).



**ELA Summary By Grade**

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
3	69	1582	1585	NS : 20%   AP : 28%   P : 25%   A : 28%			
				District	20%	28%	25%
State	39%	34%	18%	10%			
4	70	1585	1582	NS : 27%   AP : 33%   P : 23%   A : 17%			
				District	27%	33%	23%
State	39%	30%	21%	10%			
5	81	1592	1589	NS : 36%   AP : 22%   P : 33%   A : 9%			
				District	36%	22%	33%
State	40%	24%	25%	11%			
6	88	1615	1612	NS : 11%   AP : 27%   P : 35%   A : 26%			
				District	11%	27%	35%
State	32%	33%	23%	13%			
7	73	1607	1606	NS : 18%   AP : 40%   P : 33%   A : 10%			
				District	18%	40%	33%
State	42%	28%	21%	8%			
8	90	1607	1605	NS : 30%   AP : 32%   P : 26%   A : 12%			
				District	30%	32%	26%
State	44%	26%	20%	10%			
9	83	1621	1620	NS : 30%   AP : 18%   P : 40%   A : 12%			
				District	30%	18%	40%
State	43%	25%	25%	7%			

Due to rounding, the sum of the percentage values may not equal 100%.

**Performance by Instructional Area**

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

**Comparison Legend**

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

Grade	Students with Valid RIT Scores	Instructional Area	Comparison
			State
3	68	Reading Overall	↑
		• Literary Text	↑
		• Informational Text	↑
		• Vocabulary	↑
		Language Usage Overall	↑
		• Language: Grammar	↑
		• Language: Mechanics	↑
		• Writing: Write/Revise	↑
4	70	Reading Overall	↑
		• Literary Text	↑
		• Informational Text	↑
		• Vocabulary	↑
		Language Usage Overall	↑
		• Language: Grammar	↑
		• Language: Mechanics	↑
		• Writing: Write/Revise	↑
5	81	Reading Overall	↑
		• Literary Text	↑
		• Informational Text	↑
		• Vocabulary	↑
		Language Usage Overall	↑
		• Language: Grammar	↑
		• Language: Mechanics	↑
		• Writing: Write/Revise	↑
6	88	Reading Overall	↑
		• Literary Text	↑
		• Informational Text	↑
		• Vocabulary	↑
		Language Usage Overall	↑
		• Language: Grammar	↑
		• Language: Mechanics	↑
		• Writing: Write/Revise	↑
7	72	Reading Overall	↑
		• Literary Text	↑
		• Informational Text	↑
		• Vocabulary	↑
		Language Usage Overall	↑
		• Language: Grammar	↑
		• Language: Mechanics	↑
		• Writing: Write/Revise	↑
8	90	Reading Overall	↑
		• Literary Text	↑
		• Informational Text	↑
		• Vocabulary	↑
		Language Usage Overall	↑
		• Language: Grammar	↑
		• Language: Mechanics	↑
		• Writing: Write/Revise	↑
9	83	Reading Overall	↑
		• Literary Text	↑
		• Informational Text	↑
		• Vocabulary	↑
		Language Usage Overall	↑
		• Language: Grammar	↑
		• Language: Mechanics	↑
		• Writing: Write/Revise	↑

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
<b>SITKA SCHOOL DISTRICT</b>	555	1562	1561	25%	22%	37%	16%
<b>ALASKA</b>	55,950	1542	1537	49%	18%	24%	9%

**Achievement Levels**

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



**Scale Scores**

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code: [education.alaska.gov/assessments/achievement](http://education.alaska.gov/assessments/achievement).



**Math Summary By Grade**

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level				
3	69	1523	1525	NS : 26%   AP : 22%   P : 41%   A : 12%				
				District	26%	22%	41%	12%
				State	47%	20%	25%	8%
4	70	1532	1528	NS : 39%   AP : 24%   P : 20%   A : 17%				
				District	39%	24%	20%	17%
				State	49%	18%	21%	11%
5	80	1541	1540	NS : 34%   AP : 21%   P : 38%   A : 8%				
				District	34%	21%	38%	8%
				State	48%	15%	28%	9%
6	89	1573	1576	NS : 16%   AP : 16%   P : 43%   A : 26%				
				District	16%	16%	43%	26%
				State	47%	21%	24%	9%
7	73	1581	1584	NS : 19%   AP : 16%   P : 40%   A : 25%				
				District	19%	16%	40%	25%
				State	52%	15%	24%	9%
8	92	1585	1584	NS : 20%   AP : 29%   P : 37%   A : 14%				
				District	20%	29%	37%	14%
				State	50%	18%	25%	8%
9	82	1589	1593	NS : 23%   AP : 22%   P : 43%   A : 12%				
				District	23%	22%	43%	12%
				State	53%	20%	18%	8%

Due to rounding, the sum of the percentage values may not equal 100%.

**Performance by Instructional Area**

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

**Comparison Legend**

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

Grade	Students with Valid RIT Scores	Instructional Area	Comparison
			State
3	69	Math Overall	↑
		• Operations and Algebraic Thinking	↑
		• Number and Operations	↑
		• Measurement and Data	↑
		• Geometry	↑
4	70	Math Overall	↑
		• Operations and Algebraic Thinking	↑
		• Number and Operations	↑
		• Measurement and Data	↑
		• Geometry	↑
5	80	Math Overall	↑
		• Operations and Algebraic Thinking	↑
		• Number and Operations	↑
		• Measurement and Data	↑
		• Geometry	↑
6	88	Math Overall	↑
		• Operations and Algebraic Thinking	↑
		• The Real and Complex Number Systems	↑
		• Geometry	↑
		• Statistics and Probability	↑
7	73	Math Overall	↑
		• Operations and Algebraic Thinking	↑
		• The Real and Complex Number Systems	↑
		• Geometry	↑
		• Statistics and Probability	↑
8	90	Math Overall	↑
		• Operations and Algebraic Thinking	↑
		• The Real and Complex Number Systems	↑
		• Geometry	↑
		• Statistics and Probability	↑
9	82	Math Overall	↑
		• Operations and Algebraic Thinking	↑
		• The Real and Complex Number Systems	↑
		• Geometry	↑
		• Statistics and Probability	↑

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
<b>BLATCHLEY MIDDLE SCHOOL</b>	249	1610	1608	20%	33%	31%	16%
<b>SITKA SCHOOL DISTRICT</b>	554	1602	1601	25%	28%	31%	16%
<b>ALASKA</b>	55,941	1589	1583	40%	29%	22%	10%

### Achievement Levels

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



### Scale Scores

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code: [education.alaska.gov/assessments/achievement](https://education.alaska.gov/assessments/achievement).



## ELA Summary By Grade

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level				
6	88	1615	1612	NS : 11%    AP : 27%    P : 35%    A : 26%				
				School	11%	27%	35%	26%
				District	11%	27%	35%	26%
				State	32%	33%	23%	13%
7	72	--	--	Data not shown to protect student privacy.				
				School	--	--	--	--
				District	18%	40%	33%	10%
				State	42%	28%	21%	8%
8	89	--	--	Data not shown to protect student privacy.				
				School	--	--	--	--
				District	30%	32%	26%	12%
				State	44%	26%	20%	10%

Due to rounding, the sum of the percentage values may not equal 100%.

**Performance by Instructional Area**

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

**Comparison Legend**

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

Grade	Students with Valid RIT Scores	Instructional Area	Comparison	
			District	State
6	88	Reading Overall	≈	↑
		• Literary Text	≈	↑
		• Informational Text	≈	↑
		• Vocabulary	≈	↑
		Language Usage Overall	≈	↑
		• Language: Grammar	≈	↑
		• Language: Mechanics	≈	↑
		• Writing: Write/Revise	≈	↑
7	72	Reading Overall	≈	↑
		• Literary Text	≈	↑
		• Informational Text	≈	↑
		• Vocabulary	≈	↑
		Language Usage Overall	≈	↑
		• Language: Grammar	≈	↑
		• Language: Mechanics	≈	↑
		• Writing: Write/Revise	≈	↑
8	89	Reading Overall	≈	↑
		• Literary Text	≈	↑
		• Informational Text	≈	↑
		• Vocabulary	≈	↑
		Language Usage Overall	≈	↑
		• Language: Grammar	≈	↑
		• Language: Mechanics	≈	↑
		• Writing: Write/Revise	≈	↑

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
<b>BLATCHLEY MIDDLE SCHOOL</b>	252	1580	1579	
<b>SITKA SCHOOL DISTRICT</b>	555	1562	1561	
<b>ALASKA</b>	55,950	1542	1537	

**Achievement Levels**

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



**Scale Scores**

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code: [education.alaska.gov/assessments/achievement](https://education.alaska.gov/assessments/achievement).



**Math Summary By Grade**

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level	
6	89	1573	1576	<div style="display: flex; justify-content: space-between; font-size: small;"> <span>NS : 16%</span> <span>AP : 16%</span> <span>P : 43%</span> <span>A : 26%</span> </div>	
				School	
				District	
				State	
7	72	--	--	Data not shown to protect student privacy.	
				School	
				District	
				State	
8	91	--	--	Data not shown to protect student privacy.	
				School	
				District	
				State	

Due to rounding, the sum of the percentage values may not equal 100%.

**Performance by Instructional Area**

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

**Comparison Legend**

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

Grade	Students with Valid RIT Scores	Instructional Area	Comparison	
			District	State
6	88	Math Overall	≈	↑
		• Operations and Algebraic Thinking	≈	↑
		• The Real and Complex Number Systems	≈	↑
		• Geometry	≈	↑
		• Statistics and Probability	≈	↑
7	72	Math Overall	≈	↑
		• Operations and Algebraic Thinking	≈	↑
		• The Real and Complex Number Systems	≈	↑
		• Geometry	≈	↑
		• Statistics and Probability	≈	↑
8	89	Math Overall	≈	↑
		• Operations and Algebraic Thinking	≈	↑
		• The Real and Complex Number Systems	≈	↑
		• Geometry	≈	↑
		• Statistics and Probability	≈	↑

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
PACIFIC HIGH SCHOOL	8	--	--	>=75%	<=25%	<=25%	<=25%
SITKA SCHOOL DISTRICT	554	1602	1601	25%	28%	31%	16%
ALASKA	55,941	1589	1583	40%	29%	22%	10%

### Achievement Levels

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



### Scale Scores

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code: [education.alaska.gov/assessments/achievement](https://education.alaska.gov/assessments/achievement).



### ELA Summary By Grade

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level				
				NS : >=75%	AP : <=25%	P : <=25%	A : <=25%	
9	8	--	--	School	>=75%	<=25%	<=25%	<=25%
				District	30%	18%	40%	12%
				State	43%	25%	25%	7%

Due to rounding, the sum of the percentage values may not equal 100%.

**Performance by Instructional Area**

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

**Comparison Legend**

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

Grade	Students with Valid RIT Scores	Instructional Area	Comparison	
			District	State
9	8	Reading Overall	↓	↓
		• Literary Text	↓	↓
		• Informational Text	↓	↓
		• Vocabulary	↓	↓
		Language Usage Overall	↓	↓
		• Language: Grammar	↓	↓
		• Language: Mechanics	↓	↓
		• Writing: Write/Revise	↓	↓

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
PACIFIC HIGH SCHOOL	7	--	--	>=60%	<=40%	<=40%	<=40%
SITKA SCHOOL DISTRICT	555	1562	1561	25%	22%	37%	16%
ALASKA	55,950	1542	1537	49%	18%	24%	9%

**Achievement Levels**

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



**Scale Scores**

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

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**Math Summary By Grade**

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level				
				NS : >=60%	AP : <=40%	P : <=40%	A : <=40%	
9	7	--	--	School	>=60%	<=40%	<=40%	<=40%
				District	23%	22%	43%	12%
				State	53%	20%	18%	8%

Due to rounding, the sum of the percentage values may not equal 100%.

**Performance by Instructional Area**

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

**Comparison Legend**

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

Grade	Students with Valid RIT Scores	Instructional Area	Comparison	
			District	State
9	7	Math Overall	↓	↓
		• Operations and Algebraic Thinking	↓	↓
		• The Real and Complex Number Systems	↓	↓
		• Geometry	↓	↓
		• Statistics and Probability	↓	↓

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
SITKA HIGH SCHOOL	75	1625	1627	25%	17%	44%	13%
SITKA SCHOOL DISTRICT	554	1602	1601	25%	28%	31%	16%
ALASKA	55,941	1589	1583	40%	29%	22%	10%

### Achievement Levels

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



### Scale Scores

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code: [education.alaska.gov/assessments/achievement](https://education.alaska.gov/assessments/achievement).



### ELA Summary By Grade

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level				
				NS	AP	P	A	
9	75	1625	1627	NS : 25%    AP : 17%    P : 44%    A : 13%				
				School	25%	17%	44%	13%
				District	30%	18%	40%	12%
				State	43%	25%	25%	7%

Due to rounding, the sum of the percentage values may not equal 100%.

**Performance by Instructional Area**

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

**Comparison Legend**

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- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

Grade	Students with Valid RIT Scores	Instructional Area	Comparison	
			District	State
9	75	Reading Overall	≈	↑
		• Literary Text	≈	↑
		• Informational Text	≈	↑
		• Vocabulary	≈	↑
		Language Usage Overall	≈	↑
		• Language: Grammar	≈	↑
		• Language: Mechanics	≈	↑
		• Writing: Write/Revise	≈	↑

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level			
SITKA HIGH SCHOOL	75	1594	1595	17%	23%	47%	13%
SITKA SCHOOL DISTRICT	555	1562	1561	25%	22%	37%	16%
ALASKA	55,950	1542	1537	49%	18%	24%	9%

**Achievement Levels**

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



**Scale Scores**

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

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**Math Summary By Grade**

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level				
				NS: 17%	AP: 23%	P: 47%	A: 13%	
9	75	1594	1595	School	17%	23%	47%	13%
				District	23%	22%	43%	12%
				State	53%	20%	18%	8%

Due to rounding, the sum of the percentage values may not equal 100%.

**Performance by Instructional Area**

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

**Comparison Legend**

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

Grade	Students with Valid RIT Scores	Instructional Area	Comparison	
			District	State
9	75	Math Overall	≈	↑
		• Operations and Algebraic Thinking	≈	↑
		• The Real and Complex Number Systems	≈	↑
		• Geometry	≈	↑
		• Statistics and Probability	≈	↑

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
KEET GOOSHI HEEN ELEMENTARY	218	1587	1585	
SITKA SCHOOL DISTRICT	554	1602	1601	
ALASKA	55,941	1589	1583	

### Achievement Levels

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



### Scale Scores

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code: [education.alaska.gov/assessments/achievement](https://education.alaska.gov/assessments/achievement).



## ELA Summary By Grade

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
3	68	--	--	School: Data not shown to protect student privacy.
				District:
				State:
4	69	--	--	School: Data not shown to protect student privacy.
				District:
				State:
5	81	1592	1589	School: NS : 36%   AP : 22%   P : 33%   A : 9% 
				District:
				State:

Due to rounding, the sum of the percentage values may not equal 100%.

**Performance by Instructional Area**

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

**Comparison Legend**

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

Grade	Students with Valid RIT Scores	Instructional Area	Comparison	
			District	State
3	67	Reading Overall	≈	↑
		• Literary Text	≈	↑
		• Informational Text	≈	↑
		• Vocabulary	≈	↑
		Language Usage Overall	≈	↑
		• Language: Grammar	≈	↑
		• Language: Mechanics	≈	↑
		• Writing: Write/Revise	≈	↑
4	69	Reading Overall	≈	↑
		• Literary Text	≈	↑
		• Informational Text	≈	↑
		• Vocabulary	≈	↑
		Language Usage Overall	≈	↑
		• Language: Grammar	≈	↑
		• Language: Mechanics	≈	↑
		• Writing: Write/Revise	≈	↑
5	81	Reading Overall	≈	↑
		• Literary Text	≈	↑
		• Informational Text	≈	↑
		• Vocabulary	≈	↑
		Language Usage Overall	≈	↑
		• Language: Grammar	≈	↑
		• Language: Mechanics	≈	↑
		• Writing: Write/Revise	≈	↑

	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
<b>KEET GOOSHI HEEN ELEMENTARY</b> 217	1532	1531		
<b>SITKA SCHOOL DISTRICT</b>	555	1562	1561	
<b>ALASKA</b>	55,950	1542	1537	

**Achievement Levels**

Overall scores on the AK STAR Assessments are divided into four achievement levels: Advanced, Proficient, Approaching Proficient, and Needs Support.



**Scale Scores**

The number of students and median and mean scale scores are reported at the grade level in the table below. The median is the middle score in the ordered list of all students' scale scores. The mean is the average scale score by grade.

For scale score ranges of all achievement levels, visit this page or scan the QR code: [education.alaska.gov/assessments/achievement](https://education.alaska.gov/assessments/achievement).



**Math Summary By Grade**

Grade	Students Tested	Mean Score	Median Score	% of Students by Achievement Level
3	68	--	--	School: Data not shown to protect student privacy.
				District:
				State:
4	69	--	--	School: Data not shown to protect student privacy.
				District:
				State:
5	80	1541	1540	School:
				District:
				State:

Due to rounding, the sum of the percentage values may not equal 100%.

**Performance by Instructional Area**

The table below shows how the performance of the school compares to the district and state mean RIT score for the instructional areas of the test.

**Comparison Legend**

- ↑ did better than the District/State mean RIT
- ≈ did about as well as the District/State mean RIT
- ↓ did not do as well as the District/State mean RIT
- ∅ did not attempt any items in this area

Grade	Students with Valid RIT Scores	Instructional Area	Comparison	
			District	State
3	68	Math Overall	≈	↑
		• Operations and Algebraic Thinking	≈	↑
		• Number and Operations	≈	↑
		• Measurement and Data	≈	↑
		• Geometry	≈	↑
4	69	Math Overall	≈	↑
		• Operations and Algebraic Thinking	≈	↑
		• Number and Operations	≈	↑
		• Measurement and Data	≈	↑
		• Geometry	≈	↑
5	80	Math Overall	≈	↑
		• Operations and Algebraic Thinking	≈	↑
		• Number and Operations	≈	↑
		• Measurement and Data	≈	↑
		• Geometry	≈	↑



Dr. Deidre Jenson  
Superintendent Report  
5/1/24 Board Meeting

**Budget:**

As you know, the budget is consuming most of the administration's time in the past month. 13 letters of non-retention have been given, we have 1 retiree, and 5 resignations. Some of those positions are special education positions and therefore we will be replacing those teachers. Informal conversations have begun and will continue until formal notification of placements by May 13<sup>th</sup>.

**Title Monitoring:**

DEED Federal Programs Department visited Sitka and held many meetings via Zoom for Title Program monitoring this week. Monitoring documentation was submitted to the department, then they reviewed it, asked clarifying questions, made two site visits with interviews, and asked for further documentation that could be evidence of compliance and then will make recommendations for improvement. Approximately ten staff were involved in this process. We will get the final report closer to June after we have had time to add evidence. This has consumed a large amount of time this week.

Ms. Fulton and I attended the ESEA Consolidated Application Technical Assistance Workshop in April. This workshop provided the opportunity for Ms. Fulton to learn about federal program applications, appropriate use of title funds, operation of the grants management system as well as the opportunity to collaborate with other districts about how they use their funds. She also participated in the Title monitoring to learn more about her upcoming role. She is doing this all the while carrying out her duties as assistant principal, which is deserving of recognition.

**End of the year activities:** Many different end-of-the-year activities with students are taking place; swimming field trips, cruise ship/tourism tours, Track and softball/baseball tournaments, Xóots renaming celebration, graduations, prom, concerts, beach days, Blue Ribbon School celebration, author visit, and so much more. The administration team is preparing for a two-day event on May 27<sup>th</sup> and 28<sup>th</sup> to create a 2–3-year vision and 1 year plan for professional development.

**Breakfast Extension Grant:** We received notification that we have been awarded \$72,291.81, which we applied for about a month ago to support taking district food services in-house. I will be connecting with them to see if we can use this to aid in the transition. If not, I will see if we can work with NMS to adjust the contract so we can use it to reduce our costs for breakfast.

# Remote Business Services Contract

This CONTRACT is made and entered into on March 1, 2024 by and between K12 Business Services (collectively the "Contractor"), having a principal place of business at 6401 NE JR Anderson Road, La Center, Washington 98629, and Sitka School District (collectively the Client"), of 300 Kostrometinoff Street, Sitka, AK 99835.

In consideration of the mutual promises contained in this Contract, the contracting parties agree as follows:

## **I. CONTRACT TERM.**

This Contract shall be effective March 1, 2024 through June 30, 2025. It shall remain in effect until the services required hereunder have been completed satisfactorily by Contractor unless sooner terminated as provided in this Contract.

## **II. SERVICES.**

Contractor agrees to perform remote business services for the Client, on an as-needed basis, and as mutually agreed upon in advance. On-site services may also be arranged in advance and with consideration for travel expenses, including per diem, transportation, and lodging.

## **III. FEES FOR SERVICES.**

In consideration of the services to be performed by the Contractor, the Client agrees to compensate the Contractor for the services rendered at a rate of \$175.00 per hour. Payments will include any and all applicable taxes. All payments shall be made on Net 15 terms. Interest for all outstanding balances shall accrue monthly if any payment is 30 days (or more) past due, at a rate of 1.5% annually. Fees incurred during the course of collecting outstanding and overdue payments shall be the responsibility of the client.

## **IV. EXPENSE REIMBURSEMENT.**

In addition to the fees specified above, Client will reimburse Contractor for any incidental costs and reasonable expenses Contractor incurs in performing services for Client under this Contract, including, but not limited to, secretarial and similar charges, telephone calls, photocopying and related expenses, shipping and mailing charges, document filing fees, other government fees, notary fees, and similar expenses. The Client will be billed monthly for such expenses with Net 15 terms.

## **V. CLIENT'S COOPERATION.**

The Contractor is hereby authorized to communicate with the Client's custodian regarding the Client's account and other relevant financial data. The Client takes sole responsibility for the acts or omissions of its custodian and will have by the effective date of this Contract instructed its custodian, and will instruct any future custodian of the Client to provide the Contractor with custodian's reports and other information of the Client that the Contractor requires to perform its Services. The Client will provide the Contractor with true and complete information necessary for the Contractor to perform its services. The timely performance of the Services will depend on the timely receipt of complete Client data.

## **VI. MUTUAL REPRESENTATIONS.**

**(a) Representations by the Client:** The Client represents and warrants that:

- (i) it will comply with applicable law in its use of the Services;
- (ii) execution, delivery, and performance of this Contract have been duly authorized and shall not conflict with any obligation of the Client, whether arising by contract, operation of law, or otherwise;
- (iii) this Contract constitutes a valid, binding obligation of the Client; and
- (iv) the Client has all rights necessary and power necessary to appoint the Contractor as its accounting agent.

**(b) Representations by the Contractor:** The Contractor represents and warrants that:

- (i) it will comply with applicable law in its performance of the Services;
- (ii) execution, delivery, and performance of this Contract have been duly authorized and shall not conflict with nature of the Client's business, whether arising by contract, operation of law, or otherwise;
- (iii) this Contract constitutes a valid, binding obligation of the Contractor; and
- (iv) the Contractor has all rights necessary to provide the Services contemplated herein.

## **VII. CONFIDENTIALITY.**

Any confidential information (including all technology, processes, trade secrets, contracts, proprietary information; the nature of the information and the manner of disclosure are such that a reasonable person would understand it to be confidential) exchanged between the Contractor and the Client in connection with the performance of the Services shall be held by the Contractor in trust for the benefit of the Client only, and the Contractor will not divulge or authorize anyone to divulge during the term of this Contract, or any period thereafter, any information or knowledge acquired in the course of its performance.

## **VIII. TERMINATION.**

This Contract may be terminated as follows:

- (a)** This Contract may be terminated by either party by giving 30 days advance written notice to the other party.
- (b)** Either party has the right to terminate this Contract where the other party becomes insolvent, fails to pay its bills when due, goes out of business, or there is a death of a party.
- (c)** If either party breaches any provision of this Contract and if such breach is not cured within thirty (30) days after receiving written notice from the other party specifying such breach in reasonable detail, the non-breaching party shall have the right to terminate this Contract by giving written notice thereof to the party in breach, which termination shall go into effect immediately upon receipt.

## **IX. NOTICES.**

Any notices to be given under this Contract by either party to the other may be effected either by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested. Mailed notices shall be addressed to the addresses of the parties as they appear in the introductory paragraph of this Contract, but each party may change the address by written notice in accordance with this paragraph.

**X. MISCELLANEOUS.**

**(a) Governing Law:** This Contract shall be construed under and in accordance with the laws of Washington. Jurisdiction and venue shall rest in Clark County, Washington.

**(b) Parties Bound:** This Contract shall be binding on and inure to the benefit of the parties to this Contract and their respective heirs, executors, administrators, legal representatives, successors and assigns as permitted by this Contract.

**(c) Severability:** If one or more of the provisions contained in this Contract shall for any reason be held invalid, illegal, or unenforceable in any respect, that invalidity, illegality, or unenforceability shall not affect any other provision. This Contract shall be construed as if the invalid, illegal, or unenforceable provision had never been contained in it.

**(d) Prior Contracts Superseded:** This Contract constitutes the sole and only agreement of the parties and supersedes any prior understandings or written or oral agreements between the parties respecting the subject matter of this Contract.

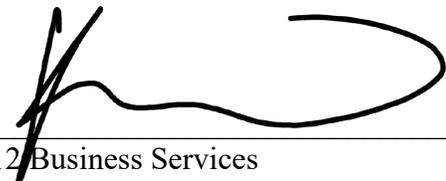
**(e) Entire Agreement:** This instrument contains the entire agreement between the parties relating to the rights granted and the obligations assumed in it. Any oral representations or modifications concerning this instrument shall be of no force or effect except any amendment by the parties by a written agreement.

**(f) Attorneys' Fees:** If any action at law or in equity is brought to enforce or interpret the provisions of this Contract, the prevailing party will be entitled to reasonable attorneys' fees in addition to any other relief to which that party may be entitled.

**XI. SIGNATORIES.**

This Contract shall be signed on behalf of K12 Business Services by Kristy Andrew and on behalf of Sitka School District by Deidre Jenson.

\_\_\_\_\_  
Sitka School District

  
\_\_\_\_\_  
K12 Business Services

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

February 29, 2024  
\_\_\_\_\_  
Date Signed



**RESOLUTION OF THE SITKA SCHOOL BOARD OF EDUCATION  
RESOLUTION No. 2024-03**

**INFLATION PROOF BASE STUDENT ALLOCATION**

**BE IT RESOLVED BY THE CITY AND BOROUGH OF SITKA'S SITKA SCHOOL BOARD THAT:**

The Sitka School Board supports an inflation proof Base Student Allocation (BSA).

1. **WHEREAS**, Alaska's K-12 foundation formula is the largest source of funding for Alaska's school districts;<sup>1</sup>
2. **WHEREAS**, the foundation formula is calculated by taking the average daily membership (ADM) of a school and multiplying it by a variety of factors;<sup>1</sup>
3. **WHEREAS**, these factors include school size, district cost, block grants for special education, and career and technical education;<sup>1</sup>
4. **WHEREAS**, these factors are translated into a numerical value;
5. **WHEREAS**, once the ADM is multiplied by these factors, it becomes the Adjusted Average Daily Membership (AADM). The AADM is then multiplied by the BSA to dictate how much funding an Alaskan school gets;<sup>1</sup>
6. **WHEREAS**, the BSA is currently \$5,960;<sup>1</sup>
7. **WHEREAS**, the only increase to the BSA in the past 7 years has been a 30-dollar increase from \$5,930 to \$5,960 between 2023 to 2024;<sup>2</sup>
8. **WHEREAS**, using 2017 as the year in which the inflation proofing is based on, to match the buying power of the 2017 BSA in 2024, the BSA would need to increase from \$5,960 to \$7,155;<sup>1</sup>
9. **WHEREAS**, Alaska, when taking into consideration the state's cost of living, spends less than the national average per pupil. (In unadjusted dollars, the state spent the sixth-most per student in 2019);<sup>3</sup>
10. **WHEREAS**, most Alaskan schools are running on a deficit;
11. **WHEREAS**, the Anchorage School district faced a \$48 million deficit in 2022;<sup>2</sup>
12. **WHEREAS**, the Juneau School District had a predicted budget deficit of \$8.5 million on January 23<sup>rd</sup>, 2024, which has forced the district into combining Thunder Mountain High school and Juneau Douglas High School into a singular high school;<sup>4</sup>
13. **WHEREAS**, a report from the Institute of Educational Sciences shows that annual teacher turnover in Alaska from the 2012 school year to the 2018 school year was consistently around 22 percent, while the national turnover rate in the 2012 school year, the report's base year, was only 16 percent;<sup>5</sup>
14. **WHEREAS**, the Sitka School District is considering letting go 24 teachers if budget

restraints aren't met;

15. **WHEREAS**, Jim Anderson, chief financial officer of the Anchorage School District, stated "Flat funding really is education cuts, year after year after year after year;"<sup>2</sup>
16. **WHEREAS**, in order to ensure teachers are able to live without fear of losing their jobs, and in order to ensure Alaskan schools get the funding they need, the BSA needs to be inflation proof;
17. **WHEREAS**, since 2022, Anderson Elementary, Nordale Elementary, and Joy Elementary have shut down in the Fairbanks North Star Borough School District with Ben Eielson High School shutting down the summer of 2024;
18. **WHEREAS**, the KPBSD school board, facing a \$13.7 million dollar deficit for the next fiscal year, has been forced to pass a budget including a closure of schools' pools and theaters;
19. **WHEREAS**, multiple schools in the MSBSD are having to cut classes and positions following the 2023-2024 school year due to inadequate funding;

**THEREFORE, BE IT RESOLVED THAT THE CITY AND BOROUGH OF SITKA'S SITKA SCHOOL BOARD** supports the implementation of an inflation proof Base Student Allocation.

Passed and approved, May 1, 2024

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Tristan Guevin, President  
Sitka School District School Board

Sources:

1. Alexei, Painter. *Impact of Inflation on K-12 Funding and Cost Estimates of Potential BSA Increase*. Legislative and Budget Audit Committee, 30 Jan. 2023, <https://www.akleg.gov/basis/>
2. December 11, Morgan Krakow Updated., et al. "Now Facing a \$48 Million Deficit, Anchorage District and School Board Officials Look at Cuts and Closures
3. Ahead." *Anchorage Daily News*, <https://www.adn.com/alaska-news/education/2022/12/10/> Accessed 17 Apr. 2024.
4. Phu, James Brooks, Lisa. "Confronting Rising Bills and Flat State Funding, Alaska Schools Say They Are at a Fiscal Cliff • Alaska Beacon." *Alaska Beacon*, 21 Oct. 2022, <https://alaskabeacon.com/2022/10/21/>
5. Juneau, Katie Anastas, KTOO-. "Juneau School District May Close Schools and Cut Staff amid Budget Crisis." *Alaska Public Media*, 23 Jan. 2024, <https://alaskapublic.org/2024/01/23/juneau-school-district-may-close-schools-and-cut-staff-amid-budget-crisis/>.
6. Teacher Turnover in Alaska: Causes and Solutions | Alaska Policy Forum. 20 Sept. 2021, <https://alaskapolicyforum.org/2021/09/teacher-turnover-in-alaska-causes-and-solutions/>.



**RESOLUTION OF THE SITKA SCHOOL BOARD OF EDUCATION  
RESOLUTION No. 2024-02**

**RESOLUTION IN SUPPORT OF ESTABLISHMENT OF  
ALASKA YOUTH LEGISLATIVE ADVISORY COUNCIL**

**BE IT RESOLVED BY THE CITY AND BOROUGH OF SITKA'S SITKA SCHOOL BOARD THAT:**

The Sitka School Board approves an Alaska Youth Legislative Advisory Council that communes with the Alaska legislature to assist with student education and other issues concerning the well-being of students.

1. **WHEREAS**, a youth legislative advisory council (YLAC) is established to examine issues of importance to youth;
2. **WHEREAS**, issues the YLAC will address can include education, employment, strategies to increase youth participation in local and state government, safe environments for youth, substance abuse, emotional and physical health, foster care, poverty, homelessness, and youth access to state and local services;
3. **WHEREAS**, the council shall advise the legislature on these issues and shall submit an annual report with any recommendations for future legislation;
4. **WHEREAS**, twelve states currently have Youth Legislative Advisory Councils;<sup>1</sup>
5. **WHEREAS**, Youth Legislative Advisory Councils are established through statute or executive order;
6. **WHEREAS**, the council shall consist of 12 members, 2 from each Alaskan region;
7. **WHEREAS**, one of the 12 members shall be the chair of the council;
8. **WHEREAS**, the chair of the council shall replace the treasurer position of the Alaska Association of Student Government E-Board;
9. **WHEREAS**, members will be elected to serve at the AASG Spring Conference;
10. **WHEREAS**, members will be between the ages of 14 and 19;
11. **WHEREAS**, civic educator Brian Rock states that Legislative Youth Advisory Councils (LYCAs) “engages youth directly in government. It ensures that youth voices are heard by legislators and policy makers. It trains the next generation of politicians.”;<sup>3</sup>
12. **WHEREAS**, Matthew D. Cebul, Ph.D. states, “Ultimately, both research and expert analysis agree that youth activism is a critical ingredient for successful nonviolent activism. Young people have been at the heart of many of the world’s most impactful nonviolent campaigns, and the trend shows no signs of stopping - and we’re all the better for it.”;<sup>2</sup>

**THEREFORE, BE IT RESOLVED THAT THE CITY AND BOROUGH OF SITKA'S SITKA SCHOOL BOARD** supports the implementation of an Alaska Youth Legislative Advisory Council.

Passed and approved, May 1, 2024

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Tristan Guevin, President, Sitka School District School Board

**Citations:**

1. Martin, S., Pittman, K., Ferber, T., McMahon, A. (2007, July). *Building Effective Youth Councils: A Practical Guide to Engaging Youth in Policy Making*. Washington, D.C.: The Forum for Youth Investment.
2. "Youth Activism: Balancing Risk and Reward." *United States Institute of Peace*, <https://www.usip.org/publications/2023/01/youth-activism-balancing-risk-and-reward>. Accessed 16 Apr. 2024.
3. "What's a YAC? And Does Your State Have One?" *The Civic Educator*, 21 Dec. 2017, <https://civiceducator.org/legislative-youth-advisory-councils/>.

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED  
Business and Noninstructional Operations

**CONTRACTS**

BP 3312

The Superintendent or designee may enter into contracts on behalf of the district. ~~All contracts must be approved or ratified by the School Board.~~

*(cf. 3300 - Expenditures/Expending Authority)*

Contracts between the district and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. Contracts, where appropriate, shall be submitted to the legal advisor of the district for review and approval.

A contract for professional and technical services, or other purchases, services, or any amendment to a professional and technical services, or other purchased services contract, may not be enforced against the District unless its terms have been approved in accordance with Board Policy and Administrative Regulations and unless the contract or amendment(s) to the contract has been verified in writing that there are sufficient funds for the term of the contract.

All contracts, leases, and agreements encumbering the district for \$25,000 or less shall be signed by the Superintendent or designee. Contracts, leases and agreements above \$25,000 shall require board approval. The District shall execute all contracts, leases, and agreements.

The district shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, creed, sex, religion, ancestry, national origin, age or non job-related handicap or disability, either in employment practices or in the provision of benefits or services to students or employees.

*(cf. 3300 - Expenditures/Expending Authority)*

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

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*Legal Reference:*

ALASKA STATUTES  
*14.08.101 Powers*

ALASKA ADMINISTRATIVE CODE  
*4 AAC 27.085 Competitive pupil transportation proposals*  
*4 AAC 27.100 Contractor's duties*  
*4 AAC 31.065 Selection of designers and construction managers*  
*4 AAC 31.080 Construction and acquisition of public school facilities*

CODE OF FEDERAL REGULATIONS  
*2 C.F.R. 200.317-326, Procurement Standards*

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED  
Business and Noninstructional Operations

*Revised 3/17/2023*

## **BP 5131.43 HARASSMENT, INTIMIDATION, OR BULLYING**

**Commented [DG1]:** Any red-line changes reflect a difference between the SSD and Model policies.

**Note:** A policy prohibiting the harassment, intimidation or bullying of any student. [AS 14.33.200-.250](#).

The board is dedicated to providing a safe and civil learning environment and recognizes that teaching students the importance of civil and respectful speech and conduct is an integral part of our educational mission. Harassment, intimidation and bullying is a form of harassment and intimidation that disrupts a student's ability to learn and a school's ability to educate. Students and staff are expected to demonstrate positive character traits and values. Conduct and speech must be civil and respectful in order to promote harmonious and courteous relations in the school environment.

*(c.f. 5137 – Positive School Climate)*

Note: Disability-based harassment or bullying may deny a student equal educational opportunities under Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA). Harassment or bullying of a student with a disability, on any basis, may also adversely impact the school's provision of FAPE to the student, under the Individuals with Disabilities Education Act (IDEA) and under Section 504. (See Dear Colleague Letter, Office for Civil Rights, October 21, 2014). A school's inappropriate response to bullying or harassment of a student, based on a disability, may constitute a disability-based harassment violation, by the school, under Section 504 and the ADA. Schools should address all harassment and bullying of students with disabilities by taking prompt and effective steps reasonably calculated to end the bullying or harassment, eliminate the hostile environment, prevent it from recurring, investigate if the student's receipt of appropriate services may have been affected by the bullying (if student receives IDEA or Section 504 services) and, as appropriate, remedy its effects.

Students, staff volunteers and all other persons are prohibited from engaging in any form of harassment, intimidation, or bullying while on school property, on school buses, at the bus stop or at school- sponsored activities or functions. Students who engage in an act of harassment, intimidation, or bullying are subject to appropriate disciplinary action, up to and including expulsion. Employees who engage in an act of harassment, intimidation, or bullying are also subject to appropriate disciplinary action up to and including termination. Other individuals who engage in harassment, intimidation, or bullying are subject to sanctions appropriate to their status or relationship with the school district.

To promote and environment free of harassment, intimidation, or bullying, the principal or designee shall take appropriate actions such as removing vulgar or offending graffiti, establishing site rules, and providing staff inservice and student instruction and counseling. Teachers shall discuss this policy with their students in age appropriate ways and assure students that they need not endure any form of harassment, intimidation, or bullying.

*(c.f. 5141.42 – Professional Boundaries for staff and students)*

The district will provide parent and community information and age-appropriate student instruction, on how to identify, respond to, and prevent harassment, intimidation, and bullying.

~~**Note:** Disability-based harassment or bullying may deny a student equal educational opportunities under Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA). Harassment or bullying of a student with a disability, on any basis, may also adversely impact the school's provision of FAPE to the student, under the Individuals with Disabilities Education Act (IDEA) and under Section 504. (See Dear Colleague Letter, Office for Civil Rights, October 21, 2014). A school's inappropriate response to bullying or harassment of a student, based on a disability, may constitute a disability-based harassment violation, by the school, under Section 504 and the ADA. Schools should address all harassment and bullying of students with disabilities by taking prompt and effective steps reasonably calculated to end the bullying or harassment, eliminate the hostile environment, prevent it from recurring, investigate if the student's receipt of appropriate services may have been affected by the bullying (if student receives IDEA or Section 504 services) and, as appropriate, remedy its effects.~~

*(c.f. 5131.5 – Vandalism, Theft, and Graffiti)*

*(c.f. 5144 - Discipline)*

*(c.f. 5144.1 - Suspension and Expulsion)*

### **Harassment, Intimidation, and BULLYING DEFINED**

1. Harassment, intimidation, or Bullying ~~are~~ a written, verbal, or electronic or physical acts undertaken with the intent of threatening, intimidating, humiliating, harassing or frightening a person that a) physically harms a person or damages the person's property; b) substantially interferes with a student's education or a person's job performance; c) is so severe, persistent or pervasive that it creates an intimidating or threatening educational or work environment; or d) substantially disrupts the orderly operation of a school. Bullying may include, but is not limited to, conduct such as physical abuse, damage or theft of another's

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property, social exclusion from activities, exclusion from playground or school-related social activities, verbal taunts, name-calling, rumors, innuendoes, drawings, jokes, gestures, pranks, and put-downs relating to real or perceived differences, including another's culture, race, ethnicity, gender, sexual orientation, religion, body size, physical appearance, clothing, personality, age, socioeconomic status, ability or disability, or other distinguishing characteristics.

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(c.f. 5145.3 - Nondiscrimination)

(c.f. 5145.7 - Harassment)

### HAZING AS FORM OF HARASSMENT, INTIMIDATION, OR BULLYING

Hazing includes any act that endangers the health or safety of a person or subjects that person to physical discomfort or embarrassment as a condition of attaining or maintaining membership in, a position with or affiliation with any grade level, class or school-sponsored activity. Hazing is considered a form of harassment, intimidation, or bullying and is prohibited by this policy regardless of whether the subjects of the hazing are, or profess to be, willing participants in the hazing activity. Hazing includes, but is not limited to, the following acts: required consumption of any substance, required exposure to the elements, required wearing or carrying of any article intended to subject the wearer to discomfort or embarrassment, assignment of pranks to be performed by the candidate for membership or member, and subjugation of the candidate for membership or member to swats or other forms of physical or mental abuse.

### CYBERBULLYING

**Note:** Technological advances have expanded the ways in which harassment, intimidation or bullying can occur, including the ability to harass, intimidate, or bully with anonymity and to reach a much broader audience. This language notifies students and staff that cyberbullying is not permitted and will result in disciplinary action. It is a crime, (harassment in the second degree) to repeatedly send or publish an electronic communication that insults, taunts, challenges, or intimidates a person under 18 years of age in a manner that places the person in reasonable fear of physical injury, if done with intent to harass or annoy another person. [AS 11.61.120\(a\)](#)

All forms of harassment, intimidation or bullying via electronic means, commonly referred to as cyberbullying, are prohibited. Cyberbullying also includes, but is not limited to, other misuses of technology to threaten, harass, intimidate, or bully, including

sending or posting inappropriate email messages, instant messages, text messages, digital pictures or images, or Web site postings including blogs. An individual who redistributes a cyberbullying communication can be found in violation of this policy even if the individual did not author or create the original communication or image.

The district's computer network, including access to the Internet via that network, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment, intimidation, or bullying. Users are responsible for the appropriateness of the material they transmit over the system.

In situations in the cyberbullying originates from a private (non-school) computer or other electronic device, but is brought to the attention of school officials, disciplinary measures may be imposed when the communication:

1. Is of a criminal nature, including but not limited to, threats of violence or harm against staff members students or their property;
2. Suggests or advocates physical harm to staff members or students;
3. Causes a student or staff member to experience a substantially detrimental effect on his or her physical or mental health;
4. Causes a student or staff member to experience substantial interference with academic or work performance, or with his or her ability to participate in or benefit from district services or activities;
5. Threatens vandalism to school property; or
6. Creates a significant disruption to the school's educational mission, purpose or objectives.

Disciplinary action may include, but is not limited to, the loss of computer privileges, detention, suspension or expulsion for those committing acts of cyberbullying. In addition, any kind of threat or hate crime will be reported to law enforcement officials.

Students and staff who believe they have been the victims of cyberbullying, as described in this policy, should not erase the offending material from the system. A copy of the material should be printed, and a report made under this policy.

[\(cf. 6161.4 – Internet\)](#)

[\(cf. 6161.5 – Web Sites / Pages\)](#)

### **Passive Participation**

Employees who passively participate in harassment, intimidation, or bullying by encouraging it or witnessing it without attempting to stop it are subject to appropriate disciplinary action, up to and including termination from employment. Students who passively participate in harassment, intimidation, or bullying by encouraging it or

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remaining present while another student is bullied without trying to stop or report the harassment, intimidation, or bullying are subject to appropriate disciplinary action, up to and including expulsion. Other individuals who passively participate in harassment, intimidation, or bullying are subject to sanctions appropriate to their status or relationship with the school district.

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## REPORTING

Note: A school employee, student or volunteer who makes a good faith report of harassment, intimidation, or bullying is entitled to statutory immunity from suit. The immunity extends to causes of action for damages arising from a failure to remedy the reported incident or for making the report. AS 14.33.230.

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Students, staff members and volunteers who have witnessed or have reliable information that a student has been subjected to harassment, intimidation, or bullying should report the incident immediately to the student's principal or his/her designee, who shall promptly initiate an investigation. The investigation shall include an assessment of what actions should be taken, as appropriate, to protect the student who has been found to be the victim of harassment, intimidation, or bullying. Such actions may include the provision of support services necessary to permit the student to feel safe and secure in attending school. If the victim of the harassment, intimidation, or bullying is a student with a disability, a meeting of the student's IEP Team or Section 504 Team will be called to address this assessment and determine if the harassment, intimidation, or bullying is affecting the student's receipt of an appropriate education.

## RETALIATION PROHIBITED

Retaliation against any person who in good faith reports an incident of harassment, intimidation or bullying, or cooperates in an investigation, is strictly prohibited. Students and employees who engage in retaliation will be subject to discipline, up to and including expulsion or termination from employment. Other individuals who engage in prohibited retaliation will be subject to sanctions appropriate to their status or relationship with the school district.

## FALSE REPORT

Students and employees who knowingly or willfully make a false report of harassment, intimidation, or bullying will be subject to disciplinary action up to and including suspension/expulsion for students and termination for employees. Other individuals who knowingly or willfully make a false report of harassment, intimidation, or bullying will be subject to sanctions appropriate to their status or relationship with the district.

## RESPONSE

In determining the appropriate response to students who commit one or more acts of harassment, intimidation, or bullying, the following factors should be considered:

1. the development and maturity levels of the parties involved;
2. the level of harm;
3. the surrounding circumstances;
4. past incidences or past continuing patterns of behavior;
5. the relationships between the parties involved;
6. the level of disruption in or interference with the orderly operation of the school

This policy should not be interpreted to prohibit a reasoned and civil exchange of opinions or debate that is protected by law and Board policy.

*(cf. 5141.42 - Professional Boundaries for staff and students)*

*(c.f. 5145.2 - Freedom of Speech/Expression)*

Conduct that does not rise to the level of harassment, intimidation, or bullying may still be prohibited by other policies or rules.

*(cf. 5131 - Conduct)*

*(cf. 5131.4 - Campus Disturbances)*

*(cf. 5131.41 - Violent and Aggressive Conduct)*

*(cf. 5131.42 - Threats of Violence)*

*(cf. 5131.5 - Vandalism, Theft & Graffiti)*

*(cf. 5137 - Positive School Climate)*

*Legal Reference:*

ALASKA STATUTES

[14.33.200](#) *Harassment, intimidation and bullying policy*

[14.33.210](#) *Reporting of incidents of harassment, intimidation, or bullying*

[14.33.220](#) *Reporting, no reprisals*

[14.33.230](#) *Immunity from suit*

[14.33.250](#) *Definitions*

[11.61.120](#) *Harassment in the second degree*

CODE OF FEDERAL REGULATIONS

[28 CFR Part 35](#), *Title II of the Americans with Disabilities Act of 1990 (ADA)*

[34 CFR Part 104](#), *Section 504 of the Rehabilitation Act of 1973 (Section 504)*

[34 CFR Part 300](#), *Individuals with Disabilities Education Act (IDEA)*

**Adoption Date: August 16, 2005**

**Revision Date: June 27, 2006**

**Revision Date: March 5, 2007**

**Revision Date: September 18, 2007**

**Revision Date: January 7, 2014**

**Revision Date: January 6, 2015**

**Sitka School District**

## AR 5131.43 HARASSMENT, INTIMIDATION, OR BULLYING

**Commented [DG1]:** Any red-line changes reflect a difference between the SSD and Model AR.

It shall be a violation for any person to harass, intimidate, or bully another person or for a staff member or volunteer to knowingly tolerate or ignore harassment, intimidation, or bullying on school property, on school buses, at the bus stop, or at school sponsored activities or functions.

For the purpose of this policy, school staff includes school employees, school board members, agents, volunteers, contractors, or other persons subject to the supervision and control of the school district.

Actions that the accompanying policy or these regulations require to be taken by, or reported to, a school principal or the Superintendent may also be taken by, or reported to, the designee of the principal or Superintendent.

### SANCTIONS FOR HARASSMENT, INTIMIDATION, OR BULLYING

Appropriate sanctions will be taken against individuals commit acts of harassment, intimidation, or bullying or other acts in violation of the accompanying policy and these regulations. For students, the sanctions must be appropriate to the seriousness of the incident and may include discipline, suspension, and up to and including expulsion in accordance with state law, district policy, administrative regulation, and student handbooks. For employees sanctions may include discipline, up to and including termination, in accordance with state law, district policy, administrative regulation, collective bargaining agreements, and applicable codes of ethics. Other individuals will be subject to sanctions appropriate to their status or relationship with the school district.

### REPORTING PROCEDURE

**Note:** A staff member or student who observes or receives a sexual image on a computer or personal electronic device should not forward that image electronically. The image should be secured and the device turned over to an administrator. Any sexual image of a minor requires reporting to OCS and/or law enforcement.

1. Any person who believes he or she has been the victim of harassment, intimidation, or bullying should report the alleged act to the school principal or to the principal who has supervisory authority over the alleged perpetrator or the property where the incident took place. If a person is more comfortable reporting to a person other than the principal, the person may contact any teacher or

district staff. The principal or designee will accept anonymous reports, but formal disciplinary action may not be taken without corroborating evidence.

2. Any student, staff member or volunteer who witnesses harassment, intimidation, or bullying, receives a report of harassment, intimidation, or bullying, or has reliable information that a student has been subject to harassment, intimidation, or bullying shall immediately report the incident to the student's principal for prompt investigation. Staff members who witness harassment, intimidation, or bullying, receive a report of harassment, intimidation, or bullying, or have reliable information that a student has been subject to harassment, intimidation, or bullying shall act immediately to protect the alleged victim, if necessary.
3. Upon receipt of a report of harassment, intimidation, or bullying, the principal or designee shall forward a timely written report of the incident and his or her response to the Superintendent or designee. The Superintendent or designee shall compile and maintain data of all incidents of harassment, intimidation or bullying that result in suspension or expulsion. Such data shall be reported to the Department of Education and Early Development on an annual basis.
4. In all cases where the principal concludes that a report of alleged harassment, intimidation, or bullying is reliable and may lead to discipline, the principal or designee shall by telephone or in writing notify the parents or guardians of all minor students allegedly involved in the ~~incident~~ alleged incident. The notice shall advise individuals involved of their due process rights. The principal or designee shall maintain a written record of all telephonic notifications of harassment, intimidation, or bullying incidents.

#### INVESTIGATION AND CORRECTIVE ACTION

1. The principal or designee shall promptly and thoroughly investigate all alleged acts of harassment, intimidation, or bullying.
2. All persons involved in an alleged act of harassment, intimidation, or bullying shall be advised by the principal of his or her due process rights.
3. At the conclusion of the investigation, the principal shall take ~~appropriate such~~ disciplinary action deemed necessary and appropriate to end ~~any bullying~~ the misconduct and prevent its recurrence. The principal shall act in accordance with state law, district policy, administrative regulation, the student handbook, collective bargaining agreements, and applicable codes of ethics in disciplining the offending party or parties.
4. Incidents of harassment, intimidation, or bullying that involve criminal activity shall be reported to law enforcement.

#### False Report

Students and staff who knowingly or willfully make a false report of harassment, intimidation or bullying, or provide false information in connection with an investigation, will be subject to disciplinary action up to and including suspension/expulsion for students and termination for staff.

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**Retaliation Prohibited**

Retaliation or reprisal against any person who reports an incident of harassment, intimidation or bullying, or cooperates in an investigation, is strictly prohibited. Any such retaliation or reprisals will result in suspension or expulsion of offending students, and disciplinary action up to termination for school employees.

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**IMPLEMENTATION DATE: November 1, 2005**

**Revision Date: May 16, 2006**

**Revision Date: March 5, 2007**

**Revision Date: December 2, 2015**

**Sitka School District**