

Chugach School District

9312 Vanguard Drive
Anchorage, AK 99507-5355
(907) 522-7400 Phone
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www.chugachschooldistrict.com



*Charlene Arneson, President – Gail Evanoff, Vice President
Nanci Robart, Member – David Totemoff, Member – Dave Dickason, Member*

Vision/Mission Statement

Vision Statement: Our vision is to serve as a trusted collective voice for our district while promoting strong ethics, integrity, and an equitable and quality education for all of our students.

Mission Statement: Our mission is to provide visionary leadership through the establishment of a structure of strong ethics, accountability, and advocacy for the success of our students. We will pursue the advancement of student achievement and well-being through effective partnerships with staff, families, stakeholders, and our community members.

The school board would like to take this moment to respectfully acknowledge that we serve on the traditional lands of the Chugach people which includes the Sugpiaq and Alutiiq people.

UNAPPROVED AGENDA CHUGACH SCHOOL DISTRICT

DATE: Friday, February 7, 2025

PLACE: District Office

Teleconference Call-in Number: 1-206-858-8066
PIN: 576697

February School Board Meeting

TIME: 1:00 PM

Board members present:
*Charlene Arneson, Gail Evanoff,
Nanci Robart, David Totemoff, Dave Dickason*

1.	CALL TO ORDER	
2.	ROLL CALL & ESTABLISHMENT OF QUORUM	
3.	APPROVAL OF AGENDA	
4.	PLEDGE OF ALLEGIANCE	
5.	MISSION/VISION STATEMENT, LAND ACKNOWLEDGMENT	
	Vision Statement: Our vision is to serve as a trusted collective voice for our district while promoting strong ethics, integrity, and an equitable and quality education for all of our students.	
	Mission Statement: Our mission is to provide visionary leadership through the establishment of a structure of strong ethics, accountability, and advocacy for the success of our students. We will pursue the advancement of student achievement and well-being through effective partnerships with staff, families, stakeholders, and our community members.	
	Chugach School District Mission Statement: The Chugach School District is committed to developing and supporting a partnership with students, parents, community and business which equally shares the responsibility of empowering students to meet the needs of the ever changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups.	
	Land Acknowledgment: The school board would like to take this moment to respectfully acknowledge that we serve on the traditional lands of the Chugach people which includes the Sugpiaq and Alutiiq people.	
6.	APPROVAL OF MINUTES	
7.	INTRODUCTION OF GUESTS and/or ANNOUNCEMENTS	
8.	BOARD OF STARS	
9.	REPORTS AND PRESENTATIONS	
	a. CSA Report	
	February 7 CSA Report	4
	b. CFO Report	
	board Jan25-1	9
	c. Student School Board Representative Report	
	d. Preschool 2nd Quarter Report	
	PEG Report Q2	10
	e. Communications	
	Immigration Enforcement and Chugach Schools	12
10.	PUBLIC COMMENT ON AGENDA ITEMS	
11.	BOARD COMMENT	
12.	ITEMS OF BUSINESS	
	a. ODL Trip Approval (presentation)	
	b. CSD Travel	
	2025 ALPINE CHARTER RATE PROGRAM	13
	Alpine Air CSD Cost Breakdown	15

c.	Teacher Housing Discussion TAT Teacher Housing	16
d.	Preventive Maintenance MAINTENANCE LIST CSD	21
	Preventive Maintenance - Spring '25	22
e.	Superintendent / Board Evaluations (discussion)	
	File_ File 2024 CSA Eval copy	27
	DRAFT 2024 Board Self Eval-1	34
13. OLD BUSINESS		
a.	3rd Reading Chugach School District AI Policy File_ AI School Board Policy-1	44
14. NEXT BOARD MEETING		
15. ADJORNMENT		

Public Comment: A person wishing to be heard by the Board shall first be recognized by the president. Public comment on Agenda items are limited to individuals on the sign-up list at the time the meeting is called to order. The Chugach School Board welcomes public comment for up to 3 minutes per person, with a maximum of 30 minutes set aside for public comment. Public comment must comply with all Board policies including policies that prohibit public comment containing charges or complaints against any employee. School Board members and Administration will listen to comments, but may not respond.

Executive Session: The board reserves the right to enter into executive session on any agenda item as allowed for in State law. Executive sessions will be entered into only by motion and approved. The following subjects may be topics for executive session as permitted by law: (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 that the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential which includes, but is not limited to, confidential attorney/client communication. Action may not be taken in executive session except to give direction to an attorney on a specific legal matter or to a labor negotiator on pending labor negotiations. Motions to go into executive session should specify the subject of the proposed executive session without defeating the purpose of addressing the subject in private.



CHUGACH SCHOOL DISTRICT

Date: February 7, 2025

To: Chugach Board of Education

From: Ty Mase

RE: Chief School Administrator Report

I. CIP Update:

As we near the completion of the Chenega renovation, only a few tasks remain: replacing the fuel pump, installing the new generator later this spring, and resolving issues with the fire suppression system, which currently trips the village electrical system. Despite running longer than anticipated, preliminary numbers indicate that the project is within budget.

Regarding Tatitlek, UIC, BDS, and RSA recently conducted a site visit for preliminary discussions on the scope of work. Their input included several value-added suggestions, and conversations are ongoing to determine the most effective use of resources as we prepare for the construction season. During my last visit, I met with Jed Palmer, reviewed the plans, and explored the design team's proposals. It was valuable time on the ground to see the school facility firsthand as we worked through the plans.

Finally, the district office project is nearly finished. The remaining tasks include fence installation, grass seeding, the installation of exterior doors, and adding a permanent basketball hoop. This should be finished up this spring/summer.

II. Cost of Doing Business: 2025 AASB Legislative Fly-In Expenses

Lodging	\$	7,139.00
Flights	\$	5,758.00
Rental Car	\$	540.00
Conference	\$	3,200.00
Per Diem	\$	230.00
Rental Car	\$	540.00
Meals	\$	450.00
TOTAL:	\$	17,857.00



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III. IMPORTANT DATES TO REMEMBER / SPRING HAPPENINGS

- ✓ February 8-10 AASB Legislative Fly-In
- ✓ April 17-19 CSD Inservice
- ✓ April 24-26 NYO
- ✓ May 5-9 Cultural Heritage Week

IV. 24/25 FOCUS AREAS UPDATE:

Process Efficiencies/Digitizing:

- Travel – Looking to expand carriers and travel options, updated mileage rate to Fed rate
- Payroll/Timesheets – ADP Payroll Software to be implemented in March. Software includes HR component to aid in onboarding and offboarding of staff.
- Purchasing – Purchasing software “Stampli” is currently being implemented
- Expense Reimbursements - Stampli
- Allotments - Stampli
- Student Records – Most all student records have been digitized and are now kept on the cloud.

DO Facility Focus on Kids:

- Homeschool Space – Administrative offices have moved upstairs. Downstairs still undergoing Focus setup.
- Early Childhood/Multipurpose Space – Complete, awaiting furniture
- Renovation - LEDs, Plumb/Heat, Floors, Paint, Lawn. All projects are complete except for seeding of lawn, installing ball hoop, finishing exterior fence, and exterior door installation

Student-Centered

- Competencies - Continue to innovate and lead in the world of competency-based education. Student-centered, project-based elective credits. Competencies are now in place instead of elective standard content areas. Digital interactive notebooks to track competencies is being implemented.
- Expand on student wellness initiatives – Student representative added to the Board to give students representation and voice.



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- Targeted Interventions in Literacy and Math – Expanded tutoring w/ Focus, One-on-one pullouts in Whittier. Keeping Tatitlek and Chenega as two teacher sites.

Focus Homeschool:

- Build Sense of Community – Activity director for Anchorage, sites given activity budgets
- Attractive allotments/offers – Allotment increased for 24/25 school year
- Ethical Practices - Always
- Process Efficiencies – Stampi implementation
- Create student-friendly spaces – Anchorage is much more student-friendly – Mat Su still needs space

Staffing:

- Continue “Family First” - Always
- Focus on Recruitment and Retention - 10 of 20 contracts have been returned, started recruitment efforts at the beginning of the spring semester

Other:

- Expand and grow partnerships – NSB Students attending Voyage, Statewide AI training offered, Copper River partnership rekindled, NACTEC partnership being brought back, looking at joint inservice grant with LPSD, New Choice grant with LYSD, etc.
- Capital Improvement Projects – Working on closure of Chenega project, meetings have started as Tatitlek project start nears
- Develop process and procedure manual - Ongoing
- Management of grant funds – Mid-year grant meeting started in January
- Integration of AI – Trainings offered for staff, students, board and Focus parents

V. POLICY HIGHLIGHT

BP 2123 EVALUATION OF THE SUPERINTENDENT

The Board believes that an annual evaluation of the Superintendent's performance strengthens working relationships between the Superintendent and the Board. The evaluation process should clarify the Superintendent's role and give the Board and Superintendent an opportunity to jointly identify immediate priorities among the Superintendent's many responsibilities.



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Evaluations also should help the Board to monitor progress toward established goals and to set reasonable criteria for salary increases and/or contract extension.

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

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

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

BB 9400 BOARD SELF-EVALUATION

Effective, efficient and ethical School Board operations are an integral part of creating a successful educational program. In order to measure progress towards meeting board standards and its stated goals and objectives, the Board will annually schedule a time and place at which all its members may participate in a formal self-evaluation.

The Board shall be evaluated as a whole and not as individuals. The evaluation will focus on the internal operations and performance of the Board. The Board members shall develop goals and objectives against which the Board will be evaluated. A self-evaluation instrument will be based on these goals and objectives and not on goals set for the district.

Each Board member will complete the self-evaluation instrument independently. The ensuing



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evaluation will be based on the resulting composite picture of Board strengths and weaknesses. The Board will discuss the tabulated results as a group.

The evaluation process should include the establishment of strategies for improving Board performance. Revised priorities and new goals will be set for the year's evaluation.

The Board may invite the Superintendent or others to participate in the evaluation and suggest specific criteria to measure Board success in meeting board standards, goals and objectives as a governing body.

The Board recognizes that adequate opportunities for Board member orientation and inservice are an essential component of conducting meaningful self-evaluation. The evaluation process shall include suggestions for continued Board member development.



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**Statement of Activity by Fund and Function
December 31, 2024**

	<u>Original Budget</u>	<u>Y-T-D Budget</u>	<u>Y-T-D Actual</u>	<u>Variance</u>
Total Revenues	\$ 6,370,798	\$ 3,185,399	\$ 2,765,687	\$ (419,712)
<u>Expenses</u>				
Total Instruction	\$ 3,356,432	\$ 1,678,216	\$ 1,331,257	\$ 346,959
Total Special Education Instruction	\$ 167,000	\$ 83,500	\$ 41,984	\$ 41,516
Total Special Education Support Services - Student	\$ 279,788	\$ 139,894	\$ 104,547	\$ 35,347
Total Support Services - Instruction	\$ 1,273,506	\$ 636,753	\$ 154,552	\$ 482,201
Total School Administration	\$ 227,055	\$ 113,528	\$ 81,951	\$ 31,577
Total District Administration	\$ 331,875	\$ 165,938	\$ 236,521	\$ (70,584)
Total District Administration Support Services	\$ 347,650	\$ 173,825	\$ 242,893	\$ (69,068)
Operation and Maintenance of Plant				
Total Operation and Maintenance of Plant	\$ 594,589	\$ 297,295	\$ 181,116	\$ 116,178
Total Expenses	\$ 6,577,895	\$ 3,288,948	\$ 2,374,820	\$ 914,127
Excess Revenue Over (Under) Expenditures	\$ (207,097)	\$ (103,549)	\$ 390,867	\$ 494,415

Chugach Early Childhood – PEG Grant

January 2025

GOAL 1: Elevate Early Literacy for 3 through 5-year-olds

Student Numbers: Total- 57 (12 half-day PreK and 45 Homeschool Students) Site Schools: 3, Homeschool Hubs: 4			
FOCUS Homeschool (Anch) – 15	FOCUS Homeschool (Fbks) – 15	FOCUS Homeschool (MatSu) – 15	
FOCUS Homeschool (Valdez) – 0	Chenega Bay – 1	Tatitlek – 4	Whittier – 7

Heggerty Daily Phonemic Awareness Instruction

- Classroom teachers deliver daily instruction in Phonemic Awareness.
- Homeschool families have access to daily lessons online as well as allotment funds to purchase Heggerty for at home use.
- All families have access to daily lessons online when out of school.



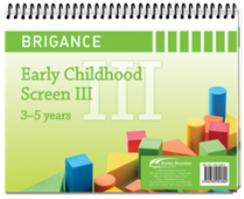



Whittier teacher, Ms. Lori created classroom friend, 'Heggerty', to help students engage in learning.

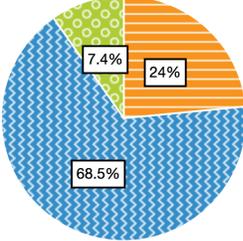
GOAL 5: Ensure Kinder Readiness and Streamline Kindergarten Transition

Brigance Screening

76% of preschool students developing at or above normal Brigance Fall screening



Fall Screening



Category	Percentage
Below Delays Cutoff	24%
Within Normal Limits	68.5%
Above Gifted Cutoff	7.4%

Instruction

BRIGANCE® Readiness Activities

- Activities correlated to Early Childhood Screens and Inventory
- Recommendations for teachers
- Home activities for parents
- Read-to-Me book lists
- Reproducible Student Learning Plans

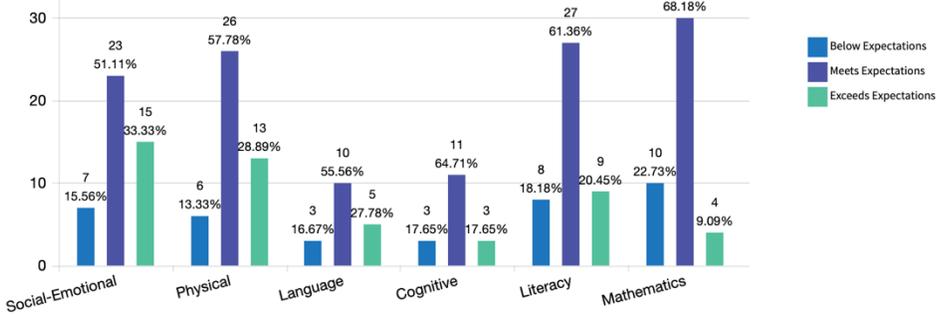
Family individual learning plans created for each student using Screening and Assessment results.

Teaching Strategies GOLD

- Teachers are interrater reliable.
- All observations and scoring overseen by an IRR teacher.



Fall 2024/2025 - Widely Held Expectations



Area	Below Expectations	Meets Expectations	Exceeds Expectations
Social-Emotional	7 (15.58%)	23 (51.11%)	15 (33.33%)
Physical	6 (13.33%)	26 (57.78%)	13 (28.89%)
Language	3 (6.67%)	10 (22.22%)	5 (11.11%)
Cognitive	3 (6.67%)	11 (24.44%)	3 (6.67%)
Literacy	8 (17.78%)	27 (59.26%)	9 (20.45%)
Mathematics	10 (22.22%)	30 (66.67%)	4 (9.09%)

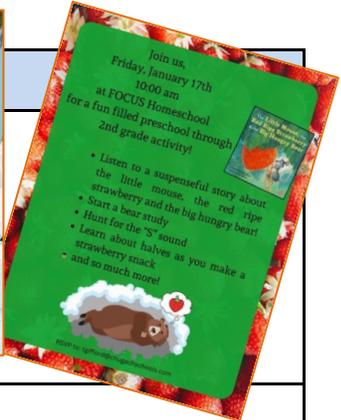
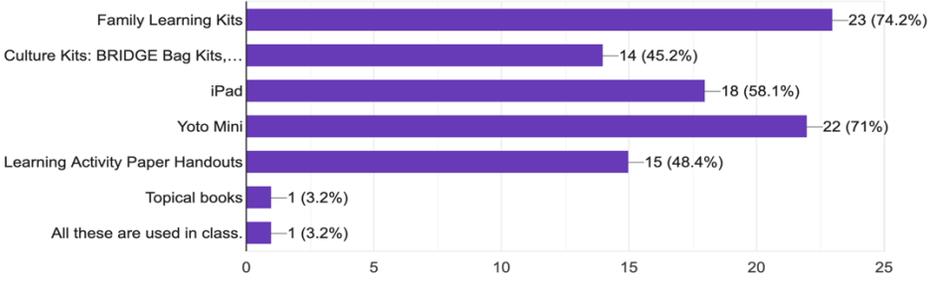
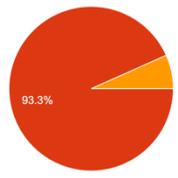
Chugach Early Childhood – PEG Grant

January 2025

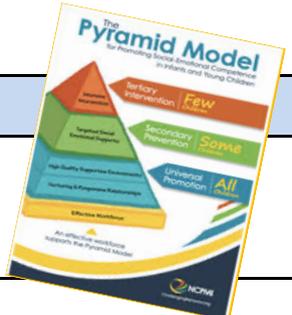
GOAL 2: Develop and Retain High Quality Educators

Certified Teachers: 2. - Classified Staff: 3	
Learn & Grow, SEED, and Teacher Certification	
<ul style="list-style-type: none"> Incentives up to \$1000 provided for growth on SEED Ladder and training efficacy. Teachers are offered and encouraged to complete 40+ hours of PD during the year. Paid time for training. 	

Goal 3: Foster Family and Cultural Connections

Family Events	
<p>Family Events 4-9 times/year: Families are invited to join other families in learning experiences aligned to state standards for preschool.</p>	<div style="display: flex; justify-content: space-around;">    </div>
<p>FAMILY RESOURCES A variety of resources are available to families, including technology devices and app subscriptions, themed learning kits, reading sets, cultural kits, and special request items per family needs.</p>	<p>From mid-year parent survey: Which types of family materials were you able to check out or utilize this year? (check all that apply) 31 responses</p> 
<p>FAMILY CONNECTIONS Teachers meet with families at least once per quarter for classrooms and once per month for homeschool.</p>	<p>From mid-year parent survey: How would you rate your experience with the early childhood program this semester? 32 responses</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>● Too often.</p> <p>● Just the right amount.</p> <p>● Would have liked more.</p> </div>  <div style="margin-left: 20px;"> <p>Average rating (4.78)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">1 ★</div> <div style="text-align: center;">2 ★</div> <div style="text-align: center;">3 ★</div> <div style="text-align: center;">4 ★</div> <div style="text-align: center;">5 ★</div> </div> </div> </div>

GOAL 4: Promote Positive Social Emotional Learning

Pyramid Model and Coaching	
<ul style="list-style-type: none"> Classroom teachers will be starting Practice Based Coaching with Thread. Teachers will complete an 'Unpacking the Pyramid' program using the Pyramid Model. 	

Immigration Enforcement and Chugach Schools: Key Considerations

Changes to Enforcement Policy

For years, Immigration and Customs Enforcement (ICE) and Customs and Border Protection were restricted from taking enforcement actions in sensitive locations like schools. However, as of January 20, 2025, the Acting Secretary of Homeland Security has lifted these restrictions.

Currently, there is no formal guidance on school-related enforcement, other than a general expectation that agents use “common sense.” School districts should understand their legal responsibilities regarding immigration enforcement.

Does ICE Have a Warrant?

A school’s response to ICE depends on whether the agent presents a **judicial** or **administrative** warrant:

- **Judicial warrants and subpoenas** are issued by a state or federal court and signed by a judge or magistrate.
- **Administrative warrants and subpoenas** are issued by federal agencies, signed by an “immigration judge” or “immigration officer,” but do **not** carry the same legal authority.

Requests for Student Information

Student information is protected under **FERPA**:

- **Judicial subpoena:** Schools must notify parents before releasing student records and only provide the information listed in the subpoena.
- **Administrative subpoena:** Compliance may violate FERPA.
- **Directory Information:** May be disclosed without a subpoena, but schools should verify whether a parent has opted out.

Arresting a Student on Campus

The type of warrant determines the level of school cooperation:

- **Judicial warrant:** ICE can arrest on school grounds. Schools may minimize disruption by coordinating time and location and having staff present.
- **Administrative warrant:** ICE cannot enter non-public areas but may arrest off school grounds.
- Schools should retain a copy of the warrant and the agent’s name.

***If there is ANY question, contact district administration who will consult legal counsel as needed.**

2025 HELICOPTER CHARTER PROGRAM

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CARGO & EQUIPMENT TRANSPORT
MAPPING/SURVEYING
TELECOM/RESOURCE DEVELOPMENT
PHOTO/FILM/VIDEO PRODUCTION



AIRBUS ASTAR AS350 B3e	AIRBUS ASTAR AS350 B2	ROBINSON R-66 TURBINE	ROBINSON R-44 II
Passenger Capacity: 5	Passenger Capacity: 5-6	Passenger Capacity: 4	Passenger Capacity: 3
Internal Payload: 1400 lbs <small>Varies w/equipment, fuel load & altitude</small>	Internal Payload: 1400 lbs <small>Varies w/equipment, fuel load & altitude</small>	Useable Payload: 850 lbs <small>Varies w/equipment, fuel load & altitude</small>	Useable Payload: 600 lbs <small>Varies w/equipment, fuel load & altitude</small>
Slingload Max: 2800 lbs <small>Varies w/equipment, fuel load & altitude</small>	Slingload Max: 2000 lbs <small>Varies w/equipment, fuel load & altitude</small>	Slingload Max: 1200 lbs <small>Varies w/equipment, fuel load & altitude</small>	Slingload Max: 600 lbs <small>Varies w/equipment, fuel load & altitude</small>
Cruising Speed: 145 mph	Cruising Speed: 135 mph	Cruising Speed: 126 mph	Cruising Speed: 115 mph
Cargo Hook	Cargo Hook	Cargo Hook	Cargo Hook
Skids with Tundra/Snow Pads & Pop-Out Floats Optional	Skids with Tundra/Snow Pads & Pop-Out Floats Optional	Skids with Tundra/Snow Pads & Pop-Out Floats Optional	Skids with Tundra/Snow Pads & Pop-Out Floats Optional
Cargo Compartment & Cargo Basket Optional	Cargo Compartment & Cargo Basket Optional	Cargo Compartment & Cargo Basket Optional	Cargo Basket Optional
GPS, Tracking & Sat Phone Optional	GPS, Tracking & Sat Phone Optional	GPS, Tracking & Sat Phone Optional	GPS, Tracking & Sat Phone Optional
HOURLY RATES:	HOURLY RATES:	HOURLY RATES:	HOURLY RATES:
\$2380 per hour DRY (+ fuel @ approx 54 gal per hr)	\$2125 per hour DRY (+ fuel @ approx 47 gal per hr)	\$1300 per hour DRY (+ fuel @ approx 23 gal per hr)	\$925 per hour DRY (+ fuel @ approx 16 gal per hr)
Contact us for a custom charter price estimate	Contact us for a custom charter price estimate	Contact us for a custom charter price estimate	Contact us for a custom charter price estimate
Daily Rate Minimum: 4 hours	Daily Rate Minimum: 4 hours	Daily Rate Minimum: 4 hours	Daily Rate Minimum: 4 hours
Max. Daily Flight Time: 8 hrs	Max. Daily Flight Time: 8 hrs	Max. Daily Flight Time: 8 hrs	Max. Daily Flight Time: 8 hours
Max. Daily Duty Time: 14 hrs	Max. Daily Duty Time: 14 hrs	Max. Daily Duty Time: 14 hrs	Max. Daily Duty Time: 14 hrs

Alpine Air CSD Cost Breakdown

Tatitlek would take a bit above two hours of flight time and Chenega would be close to two hours. Since the rates are based on flight time, you are charged for the round trip even if there is no passenger on one of the legs. I have listed estimates below for you to look over that include fuel. I am also attaching our rate sheet that shares more helicopter information. Our Robinson R44 can accommodate up to 3 guests or up to 500-550 pounds, depending on fuel.

Girdwood-CHE rt \$2,170 estimated

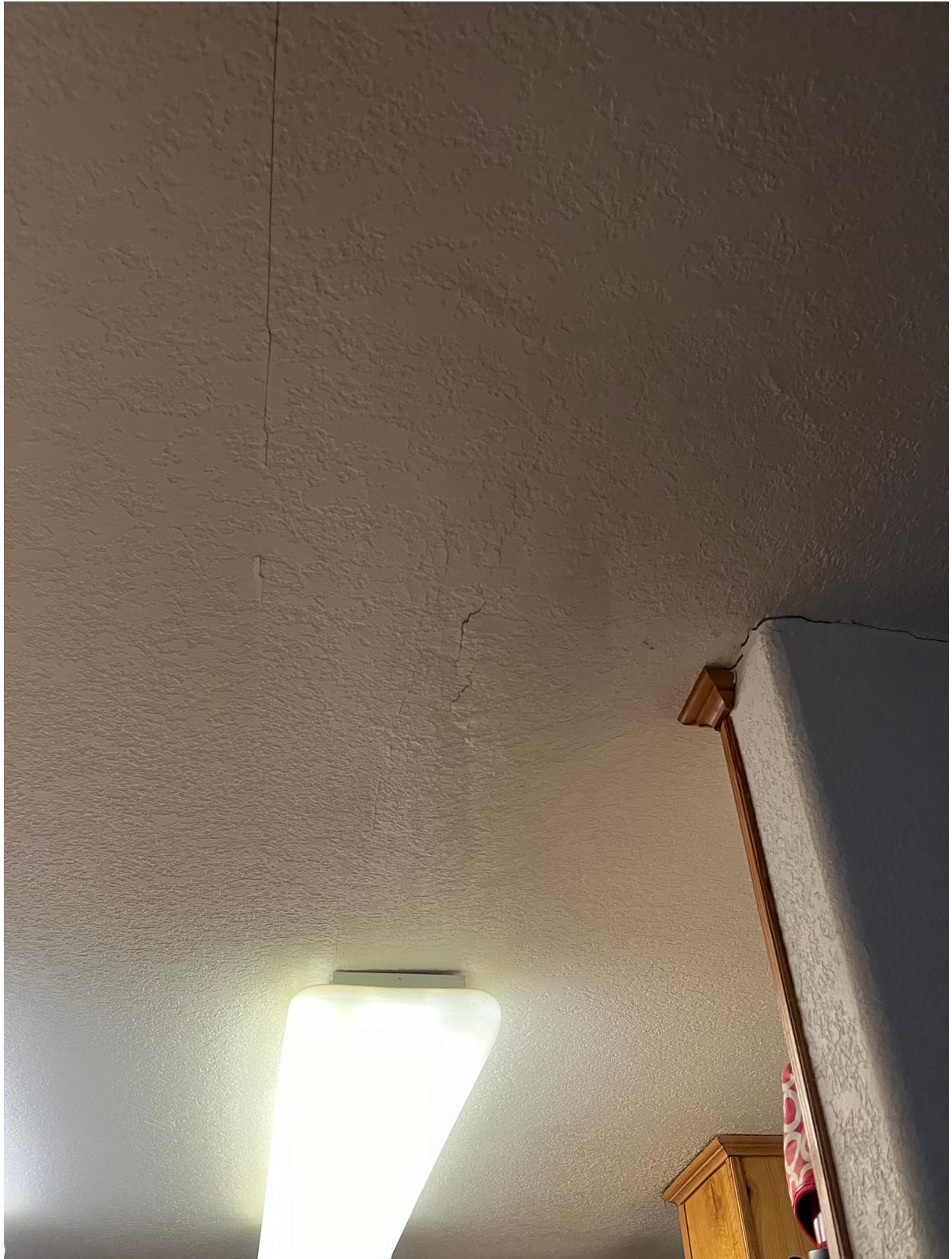
Girdwood-CHE-TAT rt \$2,930-\$3,255 estimated

TAT-Girdwood rt \$2,387 estimated











School or CSD Physical Site:

School Year / Semester:

Maintenance Lead:

(please prioritize your lists)

REACTIVE MAINTENANCE	PROACTIVE/PREVENTATIVE MAINTENANCE	WISH LIST
NEEDS FIXED ASAP	RENEWAL/REPLACE (OIL/FILTER CHANGES, UPKEEP, ETC.)	RENOVATIONS, ADDITIONS, ETC.

School or CSD Physical Site: FOCUS Fairbanks

School Year / Semester: Spring 2025

Maintenance Lead: Seth Haines

(please prioritize your lists)

Reactive Maintenance *Needs fixed ASAP	Proactive Maintenance *Renewal/Replace/Upkeep	Wish List *Renovations, Additions, etc
	<p>--Both conference rooms need drywall repair and paint.</p> <p>--There's a soft spot that has developed in part of our roof that I discovered about a year and a half ago. I've been monitoring it, but I think when the snow has melted, we need to get it looked at by a roofer. I'm not sure of what it may cost to repair at this point.</p> <p>--Our HRV and HRV ducts haven't been cleaned since 5/10/2021, during COVID. I think we should arrange to have the whole system cleaned and serviced sometime over the summer. Last time this service cost \$1,800.</p> <p>--Our annual fire extinguisher service is coming up in June. Last year this cost \$110, or \$10 for each extinguisher.</p> <p>--To my knowledge, our chimney has never been inspected or cleaned since we moved into the building in 2019 and I think this summer it would be good for both.</p> <p>--Balcony railing needs painted.</p>	<p>THESE ARE NOT IN ANY PARTICULAR ORDER</p> <p>--See attached "Proposed Fairbanks Remodeling."</p> <p>--Add attractive permanent signage outside</p> <p>-Phone system - Wiring and infrastructure already exists in the building, but it needs integrated between 1st and 2nd floors, as building used to be rented by two separated businesses. We would also like desk phones that can do transfers, voice messages, etc.</p> <p>--Inside of building needs drywall repairs and painted. Some places are looking dingy.</p> <p>--Convert oil-fired boiler and oil-fired water heater to natural gas. Current boiler was manufacture 12/2003.</p> <p>--We would really like to have windows added to our office doors. We had a few doors done downstairs a few years ago, but none upstairs. It makes for better transparency, especially during SpEd meetings, accommodations testing, etc.</p>

		<p>--Installation of a fire escape ladder from second floor. Right now, there is only one egress from upstairs, the staircase to the lobby.</p> <p>--Tie in the HRV to the basement. It gets funky down there and ventilation would fix that.</p> <p>--Have a crash bar installed on the front glass door so that the door can be locked from the outside, but people can still exit from inside after closing.</p> <p>--Have STEM room floor leveled and carpeted and convert that space to reception, freeing up current reception space for activity and classroom space. (outlined in "Remodeling" attachment)</p>
--	--	--

School or CSD Physical Site: Whittier Community School

School Year / Semester: Spring 2025

Maintenance Lead: Josh Duffus

(please prioritize your lists)

Reactive Maintenance *Needs fixed ASAP	Proactive Maintenance *Renewal/Replace/Upkeep	Wish List *Renovations, Additions, etc
<p>1. Fire extinguishers and sprinklers system checked</p> <p>It was my understanding that Frontier just came and did this on a schedule once a year. Come to find out after following up a second time that they somehow missed us last year. I'm working with Cameron at Frontier to come down ASAP.</p>	<p>1. On the vehicle/equipment end of things, even on the van, we are up to date on scheduled service. I will say Carlson did a good job stocking up on filters etc for this equipment. There is enough there for at least one or two services on each piece of equipment. This includes the backup generator.</p> <p>2. There are about 2-3 hydronic lines that currently are fine, but for the long term should probably be replaced. I will try to locate parts and do this in the spring...when it's warmer.</p> <p>3. Boilers plumbing. Boilers... currently running well and I have stocked up on some backup parts for them so we don't have to rely so heavily on a specialized to show up to swap something out. I would like to buy about 3 more specific pumps, and a couple actuators to keep on hand, so once again they can just be replaced and not wait around for ordering or delivery.</p>	<p>1. The kitchen needs new venting hoods for the stoves. The old ones were taken out because where they were located directly above each stove...you could not put a large pot on the stove without congestion. The hoods really need to be located higher and go out through the roof. The stoves work fine..but they are pretty old and two new ones would be great.</p> <p>2. All old copper water plumbing under building needs updated to plastic.</p> <p>3. A new drainage/culvert ditch needs build on the East Side of the school. The drainage is effective here, but at one point an elevated boardwalk so to speak was built along the culvert (I'm assuming to try to prevent ice damning in the spring break up) and some sections of that have caved in. Once again, not the end of the world here, but it should be upgraded and constructed properly by an engineer.</p> <p>4. A new retaining wall just outside the garage entrance. The old creosote wall is starting to collapse.</p>

School or CSD Physical Site: Tatitlek Community School

School Year / Semester: Spring 2025

Maintenance Lead: Jed Palmer

(please prioritize your lists)

Reactive Maintenance *Needs fixed ASAP	Proactive Maintenance *Renewal/Replace/Upkeep	Wish List *Renovations, Additions, etc
Shop floor – rotting at the entrance by garage door. Fire suppression system currently down. Lead in water – plumbing needs addressed. Back deck has been removed and support structures/beam are rotten – will be addressed under CIP	Alder and moss removal on flat roof. Continue to unplug drains. Oil changes and filters where needed. Fire inspections. Snow removal.	Teacher housing remodel – both units. Teacher housing siding and skirting replaced. Furnace in outbuilding. Outbuilding remodel and structural fixes. Air duct in kitchen removed to free up pantry space. Interior doors replaced – not a part of CIP

School or CSD Physical Site: District Office

School Year / Semester: Spring 2025

Maintenance Lead: Ryan Schmidt

(please prioritize your lists)

Reactive Maintenance *Needs fixed ASAP	Proactive Maintenance *Renewal/Replace/Upkeep	Wish List *Renovations, Additions, etc
<p>Fencing around exterior property is in poor condition. (slated to be fixed Spring 2025)</p> <p>Yard needs seeded - Spring 2025 (Wolverine).</p> <p>Exterior runner board and front entry need to be treat/painted/stained.</p> <p>Door handle between DO and Voyage needs replaced.</p> <p>Bricks on exterior of building in need of repair.</p>	<p>Gutters / drains cleaned out.</p> <p>Oil changes and filters where needed.</p> <p>Fire inspections.</p> <p>Snow removal.</p> <p>Elevator cert./maint.</p>	<p>Permanent ball hoop installed.</p> <p>Floor in VTE replaced.</p> <p>Floor in DO kitchen replaced.</p> <p>Building pressure washed.</p> <p>New exterior signage.</p> <p>Landscape work / freshened up.</p>

1. ASSESSMENT OF KEY SKILLS AND ABILITIES OF THE CSA

*** 1. The CSA is able to see the "big picture," think strategically, and communicate a vision for the District.**

CSA Comments

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

*** 2. The CSA maintains positive, effective, and open communication with the Board.**

CSA Comments

Based on the above information and your knowledge of the CSA's performance, he maintains positive, effective, and open communication with the Board.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

*** 3. The CSA is able to make tough decisions in the best interests of the District and hold people accountable for their responsibilities.**

CSA Comments

Based on the above information and your knowledge of CSA's performance, he is able to make tough decisions in the best interests of the District and hold people accountable for their responsibilities.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

*** 4. The CSA is proactive and innovative in identifying issues and finding solutions.**

CSA Comments

Based on the above information and your knowledge of the CSA's performance, he is proactive and innovative in identifying issues and finding solutions.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

*** 5. The CSA conducts himself in a way that promotes openness, cooperation, teamwork, trust, respect, and fair dealing throughout the District.**

CSA Comments

Based on the above information and your knowledge of the CSA's performance, he conducts himself in a way that promotes openness, cooperation, teamwork, trust, respect, and fair dealing throughout the District.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

*** 6. The CSA presents ideas in one-on-one and group settings with confidence, conviction, and sensitivity to the diverse interests in the communities served by the District.**

CSA Comments

Based on the above information and your knowledge of the CSA's performance, he presents ideas in one-on-one and group settings with confidence, conviction, and sensitivity to the diverse interests in the communities served by the District.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

*** 7. The CSA has a customer-service orientation.**

CSA Comments

Based on the above information and your knowledge of CSA's performance he demonstrates a customer service orientation when engaging with students, parents, district and state-wide leaders.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

*** 8. The CSA is able to communicate effectively with employees at all levels in the District.**

CSA Comments

Based on the above information and your knowledge of teh CSA's performance, he is able to communicate effectively with employees at all levels in the District.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

*** 9. The CSA is able to communicate effectively with students, parents, employers, organizational leaders, and other community residents.**

CSA Comments

Based on the above information and your knowledge of CSA's performance, he is able to communicate effectively with students, parents, employers, organization leaders, and other community residents.

- Strongly Agree
- Slightly Agree
- Disagree
- Agree
- Slightly Disagree
- Strongly Disagree

*** 10. Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance relative to ASSESSMENT OF KEY SKILLS AND ABILITIES OF THE CSA.**

- Outstanding
- Average
- Above Average
- Needs Improvement

11. This space is provided for any comments you may have related to this section on ASSESSMENT OF KEY SKILLS AND ABILITIES OF THE CSA.

2. PERFORMANCE OBJECTIVES OF THE CSA

The questions that follow list performance goals associated with six (6) major responsibility areas. In each of these areas, the CSA has provided comments on his accomplishments.

* 12. **RESPONSIBILITY 1: Board Support**

Following are CSA statements and results to address **RESPONSIBILITY 1: Board Support**.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance related to **RESPONSIBILITY 1: Board Support**.

- Outstanding Average
 Above Average Needs Improvement

13. This space is provided for any comments you may have related to **RESPONSIBILITY 1: Board Support**.

* 14. **RESPONSIBILITY 2: Programs and Services**

Oversees the planning, development, risk management, compliance, evaluation, and quality of the district's programs. Ensures that customer service orientation is a priority for all employees.

Following are CSA statements and results related to **RESPONSIBILITY 2: Programs and Services**.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance relative to **RESPONSIBILITY 2: Programs and Services**.

- Outstanding Average
 Above Average Needs Improvement

15. This space is provided for any comments you may have related to **RESPONSIBILITY 2: Programs and Services**.

* 16. **RESPONSIBILITY 3: Strategic Leadership**

Following are CSA statements and results related to RESPONSIBILITY 3: Strategic Leadership.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance relative to RESPONSIBILITY 3: Strategic Leadership.

- Outstanding Average
 Above Average Needs Improvement

17. This space is provided for any comments you may have related to RESPONSIBILITY 3: Strategic Leadership.

* 18. **RESPONSIBILITY 4: Finances and Facilities**

Following are CSA statements and results relative to RESPONSIBILITY 4: Finances and Facilities.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance relative to RESPONSIBILITY 4: Finances and Facilities.

- Outstanding Average
 Above Average Needs Improvement

19. This space is provided for any comments you may have related to RESPONSIBILITY 4: Finances and Facilities.

25. This space is provided for any final comments you may have related to the overall performance of the CSA.

1. MISSION, VISION, GOALS

* 1. The Mission and Vision Statements, listed below, adequately meet our district's needs.

Mission Statement : The Chugach School District is committed to developing and supporting a partnership with students, parents, community and business which equally shares the responsibility of empowering students to meet the needs of the ever changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups.

Vision Statement: Our vision is to serve as a trusted collective voice for our district while promoting strong ethics, integrity, and equitable quality education for all of our students.

Strongly Agree

Slightly Agree

Disagree

Agree

Slightly Disagree

Strongly Disagree

* 2. The Board sets yearly goals and makes effective use of them when developing annual budgets.

Strongly Agree

Slightly Agree

Disagree

Agree

Slightly Disagree

Strongly Disagree

* 3. In relation to this section on MISSION, VISION, GOALS, I think the Board's performance has been

Outstanding

Above Average

Average

Needs Improvement

4. This space is provided for any comments you may have related to this section on MISSION, VISION, GOALS.

2. BOARD SUPPORT AND BOARD PROCESSES

* 5. In my view, the Board meets often enough to accomplish its work.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

* 6. I believe that Board meeting packets include appropriate and sufficient supporting information.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

* 7. I believe that Board members receive meeting agendas and board packets sufficiently in advance of board meetings.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

* 8. I think that Board meetings are conducted in a fair, efficient, and effective manner.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

* 9. I believe that Board members are encouraged to participate in board discussions during meetings and work sessions.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

* 10. I think the Board's annual process for evaluating its own performance is effective.

- | | | |
|--------------------------------------|---|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Slightly Agree | <input type="radio"/> Disagree |
| <input type="radio"/> Agree | <input type="radio"/> Slightly Disagree | <input type="radio"/> Strongly Disagree |

* 11. In relation to this section on BOARD SUPPORT AND BOARD PROCESSES, I think the Board's performance has been

- Outstanding
- Above Average
- Average
- Needs Improvement

12. This space is provided for any comments you may have related to this section on BOARD SUPPORT AND BOARD PROCESSES.

3. BOARD AND CSA RELATIONSHIP

* 13. I am satisfied that the Board monitors the CSA's performance annually using specific performance targets agreed to with the CSA in advance.

- Strongly Agree Slightly Agree Disagree
 Agree Slightly Disagree Strongly Disagree

* 14. I believe a climate of mutual trust exists between the Board and the CSA.

- Strongly Agree Slightly Agree Disagree
 Agree Slightly Disagree Strongly Disagree

* 15. I agree that the Board consistently holds the CSA accountable for complying with board policy and supports the CSA in implementing it.

- Strongly Agree Slightly Agree Disagree
 Agree Slightly Disagree Strongly Disagree

* 16. Based on my judgment, if conflict arises between the Board and CSA, it is managed effectively.

- Strongly Agree Slightly Agree Disagree
 Agree Slightly Disagree Strongly Disagree

* 17. In relation to this section on BOARD AND CSA RELATIONSHIP, I think the Board's performance has been

- Outstanding
 Above Average
 Average
 Needs Improvement

18. This space is provided for any comments you may have related to this section on BOARD AND CSA RELATIONSHIP.

4. EMPLOYEES

* 19. As a Board member, I am satisfied that the processes used to recruit, hire, and orient new employees meet the needs of applicants, employees, and the district.

Strongly Agree

Slightly Agree

Disagree

Agree

Slightly Disagree

Strongly Disagree

* 20. I believe the Board supports the CSA to monitor and continuously improve employee productivity.

Strongly Agree

Slightly Agree

Disagree

Agree

Slightly Disagree

Strongly Disagree

* 21. In relation to this section on EMPLOYEES, I think the board's performance has been

Outstanding

Above Average

Average

Needs Improvement

22. This space is provided for any comments you may have related to this section on EMPLOYEES.

5. STUDENTS AND STUDENT ACHIEVEMENT

* 23. I think the Board is kept informed of the instructional curriculum delivered in all schools.

- Strongly agree Somewhat agree Disagree
 Agree Somewhat disagree Strongly Disagree

24. I believe the Board is well-informed regarding the status of student achievement at all schools in the district.

- Strongly agree Somewhat Agree Disagree
 Agree Somewhat Disagree Strongly Disagree

* 25. I think the Board takes an active role in reviewing and monitoring activity programs available to all students in the district.

- Strongly agree Slightly agree Disagree
 Agree Slightly Disagree Strongly Disagree

* 26. I believe the programs of academic, social, and other activities are provided equitably to students across the school district and are the best the Board can provide with available resources.

- Strongly agree Somewhat agree Disagree
 Agree Somewhat disagree Strongly Disagree

* 27. In relation to this section on STUDENTS AND STUDENT ACHIEVEMENT, I think the Board's performance has been

- Outstanding
 Above Average
 Average
 Needs Improvement

28. This space is provided for any comments you may have related to this section on STUDENTS AND STUDENT ACHIEVEMENT.

6. FINANCE

* 29. I think the Board understands and successfully performs its role and responsibilities for financial oversight of district budgets.

- Strongly Agree Slightly Agree Disagree
 Agree Slightly Disagree Strongly Disagree

* 30. I think the Board is well-informed on insurance and risk management issues.

- Strongly agree Slightly Agree Disagree
 Agree Slightly Disagree Strongly Disagree

* 31. I believe the Board is well-informed about the process and findings of the district's financial audit.

- Strongly Agree Slightly Agree Disagree
 Agree Slightly Disagree Strongly Disagree

* 32. In relation to this question on FINANCE, I think the Board's performance has been

- Outstanding
 Above Average
 Average
 Needs Improvement

33. This space is provided for any comments you may have related to this section on FINANCE.

7. FACILITIES

* 34. I believe the Board has a viable long-range plan that is based on an accurate assessment of current and future education needs.

- Strongly Agree Slightly Agree Disagree
 Agree Slightly Disagree Strongly Disagree

* 35. I believe the Board ensures that the long-range facility plan includes community and stakeholder input.

- Strongly agree Slightly Agree Disagree
 Agree Slightly Disagree Strongly Disagree

* 36. I think the Board is well-informed about the physical plant and maintenance needs of the school district.

- Strongly Agree Slightly Agree Disagree
 Agree Slightly Disagree Strongly Disagree

* 37. In relation to this section on FACILITIES, I think the Board's performance has been

- Outstanding
 Above Average
 Average
 Needs Improvement

38. This space has been provided for any comments you may have related to this section on FACILITIES.

* 47. In my view, the Board effectively uses the district's strategic plan as a guide to set priorities.

- Strongly Agree
- Slightly Agree
- Disagree
- Agree
- Slightly Disagree
- Strongly Disagree

* 48. In relation to this question on BOARD MEMBER PERFORMANCE, I think the Board's performance has been

- Outstanding
- Average
- Above Average
- Needs Improvement

49. This space is provided for any comments you may have related to the section on BOARD MEMBER PERFORMANCE.

50. What, if anything, would improve your performance as a Board member?

BP 6161.6 AI Usage by Chugach Students and Staff

This policy encourages responsible, ethical engagement with AI while maintaining the integrity and privacy of the educational experience for all members of the school community.

Purpose:

The purpose of this policy is to establish guidelines for the responsible and ethical use of Artificial Intelligence (AI) technologies by students and staff within Chugach School District. This policy aims to ensure that AI tools are used to enhance learning and support district goals while safeguarding student data, privacy, equity, and the integrity of educational practices.

Appropriate Uses of AI: Students and staff are encouraged to use AI tools in the following ways, provided they adhere to ethical standards, protect privacy, and comply with district goals:

For Students (based on criteria set by staff):

- Personalized Learning Support, Academic/Study Support, Research and Exploration, Writing and Revision Assistance, Language Learning, Creativity and Brainstorming, Time Management and Organization, Educational Games and Simulations, Collaboration and Communication, etc.

For Staff (based on criteria set by the district):

- Data-Driven Instruction/Insights, Administrative Efficiency, Professional Development, Personalized Learning, Content Creation, Collaboration and Communication, etc.

Inappropriate Uses of AI: The following uses of AI by students and staff are prohibited, as they violate ethical standards, district policies, or the integrity of the educational environment:

For Students:

- Academic Dishonesty/Plagiarism, Misrepresentation, Cyber Bullying, Bypassing Learning, Unauthorized Access, Inappropriate Content Creation, Avoiding Critical Thinking, etc.

~Students should use AI responsibly, ensuring it complements their learning rather than replacing their effort and intellectual integrity.

For Staff:

- Violation of Student Privacy, Bias in Decision-Making, Over-Reliance on Automation, Automated Grading Without Oversight, Use of AI w/o Attention to Customization, etc.

~Teachers should use AI as a supportive tool, not as a substitute for their professional judgment, personalized instruction, or ethical responsibilities.

Privacy and Data Protection: All use of AI technologies must comply with applicable privacy laws and district policies.

- **Student Data:** AI tools must adhere to strict data protection protocols and be transparent about how data is collected, stored, and used.
- **Consent:** Parents/guardians must be informed of any AI tools used that collect individual student data, and appropriate consent must be obtained when necessary.
- **Transparency:** Staff should ensure that students understand when AI is being used and how it impacts their learning.

Training and Professional Development

- **Staff Training:** The district will provide ongoing training for staff on the ethical, effective, and responsible use of AI in the classroom and administrative roles.
- **Student Education:** Schools will educate students on the appropriate use of AI tools, including understanding its benefits and limitations, and promoting digital citizenship.

Monitoring and Review

- The district will regularly review AI tools used in the educational setting to ensure they align with this policy. Updates to the policy will be made as needed to adapt to the evolving landscape of AI technology.

Consequences for Policy Violations

- Any violation of this policy may result in disciplinary action according to district policy and procedures.