



# Chugach School District

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*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: Tuesday, August 26, 2025**

**PLACE: District Office**

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

### August 2025 CSD School Board Meeting

**TIME: Work Session 8/26/25**

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

1. CALL TO ORDER	
2. ROLL CALL & ESTABLISHMENT OF QUORUM	
3. WORK SESSION	
a. Executive Session	
b. Strategic Plan Review	
Chugach School District Strategic Plan	5
CSD Work Session - St. Plan	9
c. Board Goals	
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Board Goal Setting Process	11
d. Director Reports	
I. Maintenance Report, Finance Report, Special Education Report, Voyage, Whittier and Instructional Report, Site Administrator Report	
Doug Board Report 8_25	12
e. Federal Per Diem Rates / Lodging	
MAXIMUM PER DIEM RATES OUTSIDE THE CONTINENTAL UNITED STATES	13
f. Classified Pay Scale/Benefits Discussion	
Classified Salary Schedule FY22-23-Final	14
g. Student School Board Representative	
File_ Student Representative	19
h. Policy Committee Update and Policy Approval Procedures	
BB-9311-2	21
4. RECESS UNTIL 8/27/2025	
5. RECONVENE	
6. APPROVAL OF AGENDA	
7. PLEDGE OF ALLEGIANCE	
8. 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.

9. APPROVAL OF MINUTES	
10. INTRODUCTION OF GUESTS and/or ANNOUNCEMENTS	
11. BOARD OF STARS	
12. REPORTS AND PRESENTATIONS	
a. Student School Board Representative Report	
b. CSA Report	
Aug 25 CSA Report	22
13. PUBLIC COMMENT ON AGENDA ITEMS	
14. BOARD COMMENT	
15. ITEMS OF BUSINESS	
a. Coalition for Education Equity	
b. Executive Session	
c. Classified Payscale	
d. Superintendent Evaluation	
DRAFT 2025 CSA Eval	24
e. AASB Policy Updates - First Reading	
Summer 2025 Instruction Sheet (1)	31
BP 4180 (CL) (2025 Summer Update)	33
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BP 5111 (CL) (2025 Summer Update)	36
BP 5138 (CL) (2025 Summer Update)	38
BP 6151 (CL) (2025 Summer Update)	42
f. Organizational Chart 25/26	
26	43
g. Policy Committee Updates for Approval	
BP-0410.pdf	45
BP-0500.docx	47
h. Policy Committee Updates - first reading	
BP-0200.pdf	48
BP-0420.pdf	49
16. OLD BUSINESS	
17. NEXT BOARD MEETING	
18. 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

## Strategic Plan

### **Goal I: Student Focus –**

Engage all students to embrace their education through effective relevant instruction, performance-based curriculum, and individualized education; to empower student ownership of their learning.

**Strategy #1:** Engage and empower students through individualized education strategies.

1. Student Learning Profiles
2. Individualized Learning Plan
3. Personal Graduation Plan
4. Performance-based advancement in each content area
5. Developmental Standards from preschool through post-graduation

**Strategy #2:** Engage and Empower Students through effective relevant instructional strategies.

1. Relevant / Local Standards
2. Balanced Instructional Model
3. Thematic Units
4. Holistic Education: Equally valued content areas
5. Engaging opportunities tied to Standards (Sports, Student VOICE, Voyage to Excellence, Further Education opportunities, etc.)

**Strategy #3:** Utilize appropriate student accountability measures to engage and empower students.

1. Authentic Standard Assessments
2. Districtwide Assessment Inservices for Inter-rater reliability
3. Multiple Format Assessments
4. Web-based Aligned Information Management System (AIMS) for students, parents and staff
5. Alaska State Exams: Standards-based Assessments; High School Graduation Qualifying Exam; English Language Proficiency Assessment; Alternate and Alternative Assessments; Terra-Nova and NAEP Assessments

## **Goal #2: Staff Focus –**

Provide effective professional development and training, encourage collegiality, accountability, and the valuing of all staff members to increase **workforce** effectiveness and ownership.

**Strategy #1:** Incorporate effective staff training with team-building strategies to increase staff ownership and collegiality.

1. Provide up to 30 days individual and group trainings in a variety of locations.
2. Districtwide training for Generalist Teachers
3. Individual Training Proposal Process
4. Process Training: Outrageous Thinking; Balanced Instructional Model; Thematic Units; Individual Learning Plans; Student Learning Profile Assessment
5. Teambuilding Strategy Training  
Staff Ownership of Standards Revision Process

**Strategy #2:** Utilize appropriate staff accountability measures to engage and empower the Chugach workforce.

1. Performance Evaluation Process
2. Highly Qualified Process
3. Performance Pay  
Staff PIER Plans: Plan ~ Implement ~ Evaluate ~ Revise ~ Share/Survey
4. School and Program PIER Plans: Plan ~ Implement ~ Evaluate ~ Revise ~ Share/Survey

**Strategy #3:** Value Chugach staff through a variety of strategies and supports to increase job satisfaction and effectiveness.

1. Consistent hiring processes and retention efforts
2. Provide Deferred Compensation to encourage increased retention
3. Provide a variety of benefits to meet the needs of staff (retirement, medical/dental, life insurance, personal and sick leave, etc.)
4. Performance Pay based upon Performance Evaluation Process

## **Goal #3: Shared Leadership Focus-**

Encourage shared leadership throughout all levels of the school district: Student Voice teams; Staff Leadership, Administrator Capacity Growth, and Board Leadership Trainings.

**Strategy #1:** Provide staff leadership opportunities at all levels within CSD.

1. School Site Leadership and Leadership Team

2. Mentorship Opportunities  
Performance Evaluation Process Leadership component
3. Program Directors Leadership Roles

**Strategy #2:** Provide opportunities for CSD Board and Administrator Capacity Growth

1. School Board Retreat Training and AASB Trainings
2. Chugach Leadership Stability / Grow our own Leaders
3. Formalize and update Strategic Plan; School Board Policy Updates
4. School Board and Administrator 360° Evaluation Process

**Strategy #3:** Provide Student Leadership opportunities through student VOICE site and district team involvement

1. Outdoor Leadership Opportunities
2. VOICE Leadership Standards
3. VOICE Leadership Training Opportunities
4. Student member of School Board; Student member of Community Councils; Student member of Educational Advisory Councils

## **Goal #4: Financial and Facilities Focus**

Embrace **financial and facility efficiencies** through conservative budgeting, assertive fund-seeking, and proactive maintenance and renovation of facilities.

**Strategy #1:** Encourage excellent stewardship of funding streams through conservative budgeting, as well as assertive grant-seeking efforts.

1. Annual Budget Process
2. Development of Competitive Grant Applications
3. Grant Management Alignment

**Strategy #2:** Employ efficient and timely maintenance and renovation of school facilities.

1. Annual CIP Proposal Development Process
2. SERRC Preventative Maintenance Process

**Strategy #3:** Ensure efficient supply order and usage processes are in place.

1. Annual "Next Year" Order Process complete by April
2. Annual Fuel and Air Charter Process
3. Streamline process for payables and payroll

## **Goal #5: Community and Communication**

Valuing all stakeholders and their input on improving the Chugach School District through open and honest communications.

**Strategy #1:** Activate and sustain EACs for all sites and programs

1. EAC Membership: Recruitment and Approval process
2. Alignment of Educational and Community Services
3. Emulate Community Good Neighbor Spirit

**Strategy #2:** Provide communication through Student VOICE site and district team involvement.

1. Outdoor Leadership Opportunities
2. VOICE Leadership Standards
3. VOICE Leadership Training Opportunities

**Strategy #3:** Create and foster partnerships with community, regional, and statewide businesses and organizations that are aligned with, and support, CSD's shared vision and mission.

1. Partner with like-minded school districts for increased opportunities for students and staff, and grant funding collaboration efforts
2. Foster business partnerships for seamless transition opportunities for all students

**Strategy #4:** Provide regular stakeholder input and communication opportunities

1. Community and Stakeholder Input Surveys and Communication Process
2. School, District and Program Newsletters to Community and Stakeholders

# CSD Work Session: Strategic Planning / Board Goals

**1. Purpose:** is to co-create 1–2 tangible outcomes per Strategic Goal for SY 2025–26.

Framing Question: “What would progress on this goal look like by the end of the school year?”

## 2. Strategic Goal Breakout Teams (60 min total)

**Group 1** – Student Focus / Community and Communication

- Gabby, Gail, Marco, Steph

**Group 2** – Staff Focus / Shared Leadership Focus

- Bibo, Nanci, Ty and PWSTA

**Group 3** - Financial and Facility Focus

- Deserae, Shelby, Ryan, Grant

Each team will:

- Review the strategies and points listed in the plan.
- Identify 1–2 measurable outcomes for SY 2025–26.
  - Use SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound).

## 3. Team Report-Outs

- What action(s) would we like to take this year?
- What change or impact do we expect to see?
- Rationale and next steps - Who is responsible?
- How will we know we’ve succeeded?

(Q&A / feedback after each)

## 4. Whole Group Synthesis

- Spot overlaps or dependencies between outcomes
- Discuss how these might fit into existing PIER Plans, Board goals, or superintendent evaluation criteria.
- Prioritize 1–2 district-wide focus areas from the shared outcomes.
- Consider cost / effort / feasibility

## 5. Closing

- Summarize next steps:
  - Document all outcomes and assign point people.
  - Incorporate into district or site planning.

## 2024/2025 Chugach School District Board Goals

### Goal #1: Efficiencies and Refinements

1. **Improve Efficiencies:** Enhance district-wide efficiency in areas such as finances, records retention, and facility usage.
2. **Leverage AI:** Integrate AI to optimize district operations and educational outcomes.
3. **Preventive Maintenance Plans:** Implement and maintain comprehensive preventive maintenance plans.
4. **Strategic Plan Review:** Regularly review and refine the district's strategic plan.

### Goal #2: Assuring and Supporting Curriculum and Resources

1. **Support ELA and Math Resources:** Ensure robust support for English Language Arts and Math instruction/intervention.
2. **Promote Student Wellness:** Strengthen initiatives for student wellness and mental health.
3. **Sustainable Scholarship Program:** Further develop and sustain a long-term scholarship program.

### Goal #3: Community and Communication (All Stakeholders)

1. **Enhance Parent Engagement:** Improve communication, education, and engagement with parents.
2. **Strengthen Relationships:** Foster collaboration and strengthen relationships across the community.
3. **Support Staff:** Provide comprehensive support for teachers and all staff members.
4. **Update Handbook:** Revise and update the Student/Parent Handbook.
5. **Engage with EACs:** Maintain strong communication and support with Educational Advisory Committees (EACs).

# Board Goal Setting Process

## 1: Debrief Strategic Planning Session

1. Synthesize the breakout group outcomes from the strategic review.
  2. Review the outcomes or action items and identify common themes or priorities.
  3. Ask: “Where does the Board need to lead, monitor, or advocate to support this work?”
- 

## 2: Board-Led Prioritization

1. What are the 3–5 most critical levers the Board can use to support and advance the strategic plan this year?”
- 

## 3: SMART Board Goals

	Sample Board Goal
<b>Specific</b>	Approve an updated performance evaluation framework aligned with the Strategic Plan
<b>Measurable</b>	Receive quarterly updates from staff on key student accountability indicators
<b>Achievable</b>	Conduct at least two community input sessions
<b>Relevant</b>	Supports “Student Focus” and “Community & Communication” strategic goals
<b>Time-bound</b>	Complete by May 2026

## **Doug Board Report 8/22/25**

### **SPED Report:**

-Related Services staff

-Cara Lacey-Morey – Speech and Language Pathologist

-Jillian Blount – Occupational Therapist

-Todd Knutson – School Psychologist

-Approx. 50 students across the district in SPED/504

-Moving towards our goal of being completely digital by the end of the year.

### **AIMS Curriculum Rebuild:**

-Continued progress through summer months for 1<sup>st</sup> Quarter implementation of our new Competencies Curriculum.

-On track for initial implementation in early October to provide teachers time to become familiar prior to the end of the 1<sup>st</sup> Quarter reporting period.

### **TEKDA/ONR Grant update:**

-We received positive news that the Office of Naval Research has reinstated our TEKDA Grant funding for \$200K this year.

-Given our past experience we are waiting to receive initial funds before we begin implementation.

-Once we receive funds, monthly itinerant Science instruction will begin at sites with Sheryl Sotello along with our educational partners, the Center for Alaskan Coastal Studies and Chugach Regional Resource Commission.

## MAXIMUM PER DIEM RATES OUTSIDE THE CONTINENTAL UNITED STATES

Locality	Seasons (Beg-End)	Maximum Lodging	Local Meals	Proportional Meals	Local Incidental	Footnote	Footnote Rate	Maximum Per Diem	Effective Date
[OTHER]	01/01 - 12/31	230	97	58	24	Note 3: Effective June 01, 2019: Where meals are included in the lodging rate, a traveler is only allowed a meal rate on the first and last day of travel.Effective Date: 06/01/2019   Expired Date: 12/31/2049		351	02/01/2024
ADAK	01/01 - 12/31	230	97	58	24	Note :		351	02/01/2024
ANCHORAGE	05/01 - 08/31	279	116	67	29	Note :		424	02/01/2024
ANCHORAGE	09/01 - 04/30	229	116	67	29	Note :		374	02/01/2024
BARROW	05/01 - 08/31	301	103	61	26	Note :		430	02/01/2024
BARROW	09/01 - 04/30	266	103	61	26	Note :		395	02/01/2024
BARTER ISLAND LRRS	01/01 - 12/31	230	97	58	24	Note :		351	02/01/2024
BETHEL	01/01 - 12/31	230	81	50	20	Note :		331	02/01/2024
BETTLES	01/01 - 12/31	230	97	58	24	3 Note 3: Effective June 01, 2019: Where meals are included in the lodging rate, a traveler is only allowed a meal rate on the first and last day of travel.Effective Date: 06/01/2019   Expired Date: 12/31/2049		351	02/01/2024
CAPE LISBURNE LRRS	01/01 - 12/31	230	97	58	24	Note 3: Effective June 01, 2019: Where meals are included in the		351	02/01/2024

<b>Postions</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
AIDE	\$16.00	\$16.50	\$17.00	\$17.50
PRE-SCHOOL AIDE	\$20.00	\$20.50	\$21.00	\$21.50
CUSTODIAN	\$16.00	\$16.50	\$17.00	\$17.50
FOOD SERVICE	\$16.00	\$16.50	\$17.00	\$17.50
FOCUS SKILLED/TECHNICAL	\$21.00	\$21.50	\$22.00	\$22.50
MAINTENANCE	\$18.00	\$18.50	\$19.00	\$19.50
SECRETARY / LIBRARIAN	\$17.00	\$17.50	\$18.00	\$18.50
BUSINESS MANAGER	\$25.50	\$26.50	\$27.50	\$28.50
VTE-INSTRUCTOR	\$20.50	\$21.00	\$21.50	\$22.00
VTE-OVERNIGHT CHAPERONE	\$15.25	\$15.75	\$16.25	\$16.75

4	5	6	7	8	9	10
\$18.00	\$18.50	\$19.00	\$19.50	\$20.00	\$20.50	\$21.00
\$22.00	\$22.50	\$23.00	\$23.50	\$24.00	\$24.50	\$25.00
\$18.00	\$18.50	\$19.00	\$19.50	\$20.00	\$20.50	\$21.00
\$18.00	\$18.50	\$19.00	\$19.50	\$20.00	\$20.50	\$21.00
\$23.00	\$23.50	\$24.00	\$24.50	\$25.00	\$25.50	\$26.00
\$20.00	\$20.50	\$21.00	\$21.50	\$22.00	\$22.50	\$23.00
\$19.00	\$19.50	\$20.00	\$20.50	\$21.00	\$21.50	\$22.00
\$29.50	\$30.50	\$31.50	\$32.50	\$33.50	\$34.50	\$35.50
\$22.50	\$23.00	\$23.50	\$24.00	\$24.50	\$25.00	\$25.50
\$17.25	\$17.75	\$18.25	\$18.75	\$19.25	\$19.75	\$20.25

11	12	13	14	15	16	17
\$21.50	\$22.00	\$22.50	\$23.00	\$23.50	\$24.00	\$24.50
\$25.50	\$26.00	\$26.50	\$27.00	\$27.50	\$28.00	\$28.50
\$21.50	\$22.00	\$22.50	\$23.00	\$23.50	\$24.00	\$24.50
\$21.50	\$22.00	\$22.50	\$23.00	\$23.50	\$24.00	\$24.50
\$26.50	\$27.00	\$27.50	\$28.00	\$28.50	\$29.00	\$29.50
\$23.50	\$24.00	\$24.50	\$25.00	\$25.50	\$26.00	\$26.50
\$22.50	\$23.00	\$23.50	\$24.00	\$24.50	\$25.00	\$25.50
\$36.50	\$37.50	\$38.50	\$39.50	\$40.50	\$41.50	\$42.50
\$26.00	\$26.50	\$27.00	\$27.50	\$28.00	\$28.50	\$29.00
\$20.75	\$21.25	\$21.75	\$22.25	\$22.75	\$23.25	\$23.75

18	19	20	21	22	23	24
\$25.00	\$25.50	\$26.00	\$26.50	\$27.00	\$27.50	\$28.00
\$29.00	\$29.50	\$30.00	\$30.50	\$31.00	\$31.50	\$32.00
\$25.00	\$25.50	\$26.00	\$26.50	\$27.00	\$27.50	\$28.00
\$25.00	\$25.50	\$26.00	\$26.50	\$27.00	\$27.50	\$28.00
\$30.00	\$30.50	\$31.00	\$31.50	\$32.00	\$32.50	\$33.00
\$27.00	\$27.50	\$28.00	\$28.50	\$29.00	\$29.50	\$30.00
\$26.00	\$26.50	\$27.00	\$27.50	\$28.00	\$28.50	\$29.00
\$43.50	\$44.50	\$45.50	\$46.50	\$47.50	\$48.50	\$49.50
\$29.50	\$30.00	\$30.50	\$31.00	\$31.50	\$32.00	\$32.50
\$24.25	\$24.75	\$25.25	\$25.75	\$26.25	\$26.75	\$27.25

25

\$28.50

\$32.50

\$28.50

\$28.50

\$33.50

\$30.50

\$29.50

\$50.50

\$33.00

\$27.75



## CHUGACH SCHOOL DISTRICT

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August 22, 2024

Dear Students and Families,

We hope this letter finds you well as we embark on another exciting school year. As part of our ongoing efforts to engage with our student body and ensure that student voices are heard in the decision-making process, the Chugach School Board is seeking a motivated and enthusiastic student representative to join our board for the 2024-2025 school year.

### Why a Student Representative?

The role of a student representative on the School Board is vital. It offers a unique opportunity for a student to provide insights, perspectives, and feedback on issues that directly impact the student body. The student representative will serve as a liaison between the students and the board, ensuring that student concerns and ideas are considered in our discussions and decisions.

### We are seeking a student who is:

- **Committed to their education** and demonstrates strong academic standing.
- **A leader among their peers**, with the ability to communicate effectively and respectfully with both students and adults.
- **Passionate about improving the school experience** for all students and willing to actively participate in discussions about school policies, programs, and initiatives.
- **Responsible and reliable**, with the ability to attend School Board meetings regularly and participate in additional committee work if required.

### The student representative will:

- Attend regular Board meetings and contribute to discussions (in-person and via Zoom).
- Represent the views and interests of the student body.
- Provide reports on student activities, concerns, and achievements.
- Engage with fellow students to gather feedback and share relevant information with the board.

This role is an excellent opportunity for a student to develop leadership skills, gain a deeper understanding of the education system, and make a meaningful impact on their school community.



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## CHUGACH SCHOOL DISTRICT

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### How to Apply:

Interested students should submit an application that includes:

1. A brief personal statement outlining why they are interested in the role and what they hope to contribute.
2. A letter of recommendation from a teacher, counselor, or school administrator.
3. Any relevant experience in leadership roles, whether in school or in the community.

Applications should be submitted by September 21 to Serena Jackson, Board Secretary, at [secretary@chugachschools.com](mailto:secretary@chugachschools.com)

Thank you for considering this important role. We look forward to hearing from interested candidates and welcoming a new student representative to our board.

Sincerely,

The Chugach School Board



[WWW.CHUGACHSCHOOLDISTRICT.COM](http://WWW.CHUGACHSCHOOLDISTRICT.COM)



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907-522-7400

WHITTIER COMMUNITY SCHOOL | TATITLEK COMMUNITY SCHOOL | CHENEGA COMMUNITY SCHOOL  
FOCUS HOMESCHOOL VALDEZ, ANCHORAGE, FAIRBANKS | VOYAGE TO EXCELLENCE



## **BB 9311 BOARD POLICIES**

**Note:** Pursuant to [A.S. 14.14.100](#), policies relating to the management and control of the district must be addressed in written bylaws formally adopted at regular board meetings.

The School Board recognizes that its most important function is to establish policies which communicate its direction for the management and control of the schools. Policies are written statements adopted by the Board which communicate the guidelines and limits within which the Superintendent or designee and staff may take discretionary action.

*(cf. 2210 - Administrative Leeway in Absence of Board Policy)*

The Board encourages members of the community to contribute information and opinions for the Board's consideration and propose revisions to policy.

The adoption of policy shall conform with Board bylaws governing agenda, meetings, and voting. Only those written statements adopted and recorded in the minutes shall constitute official Board policy.

Prior to adoption, policies shall normally be given two readings by the Board. At its second reading, the policy may be adopted by a majority vote of all members of the Board. The Board may waive the second reading or may require additional readings.

In addition to presenting drafts or suggestions for new policy and policy revisions when changes in law occur or when a specific need arises, the Superintendent or designee, shall maintain procedures for the continuous orderly review of existing policies at a time allocated for this purpose on the agenda of regular Board meetings. When policies are amended, the Superintendent or designee shall review corresponding administrative regulations to ensure that they conform to the intent of the revised policy.

When drafting or revising Board policies which affect other governmental agencies or areas of common interest, the Superintendent or designee shall seek input from these agencies and shall express the Board's desire to cooperate with them in addressing matters of mutual concern.

*(cf. 1020 - Youth Services)*

Legal Reference:

### ALASKA STATUTES

[14.14.100](#) Bylaws and administrative rules

Adopted: March 2, 2006

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**Chugach School District**



## CHUGACH SCHOOL DISTRICT

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**Date: August 27, 2025**

**To: Chugach School Board**

**From: Ty Mase**

**RE: Chief School Administrator's Report – August 2025**

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**Legislative Recap:**

I am sure you have heard but after the Legislature passed a \$700 increase to the BSA, the Governor vetoed it, the Legislature overrode it, the Governor line-item vetoed it from the State's Capital budget and then during a special session earlier this month, the Legislature overrode the Governor's veto once again. A \$700 increase, within the funding formula (not one-time funding) stands!

**Summer Capital Work:**

- Tatitlek - Renovation
- Chenega is slated to wrap up completely in the next several weeks (fuel pumps, air-handler work and tile in bathrooms)
- DO Exterior Doors Replaced
- Flooring in Voyage
- Flooring in the Downstairs kitchen
- Dirt Work – removed dirt mound and seeded lot
- Building pressure-washed
- Still slated: Fencing project at DO, Condo windows in Whittier, Fairbanks roof replacement, Voyage ball hoops

**Welcome New Certified Staff:**

Marco Christian – District-Wide Administrator

Mandy Andersen – Focus Anchorage

Masen Smith – Whittier Mid-Level Generalist



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## CHUGACH SCHOOL DISTRICT

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### What we have going on / what's new:

Competencies / Unruler

Stampli / ADP

Policy and Process Review/Updates

### Important Dates to Remember / Fall Happenings:

August 18 – Whittier Opened

August 25 – Chenega Opened

September 20/21 – AASB Fall Conference in Anchorage

September 22 – Tatitlek Opens

September 29/October 24 - Count Period

October 1/4 – CSD Teacher Inservice

October 7 – REAA Election Day

November 13/15 – AASB Annual Conference



[WWW.CHUGACHSCHOOLDISTRICT.COM](http://WWW.CHUGACHSCHOOLDISTRICT.COM)



9312 VANGUARD DRIVE ANCHORAGE, AK 99507



907-522-7400

WHITTIER COMMUNITY SCHOOL | TATITLEK COMMUNITY SCHOOL | CHENEGA COMMUNITY SCHOOL  
FOCUS HOMESCHOOL VALDEZ, ANCHORAGE, FAIRBANKS | VOYAGE TO EXCELLENCE



## 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.

**AASB POLICY REFERENCE MANUAL UPDATE SERVICE  
SUMMER 2025  
INSTRUCTION SHEET**

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. Full text pages are included and are to be substituted as indicated below.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
<b><u>ARTICLE 1, Series 1000 – Community Relations</u></b>		
AR 1250	No	This update corrects a minor typographical error.
AR 1260	No	<p>***New Administrative Regulation***</p> <p>This new administrative regulation provides a model regulation for appropriate conduct on school grounds. It provides that visitors must comply with applicable rules, laws, and regulations, and that they may be subject to both short and long term removal if conduct does not meet these standards.</p>
<b><u>ARTICLE 4, Series 4000 – Personnel</u></b>		
BP 4180/4280/4380	Yes	<p>***New Board Policy***</p> <p>This policy formally establishes that employees may be permitted to work remotely, if permitted by the District.</p>
AR 4180/4280/4380	No	<p>***New Administrative Regulation***</p> <p>Related to the above policy, this model regulation provides rules for employees who are remotely working. It may be modified to fit individual district needs.</p>
<b><u>ARTICLE 5, Series 5000 – Students</u></b>		
BP 5111	Yes	This policy update reflects current statutory rules on when a student may begin school, based on their age at admission. It also includes the statutory provision stating that students who are suspended or expelled are not guaranteed admission.
AR 5128	No	This regulation has been updated to reflect the current terms of the Alaska Performance Scholarship Program, following the adoption of HB 148 in 2024. It includes revisions to the GPA or test scores a student must achieve to qualify for

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
		<p>for a scholarship, as well as revised scholarship amounts. It also simplifies and updates outdated language.</p> <p>Additional regulatory proposals to modify the curriculum requirements are under consideration. This model AR will be further updated should those regulations go into effect.</p>
E 5128	No	<p>This exhibit is a model appeal form for students denied a scholarship under the Alaska Performance Scholarship Program. It has been updated to reflect the changes discussed, above.</p>
BP 5138	Yes	<p>This policy makes a number of changes to the model cell phone policy, in light of HB 57. It provides districts several options on how to regulate cell phones in schools, and provides clarifying definitions.</p> <p>Policy regarding cell phone use will vary by district needs and intentions, and this model policy should be updated as desired.</p>
<p><b><u>ARTICLE 6, Series 6000 – Instruction</u></b></p>		
Remove AR 6146.3	No	<p>***Remove Administrative regulation***</p> <p>The regulation establishing the waivers in this AR have been repealed, and the AR should be removed.</p>
Remove E 6146.3	No	<p>*** Remove Exhibit***</p> <p>The regulation establishing the waivers in this Exhibit have been repealed, and the Exhibit should be removed.</p>
BP 6151	Yes	<p>***New Board Policy***</p> <p>This new policy establishes the class size requirement provisions that districts must create under HB 57.</p>
Remove and Replace BP/AR 6181 with Model Charter School Policy Series	Yes	<p>***Remove and Replace BP and AR 6181***</p> <p>A full updated charter school policy series, Chapter 10000 has been created, which will replace BP/AR 6181.</p>

**RESIDENCY AND REMOTE WORK**

BP 4180/4280/4380

Note: This model policy is adopted from a policy created by the Dillingham City School District.

The Board recognizes the educational and economic benefits that result from district personnel residing within the boundaries of the school district. The Superintendent or designee may determine that the best candidate for certificated or administrative position does not plan to maintain primary residency within the boundaries of the school district. In order to hire or continue the employment of such a candidate, the Superintendent or designee shall seek approval from the Board. The Superintendent or designee shall develop procedures to implement this policy.

*Created 6/25*

## RESIDENCY AND REMOTE WORK

AR 4180/4280/4380

Note: This model regulation is adopted from a policy created by the Dillingham City School District.

### Purpose

To establish a process by which the District may allow an employee to work from home or another approved location on a full-time or part-time basis, hereafter referred to as “remote work” or “telecommuting.”

The District requires its employees to report to their designated work location. However, the Superintendent may decide that the best candidate for a certificated or administrative position may not reside or plan to reside within the boundaries of the district. Pursuant to BP 4180/4280/4380, the Superintendent may seek approval from the Board to hire or continue the employment of such a candidate.

### Procedure

Any employee seeking to remote work or telecommuting must enter into a written remote work agreements. A request for remote work or telecommuting will be evaluated based upon the following factors:

- The essential job duties of the employee’s position;
- The employee’s reasonable likelihood to be able to successfully perform the essential job duties and responsibilities from an alternate work site; and
- The supervisor’s reasonable likelihood to ensure the employee completion of the essential job duties and responsibilities at an alternate worksite.

Remote work or telecommuting is not designed to be a substitute for childcare or care of a dependent family member. Any employee approved for remote work or telecommuting is obligated to perform the essential job duties and responsibilities of the employee’s position.

A remote work agreement must be in writing, and signed by the employee, their immediate supervisor, and be approved by the Superintendent. The agreement must specify the number of days and hours worked each week. During working hours, the employee shall be accessible by phone and email within a reasonable time period during the agreed upon work schedule based on Alaska Standard Time. The district will not pay for voice and/or data communication charges.

Unless otherwise specified in the written agreement, a remote work employee is responsible for providing office equipment and workspace and is responsible for maintenance and repair of any office equipment. Any district materials in the alternate work site remain the property of the district and must be kept secure and confidential. Any materials containing student records or personnel records must be maintained in a lockable file cabinet or other location that cannot be accessed by any family, guests, or other occupants at the approved alternate worksite.

The district retains the right to inspect remote work site locations for the purpose of determining that the site is secure and safe, and that the employee is performing the essential job duties and responsibilities of the employee’s position and complying with the terms of the remote work agreement.

## **RESIDENCY AND REMOTE WORK**

AR 4180/4280/4380

Out-of-pocket expenses for office supplies will not be reimbursed unless the employee obtains prior, written authorization from a supervisor.

The district assumes no liability for injuries occurring in the employee's approved alternate worksite outside the agreed-upon work hours. The district is not liable for loss, destruction, or injury that may occur in or to a remote work employee's alternate work site. This includes family members, visitors, or others that may become injured within or around a remote work employee's alternate work site.

It is the responsibility of a remote work employee to determine any income tax implications of a remote work agreement. The district will not provide tax guidance to remote work employees and does not assume any additional tax liabilities through the approval of a remote work agreement. All employees are encouraged to consult with a qualified tax professional to discuss any potential income tax implications from remote work agreements.

*Created 6/25*

**ADMISSION**

BP 5111(a)

Note: Pursuant to 4 AAC 06.060, authority to deny admission to a student is vested with the School Board. The following sample policy authorizes the Superintendent or designee to deny admission to children who don't meet established entrance requirements.

The School Board believes that all children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The School Board reserves the right to verify the residency or anticipated residency of any student and the validity of any affidavit of guardianship. These admission policies are not intended to be a barrier to the enrollment and retention of homeless children and youth.

The Superintendent or designee shall verify compliance with all entrance requirements established by law or School Board policy.

*(cf. 5112.6 - Education for Homeless Children and Children in Foster Care)*

*(cf. 5112.1 - Exemptions from Attendance)*

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5116 - School Attendance Boundaries)*

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*

Note: A child who is six years of age on or before September 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12<sup>th</sup> grade, is of school age. AS 14.03.070. The school year begins on July 1 and ends June 30.

## Students

### ADMISSION (continued)

BP 5111(b)

A child five years of age on or before September 1 may be admitted to kindergarten. The School Board authorizes the admission of students under school age who are at least four years of age at the beginning of the school year, provided they exhibit the mental, physical, and emotional capacity to perform satisfactorily, including advancement through the curriculum or grade level by the following year. The Superintendent or designee is delegated authority to make early-entrance determinations. Students under school age who were previously enrolled in public school shall be admitted to school at the grade level determined by the Superintendent or designee.

Students subject to suspension or expulsion under AS 13.03.160 in the District or another district are not guaranteed admission.

#### *Legal Reference:*

##### ALASKA STATUTES

*14.30.010 When attendance compulsory*

*14.03.020 School year*

*14.03.070 School age*

*14.03.080 Right to attend school*

*14.30.045 Grounds for suspension or denial of admission*

*14.03.160 Suspension or expulsion of students for possessing weapons*

##### ALASKA ADMINISTRATIVE CODE

*4 AAC 06.055 Immunizations required*

##### UNITED STATES CODE

*42 U.S.C. 11432 - 11433 McKinney-Vento Homeless Assistance Act*

*Revised 6/2025*

## **STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES**

The School Board recognizes that many students possess and use cell phones and other portable electronic devices. These devices serve an important purpose in facilitating communication between the student and their family, as well as serving as tools to access electronic information. In the school setting, portable electronic devices are permitted so long as their use is consistent with this policy and does not interfere with the educational process or with safety and security.

*(cf. 5030 – School Discipline and Safety)*

### **Educational Uses**

In many instances, there is educational value in utilizing portable electronic devices in the classroom when such devices deliver content, and extend, enhance, and/or reinforce a student's learning process related to the student's learning style, the instructional objectives of the class and/or the learning environment. The appropriateness of in-class use of these devices consistent with the instructional objectives within instructional time will be determined by the classroom teacher with the approval by the building administrator.

Use of portable electronic devices for students with disabilities will be outlined in a student's Individualized Education Program (IEP) or Section 504 plan, as determined appropriate by the IEP or 504 Team.

*(cf. 6159 – Individualized Education Program)*

If use of a portable electronic device is required in individual instances (not provided for in an IEP or 504 plan) to assist a student with the student's education, permission must be obtained in writing from a building administrator prior to use of the portable electronic device at any time when such use would otherwise be prohibited by this policy. In case of an emergency, verbal permission by a teacher or administrator is required in situations where permission can be obtained.

### **Conditions of Use – Cellular Phones**

Note: School boards may select one of the two options for the use of cellular phones in schools. These conditions may be modified as desired.

**(Option 1):** High school students (grades 9 - 12) may use cellular phones and other personal portable electronic devices before and after school, during passing periods, and during the student's lunch period. Elementary and middle school students (grades K-8) may use such devices only before and after school. Devices should be powered off and put away at all other times.

**(Option 2):** Students may use cellular phones and other personal portable electronic devices only before and after school. Such devices should be powered off and put away at all other times.

## **STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES (continued)**

Cellular phones shall be powered off during instructional time and supervised group activities during the school day (for example, student assemblies, awards, or other public ceremonies, etc.), unless authorized by supervising personnel.

Instructional time includes the entire period of a scheduled class and other time when students are directed to report to and participate in any instructional activity. The principal may establish, and school personnel may enforce, additional guidelines limiting or prohibiting the possession and use of portable electronic devices as appropriate to campus needs. The learning environment includes all times that a student is on school grounds during the school day and when school sponsored and supervised group activities are held.

No student may use a cellular phone or portable electronic device in a manner, or at a time, that interferes with or is disruptive of another student's learning environment. The learning environment includes all times that a student is on school grounds during the school day and when school sponsored and supervised group activities are held.

*(cf. 6116 – Classroom Interruptions)*

During the school day and instructional time, students will comply with this policy and with administrative and staff member directives regarding use. Students are required to turn cell phones and other portable electronic devices over to school personnel when requested. Students who refuse to do so are subject to disciplinary action.

A cellular phone or portable electronic device that has been confiscated by the district and not turned over to law enforcement will be released/returned to the parent/guardian when no longer necessary for investigation or disciplinary proceedings. As appropriate, the cellular phone or portable electronic device may be returned directly to the student.

The district assumes no responsibility for loss or damage to personal property of students, including cell phones and other portable electronic devices, whether in the possession of students or if confiscated by school personnel pursuant to this policy.

**STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES (continued)****Prohibited Conduct**

Possession of a cellular phone or other portable electronic device by students is a privilege. This privilege will be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of the device so as to violate the law or any other school or district rule. In addition to those conduct rules set forth elsewhere, the following actions are strictly prohibited and may result in disciplinary action:

1. Accessing and/or viewing an Internet site that is otherwise blocked to students at school.
2. Sending an e-mail, text message or other communication that harasses, intimidates, threatens, bullies, or discriminates against another individual.
3. Taking, sending, downloading or uploading a harassing, threatening, or inappropriate photograph of anyone.
4. Using a cell phone/smartphone or camera to take photos in a restroom, dressing room, or locker room, or to take a photo of any person who has requested that you not do so.
5. Using a camera or other recording device to record or capture the content of tests, assessments, homework, or class work without express prior permission from the instructor.
6. Hacking or intentionally obtaining, accessing, or modifying files, passwords, or data belonging to others.

**Exceptions and Permitted Use**

Nothing in this policy shall be interpreted to prohibit the use of cellular phones or other electronic devices when used for medical or translation purposes, or when a teacher or administrator of the school grants permission for a student to use a cellular phone or electronic device for educational purpose.

*(cf. 5131 – Conduct)*

*(cf. 5131.4 – Campus Disturbances)*

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

*(cf. 5131.42 – Threats of Violence)*

*(cf. 5131.43 – Harassment, Intimidation and Bullying)*

*(cf. 5131.9 – Academic Honesty)*

*(cf. 5137 – Positive School Climate)*

*(cf. 6161.4 – Internet)*

*(cf. 6161.5 – Web Sites/Pages)*

**STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES (continued)**

**Searches**

The contents of a cell phone/smartphone, camera, or other portable electronic device may be searched to determine ownership, to identify emergency contacts, or upon reasonable suspicion that a school or district rule or the law has been violated.

*(cf. 5145.12 – Search and Seizure)*

*Legal Reference:*

*ALASKA STATUTES*

*14.33.300 Wireless telecommunications device policy*

*Revised 6/2025*

**CLASS SIZE**

BP 6151

The Superintendent or designee shall establish and make available to the public a target average class size for each grade level. The target average class size may not exceed the following:

- **Pre-Kindergarten through Grade 6:** 23 students
- **Grade 7 through Grade 12:** 30 students

The class size targets may exclude mixed grade classes and courses in art, library, music, computer science, vocational-technical, and physical education.

The Superintendent or designee shall also establish a procedure to reduce class sizes when possible and appropriate.

*Legal Reference:*

ALASKA STATUTES

*14.03.065 Maximum classroom size*

*Created 6/2025*

# CHUGACH SCHOOL DISTRICT ORGANIZATIONAL CHART 2025-26

## 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.

## The Chugach School Board

**Nanci Robart, Gail Evanoff, Bibo Chung, Deserae Stellwag, Shelby Carlson**

The School Board is responsible for making Policy and employing a Chief School Administrator that implements those policies.

## Chief School Administrator -Ty Mase

The Chief School Administrator ensures School Board Policies, State Statutes and Regulations are followed. Has responsibility for the operations of all schools; Standards-Based System Implementation; Human Resources; Teacher Recruitment and Retention; District Financial Resources; State and Federal Mandates; Curriculum and Administrator Oversight/Evaluations.

<b>SPED Director Doug Penn</b>	<b>District-Wide Admin/Personnel Marco Christiansen</b>	<b>Technology and Facilities Ryan Schmidt</b>	<b>Student Services Molly Lashier / Serena Jackson</b>	<b>Voyage/Curriculum Director Stephanie Burgoon</b>	<b>Chief Financial Officer Grant Yutrzenka</b>
<ul style="list-style-type: none"> <li>*Oversight of SPED</li> <li>*District Test Coord.</li> <li>*TEKDA Grant</li> <li>*Student Data and Reporting (AIMs)</li> <li>*Service Providers</li> </ul>	<ul style="list-style-type: none"> <li>*Staff Evaluation</li> <li>*Mandatory Training</li> <li>*Teacher Orientation</li> <li>*Staff PD</li> <li>*Site Principal (TAT, CHE)</li> <li>*Preschool Admin.</li> <li>*Focus Homeschool Admin.</li> <li>*UA M.E.d. Liason</li> </ul>	<ul style="list-style-type: none"> <li>*Technology Oversight</li> <li>*E-rate</li> <li>*Purchasing / Oversight of tech inventory</li> <li>*Maintenance &amp; Facilities</li> <li>*Contractual Maint.</li> <li>*Site Work Orders</li> <li>*Repair/Construction</li> <li>*Janitorial</li> <li>*Compliance</li> <li>*Capital Imp. Projects</li> </ul>	<ul style="list-style-type: none"> <li>*Federal Programs</li> <li>*OASIS</li> <li>*English Learners</li> <li>*Indian Ed. &amp; Migrant</li> <li>*ChildFind</li> <li>*EED Grants</li> <li>*Federal Programs</li> <li>*Assessment / Student Data</li> <li>*Impact Aid</li> </ul>	<ul style="list-style-type: none"> <li>*Voyage Programs / Phases</li> <li>*Choice Grant Management</li> <li>*Literacy / AK Reads</li> <li>*Teacher Orientation</li> <li>*Staff PD</li> <li>*Competencies Lead</li> <li>*Standards/Assessments</li> <li>*Whittier Principal</li> </ul>	<ul style="list-style-type: none"> <li>*Financial Oversight</li> <li>*Financial Processes</li> <li>*Health Insurance</li> <li>*Grants Management</li> <li>*Audits / Investments</li> <li>*Accounting</li> <li>*Empower</li> <li>*Payroll</li> <li>*Accounts Payable</li> <li>*Purchasing</li> <li>*Special Program Grants</li> <li>*St. Council Accounts</li> <li>*Contract Preparation</li> </ul>

## The Educational Advisory Committee

The EAC assists and promotes the development in each community and improves relationships between the School and Community. The EAC improves education and acts as a liaison / advisory board to the CSD School Board



## **BP 0410 NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES**

~~*Note: District policies must assure equal opportunities and nondiscrimination as required by federal and state law. Discrimination in education programs and activities is prohibited by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Vocational Rehabilitation Act of 1973, the Individuals with Disabilities Education Act and the Americans with Disabilities Act. The Office for Civil Rights of the U.S. Department of Education has authority to enforce these laws in all programs and activities that receive federal funds. AS 14.18.010-100 prohibit discrimination on the basis of gender and race. AS 14.18.090 provides that the State Board shall withhold state funds from districts determined to be out of compliance with state non-discrimination laws and measures ordered to remedy the situation have been ineffective.*~~

The School Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on age, gender, race, color, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs, which ensure that discriminatory practices are eliminated in all district activities.

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 5145.3 - Nondiscrimination)*

*(cf. 4161.4 - Family and Medical Leave)*

District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The superintendent shall ensure that interested persons, including individuals with disabilities, can obtain information about the programs, facilities and activities available to them.

*(cf. 0411 - Service Animals)*

*(cf. 6164.2 - Guidance Services)*

~~*Note: Federal regulations (45 CFR, Section 86.9) require federal aid recipients to take "continuing steps" to notify applicants for admission, students and parents that, in compliance with Title IX, they do not discriminate on the basis of gender in their educational programs or activities. Title VI mandates that prior to the beginning of each school year, recipients of federal funds advise students, parents and the general public that all vocational opportunities will be offered without regard to race, color, national origin, gender or disability. Pursuant to Title VI, if the district serves a community of limited-English speaking persons, the notification must also be published in the language of that community and include a statement that lack of English skills will not be a barrier to participation in vocational education programs.*~~

The superintendent shall annually notify students and parents of the district's policy on nondiscrimination and related complaint procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5145.6 - Notifications Required by Law)*

*(cf. 6178 - Vocational Education)*

Legal Reference:

ALASKA STATUTES

[14.18.010 - 14.18.100](#) Prohibition against Sex and Race Discrimination

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.500 - 4 AAC 06.600](#) Prohibition of Gender or Race Discrimination

UNITED STATES CODE

Title VI, Civil Rights Act of 1964, [42 U.S.C. §§ 2000d-2000d-7](#)

Title IX, Education Amendments of 1972, [20 U.S.C. §§ 1681-1688](#)

Vocational Rehabilitation Act of 1973, Sections 503 and 504, [29 U.S.C. § 794](#)

Individuals with Disabilities Education Act, [20 U.S.C. §§ 1401-1491](#)

Americans with Disabilities Act, [42 U.S.C. §§ 12101-12213](#)

Age Discrimination in Employment Act, [29 U.S.C. §§ 621-634](#)

Revised 3/2012

Adopted: May 8, 2012

**Chugach School District**

## **BP 0500 REVIEW AND EVALUATION**

The School Board recognizes that ongoing review and evaluation of district policies and programs are necessary if the School Board is to be held accountable for the governance of the district. The School Board accepts that being accountable includes a duty to explain to the public how district responsibilities are being met and will provide for such review and evaluation.

*(cf. 0510 - School District Report Card)*

*(cf. 1312 - Complaints Concerning the Schools)*

*(cf. 4115 - Personnel Evaluation)*

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

*(cf. 9300 - Governance)*

*(cf. 9400 - School Board Self-Evaluation)*

Legal References:

### ALASKA STATUTES

[14.03.120](#) Education planning; reports

### ALASKA ADMINISTRATIVE CODE

[4 AAC 04.140](#) Content Standards

~~[4 AAC 04.150](#) Performance Standards~~

~~[4 AAC 06.805](#) Adequate Yearly Progress~~

[4 AAC 06.812](#) Growth in Student Academic Performance

[4 AAC 06.885](#) School and District Recognition

Revised 3/2012

Adopted: May 8, 2012

**Chugach School District**

## **BP 0200 GOALS FOR THE SCHOOL DISTRICT**

The School Board is committed to excellence and self-evaluation and believes that the public schools exist to meet the needs of students, parents/-guardians and other community members. It is, therefore, important that citizens may express their expectations of the schools. The Board encourages students, parents, teachers, and other community members to participate in educational planning for the district.

*(cf. 0420 - School-Based Management)*

The Board shall adopt written goals for the school district, which reflect local needs and are informed by feedback from stakeholders. These goals shall be consistent with Board policy ~~and statewide goals adopted by the State Board of Education~~. The Superintendent or designee shall develop objectives for meeting these goals. The development and adoption of the budget shall be consistent with district goals and objectives.

*(cf. 0000 - Concepts and Roles)*

*(cf. 0100 - Philosophy)*

*(cf. 3100 - Budget)*

~~The Superintendent or designee shall annually file with the State Department of Education and make available to the public a report which includes the adopted district goals and priorities, plans for achieving these goals and priorities, and the means of measuring the district's success in reaching its goals and priorities.~~

~~*(cf. 0500 - Review and Evaluation)*~~

~~*(cf. 0510 - School District Report Card)*~~

Legal Reference:

### ALASKA STATUTES

[14.03.120](#) Education planning

[14.07.165](#) Duties

### ALASKA ADMINISTRATIVE CODE

[4 AAC 06.800](#) Goals and indicators

[4 AAC Chapter 4](#) Statewide goals

Adopted: March 2, 2006

**Chugach School District**

## **~~BP 0420 SCHOOL-BASED MANAGEMENT/EDUCATIONAL ADVISORY COMMITTEES~~**

~~The School Board believes that shared decision making at the site level can improve school performance. The Board supports the involvement of staff, students, parents/guardians and the community in such decision making and encourages the use of Educational Advisory Committees in developing policies and programs which respond to the unique needs of individual schools in accordance with district goals.~~

~~(cf. 0200—Goals for the School District)~~

~~(cf. 2230—Representative and Deliberative Groups)~~

~~(cf. 0510—School District Report Card)~~

~~(cf. 8000—Advisory School Boards)~~

~~Legal Reference:~~

~~ALASKA STATUTES~~

~~14.03.120 Education planning~~

~~ALASKA ADMINISTRATIVE CODE~~

~~4 AAC 05.010 - 4 AAC 05.090 Local Education~~

~~Adopted: March 2, 2006~~

**Chugach School District**