

School Board Meeting  
Wednesday, January 8, 2025 5:45 PM Alaskan

Harrigan Centennial Hall  
330 Harbor Drive  
Sitka, AK 99835

1. **Recognitions - 5:45 - 6:00 p.m.**
2. **Call to Order - 6:00 p.m.**
3. Flag Salute
4. Land Acknowledgment
5. Roll Call
6. Approval of the Proposed Agenda and Consent Agenda
  - 6.a. Minutes from December 4, 2024
  - 6.b. December 11th Policy Committee Recap
  - 6.c. Personnel Report
  - 6.d. (REMOVE) AR 0520 School Accountability/School Improvement
  - 6.e. (REMOVE) BP 5125.3 Withholding Grades, or Transcripts
  - 6.f. (REMOVE) E 6171 Notice to Parents Required by Every Student Succeeds Act
  - 6.g. (Approve) BB-9020 Board Standards, Second Reading
  - 6.h. (Approve) AR 0510 School District Report Card
  - 6.i. (Approve) BB 9320 Meetings, Second Reading
  - 6.j. (Approve) BB 9322 Agenda/Meeting Materials, Second Reading
  - 6.k. (Approve) BP 5123 Promotion, Acceleration, Retention, Second Reading
  - 6.l. (Approve) BP 5131.1 Bus Conduct, Second Reading
  - 6.m. (Approve) BP 5131.5 Vandalism, Theft and Graffiti, Second Reading
  - 6.n. (Approve) BP 5131.6 Alcohol and Other Drugs, Second Reading
  - 6.o. (Approve) BP-5141.3 Health Examinations, Second Reading
  - 6.p. (Approve) BP 5141.51 At-Risk Youths, Second Reading
  - 6.q. (Approve) BP 5141.31 Immunizations, Second Reading
  - 6.r. (Approve) BP-6161.2 Damaged or Lost Instructional Materials and Equipment, Second Reading
7. Persons to be Heard
8. Special Reports: Government to Government
9. School Highlights - BMS
10. Reports and Presentations
  - 10.a. Americorps Update
11. Board Member Reports
12. Superintendent Report
13. New Business
  - 13.a. Balancing Act Demo
  - 13.b. Prop 2 CIP List Approval
14. Future Agenda Items/Upcoming Events
  - 14.a. January 12, 2025 - Policy Committee | 5:00 p.m. District Office Board Room
  - 14.b. January 14, 2025 - KGH SHIP Meeting | 5:30 p.m. KGH Library
    - Site Specific Budget Discussion with Board Liaison and Superintendent
  - 14.c. January 16, 2025 - Joint Work Session with City of Sitka Assembly | 6:00 p.m.  
Harrigan Centennial Hall

- 14.d. January 22, 2025 - Xoots Elem. Coffee and Donuts with Parents | 8:00 a.m.
  - Site Specific Budget Discussion with Board Liaison and Superintendent
- 14.e. January 23, 2025 - BMS Parent Meeting | 5:30 p.m. BMS Library
  - Site Specific Budget Discussion with Board Liaison and Superintendent
- 14.f. January 28, 2025 - SHS Parent Meeting |
  - Site Specific Budget Discussion with Board Liaison and Superintendent
- 14.g. January 30, 2025 - Community Budget Presentation/Hearing | 6:00 p.m.  
Location TBA
- 14.h. February 5, 2025 - Regular School Board Meeting | 5:45 p.m. Harrigan  
Centennial Hall
- 14.i. February 8-11, 2025 - AASB Legislative Fly-In and Youth Advocacy Institute -  
Juneau
15. Final Comments from the Board
16. Final Comments from the Public
17. Adjournment

**SITKA SCHOOL BOARD MEETING**  
**December 4, 2024 – 6:00 p.m.**  
**Harrigan Centennial Hall**

**Sitka School District**

*Superintendent: Dr. Deidre Jensen*

**1. RECOGNITIONS**

- Haa Latseeni
- SHS Girls Volleyball
- SHS All State Music Festival Participants

**2. CALL TO ORDER**

The meeting of the Sitka School Board was called to order by President Phil Burdick at 6:00 p.m. at Harrigan Centennial Hall.

**3. FLAG SALUTE**

**4. LAND  
ACKNOWLEDGEMENT**

**5. ROLL CALL**

In attendance were board members Amanda Williams, Paul Rioux, Tom Williams (via Zoom), President Phil Burdick, and Student Representatives Francis Myers and Gus Maxwell. Steve Morse was absent and excused. The meeting was quorate.

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

**Mr. Rioux** moved, and **Ms. Williams** seconded to approve the proposed agenda and consent agenda, as presented.

- a. MINUTES FROM  
NOVEMBER 5, 2024
- b. NOVEMBER 13<sup>TH</sup> POLICY  
COMMITTEE RECAP
- c. PERSONNEL REPORT
- d. APPROVE REVISIONS TO  
BB 9123 – CLERK, 2<sup>ND</sup>  
READING
- e. APPROVE REVISIONS TO  
BB 9121 – PRESIDENT, 2<sup>ND</sup>  
READING
- f. APPROVE REVISIONS TO  
BB 9310 – POLICY MANUAL,  
2<sup>ND</sup> READING
- g. (ADOPT) BP 5141.43 –  
UNIFORM  
INVESTIGATIONS, 2<sup>ND</sup>  
READING
- h. (ADOPT) AR 5141.43 –  
UNIFORM  
INVESTIGATIONS, 2<sup>ND</sup>  
READING

Following a roll call vote, the motion PASSED without opposition.

- i. APPROVE REVISIONS TO BP 4117.6 – NONRETENTION, 2<sup>ND</sup> READING
- j. REVISION TO AR 4117.6 – CERTIFICATED PERSONNEL – INFORMAL HEARING FOR NON-RETENTION OF NONTENURED STAFF

- 7. PERSONS TO BE HEARD There were no Persons to be Heard at this meeting.
- 8. GOVERNMENT TO GOVERNMENT There was no government-to-government report at this meeting.
- 9. SCHOOL HIGHLIGHTS There was not a School Highlights presentation at this meeting.
- 10. REPORTS AND PRESENTATIONS There were no reports or presentations at this meeting.
- 11. BOARD MEMBER REPORTS

**Mr. Myers** shared highlights from SHS activities. He reported that SHS Robotics team will be going to competition in January. Basketball, Cheer, and Wrestling have begun their seasons. He shared that the week before Winter Break will be Spirit Week at SHS.

**Mr. Rioux** reported that he had attended the monthly Tribal Council meeting. He also stated that attendance at the AASB annual conference was time well spent.

**Ms. Williams** reported that she attended the KGH parent advisory committee meeting as board liaison. She also shared about her time at the AASB conference.

**Mr. Williams** also reported on the AASB conference, sharing that he appreciated the opportunity to meet board members from around the state. He thanked Dr. Jenson and Principals Lecrone and Barry for the new flags at XTS and KGH.

**Mr. Burdick** shared several things from the AASB conference and shared with the public about the budget work session that was held on December 2<sup>nd</sup> and information about the upcoming superintendent evaluation. He reported that Blatchley Middle School would not be holding its weeklong ‘Discover Your Potential’ (DYP) this year due to staff and budget cuts.

## **12. SUPERINTENDENT UPDATE**

**Superintendent Jenson** shared that the January inservice would focus on curriculum content review and professional learning committee requests. She reported that the district has received a \$21,000 youth mental health grant to be used in developing resilience, self-awareness, and improving student engagement. Dr. Jenson stated that the district is looking for ways to increase enrollment. One way being explored is how to bring local students back into the district who have left to enroll in other correspondence programs or private school.

She also informed the board that SOPs are continually being developed and revised. Once finalized, they will be brought to the board for informational purposes.

Dr. Jenson updated the board on the temporary closure of Ventures, assuring the board that it would be re-opening on Monday. She is working with the State to obtain a business license for an entity.

## **13. NEW BUSINESS**

### **a. DISTRICT PHONES**

**Mr. Rioux** moved, and **Ms. Williams** seconded to approve the transition from ACS to the TEAMS phone system, at an initial cost of \$37,180.

The board had questions for Dr. Jenson and IT Director Scott McArthur, primarily around a contingency plan for if/when the internet is out in the district. They were assured that the district's Starlink would handle the system in the event that GCI has another outage, in addition to e.

Following a roll call vote, the motion PASSED unanimously.

### **b. ACCEPTANCE OF FY24 AUDIT**

**Ms. Williams** moved, and **Mr. Rioux** seconded to accept the FY24 Audit, as presented.

Board Comment:

**Mr. Rioux** stated that he had worked with the auditors for many years, and was pleased to report that they complimented the current SSD Business Office staff.

**Mr. Burdick** shared that there were several findings over lack of internal controls due to management turnover, and that all findings have been resolved.

Following a roll call vote, the motion PASSED unanimously.

c. **APPROVE**  
**REVISIONS TO BB**  
**9020 – BOARD**  
**STANDARDS, 1<sup>st</sup>**  
**READING**

**Mr. Rioux** moved, and **Ms. Williams** seconded to approve the revisions to BB 9020 – Board Standards, 1<sup>st</sup> Reading.

There was no public comment.

Board Comment:

**Mr. Burdick** explained that the policy was being revised to specify that the board would be following the AASB Board Standards.

The results of a roll call vote are as follows:

**YES**

Gus Maxwell

Francis Myers

Paul Rioux

Amanda Williams

Phil Burdick

**NO**

Tom Williams

d. **ADOPTION OF E**  
**9020 – BOARD**  
**STANDARDS**

**E 9020 – Board Standards** was attached to the agenda as an informational piece.

14. **FUTURE AGENDA**  
**ITEMS/UPCOMING**  
**EVENTS**

a. **DECEMBER 11, 2024 –**  
**POLICY COMMITTEE**  
**MEETING**

b. **JANUARY 8, 2025 –**  
**REGULAR SCHOOL**  
**BOARD MEETING –**  
**5:45 P.M. –**  
**HARRIGAN**  
**CENTENNIAL HALL**

c. **JANUARY 16, 2025 –**  
**JOINT WORK**  
**SESSION – CBS**  
**ASSEMBLY AND SSD**  
**SCHOOL BOARD –**

**6:00 P.M. HARRIGAN  
CENTENNIAL HALL**

**d. FEBRUARY 5, 2025 –  
REGULAR SCHOOL  
BOARD MEETING –  
5:45 P.M. HARRIGAN  
CENTENNIAL HALL**

**15. FINAL COMMENTS  
FROM THE PUBLIC**

There were no final comments from the public.

**16. FINAL COMMENTS  
FROM THE BOARD**

**Mr. Myers** asked Dr. Jenson for clarification on the required business license for operating Ventures. Dr. Jenson answered that she is working with the State to obtain a business license for an entity for childcare licensing. This will help families qualify for childcare reimbursement.

**17. ADJOURNMENT**

The meeting adjourned at 6:46 p.m.

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**Phil Burdick, President**

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**Tom Williams, Vice President**

## Dawn Georgia

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**From:** Dawn Georgia  
**Sent:** Monday, December 16, 2024 2:34 PM  
**To:** Amanda Williams; Brian Doyle; Dawn Georgia; Deidre Jenson; Hillary Nutting; Jamie Eells; Laura Rogers; Mindy Barry; Paul Rioux; Phil Burdick; Roxann Gagner; Ryan Haug  
**Subject:** December 11th Recap

In Attendance:

Ryan Haug  
Roxann Gagner  
Paul Rioux  
Laura Rogers  
Amanda Williams  
Hillary Nutting (via Zoom)  
Dawn Georgia

The committee finished the reviewing the AASB Summer 2024 and September 2024 updates.

The following policies will move forward for board approval at the January 9<sup>th</sup> meeting:

- (REMOVE) AR 0520 School Accountability School Improvement
- (REMOVE) BP 5125.3 Withholding Grades, or Transcripts
- (REMOVE) E 6171 Notice to Parents Required by Every Student Succeeds Act
- (Approve) BB-9020 Board Standards, Second Reading
- (Approve) AR 0510 School District Report Card
- (Approve) BB 9320 Meetings, Second Reading
- (Approve) BB 9322 Agenda Meeting Materials, Second Reading
- (Approve) BP 5123 Promotion, Acceleration, Retention, Second Reading
- (Approve) BP 5131.1 Bus Conduct, Second Reading
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- (Approve) BP 5131.6 Alcohol and Other Drugs, Second Reading
- (Approve) BP-5141.3 Health Examinations, Second Reading
- (Approve) BP 5141.51 At-Risk Youths, Second Reading
- (Approve) BP 5141.31 Immunizations, Second Reading
- (Approve) BP-6161.2 Damaged or Lost Instructional Materials and Equipment, Second Reading

NEXT MEETING: January 15, 2025, 5-7 p.m.

I will send an email the 1<sup>st</sup> week of January with the January 15<sup>th</sup> review materials/instructions.

### Gunalchéesh!

#### Dawn Georgia

Executive Administrative Assistant  
Sitka School District  
300 Kostrometinoff St.  
Sitka, AK 99835  
907.747.8622 office | 907-966-1260 fax

## AR 0520 SCHOOL ACCOUNTABILITY/SCHOOL IMPROVEMENT

### School Improvement Plan - Development, Approval and Implementation

**Note:** All schools in a district designated as one-, two-, or three-stars by the Department of Education and Early Development are required to develop, issue, and implement a school improvement plan. A school improvement plan is required even if the school does not receive Title I funds. The following procedures for development of the plan are consistent with the requirements of [4 AAC 06.845](#), School Improvement Plan, and [4 AAC 06.852](#), Technical Assistance.

The Superintendent or designee shall designate the individual responsible to oversee development of school improvement plans. Required plans must be developed by November 1 of each school year.

#### A. Schools Requiring a Plan

The following schools require a school improvement plan:

1. Any school designated with a rating of one, two, or three stars;
2. Any school identified by the Department as a priority or focus school; and
3. Any school designated with a rating of four or five stars if the school:
  - a. Has failed to meet its annual measurable objectives for two consecutive years for the school as a whole or any subgroup;
  - b. Has experienced a decline in the school's graduation rate on the whole or for any subgroup (high schools only); or
  - c. Has a participation rate of less than 95% on state standards-based assessments.

#### B. State Involvement

If the school is identified by the Department of Education and Early Development as a priority or focus school, the school improvement plan will be prepared in consultation with the Department and is subject to Department approval.

If the school has received a one- or two-star rating, the school improvement plan must be submitted to the Department of Education and Early Development.

#### C. Plan Preparation

**Note:** State regulation, [4 AAC 06.845](#), requires as a general rule that school improvement plans be developed using the Department's computerized self-assessment and improvement program. An alternative process may be utilized by a district in limited instances if approved by the Department. Department approval is limited to: 1) schools that are implementing an effective school improvement plan

**Commented [DG1]:** From AASB:

**\*\*Remove Administrative Regulation\*\***

This administrative regulation implemented the old star rating system for school accountability, which has been revised and replaced in state law and regulation. The current school accountability regulations, 4 AAC 06.800 - .899, are reflected in model Board Policy 0520, which was updated in 2021 to reflect the changes.

through an accreditation process; 2) schools that are rated as four- or five-star and the plan is specific to a particular identifiable deficiency; or 3) the district can show by a preponderance of the evidence that the school has a planning process for development of an improvement plan that will address as effectively or more effectively than the Department's program each of the 6 domains and each specific deficiency at the school.

The school improvement plan will be prepared utilizing a computerized self-assessment and improvement program selected by the Department of Education and Early Development. The self-assessment program will address the following six domains: 1) curriculum; 2) assessment policy and practice; 3) instruction; 4) school learning environment; 5) professional development policy and practices; and 6) leadership.

The school improvement plan is to be prepared with the maximum feasible public participation of the community, including, as appropriate, interested individuals, teachers, parents, parent organizations, students, tribal groups, local government representatives, and other community groups.

#### **D. Plan Contents For Priority Schools**

The Plan must provide for a system of comprehensive intervention using all required turnaround principles. The district will consult with and obtain the approval of the Department of Education and Early Development to address deficiencies in each of the six domains, as identified in the computerized self-assessment or in a desk or instructional audit.

Comprehensive turnaround principles to be implemented at the school must include:

1. **School Calendar Adjustments.** The school day, week, and year, will provide more time for student learning and teacher collaboration. This includes the following minimum requirements:
  - a. 90 minutes daily of core reading instruction for all students grades K- 6;
  - b. 30 additional minutes of intervention daily for K-6 students below grade level in reading;
  - c. dedicated time block daily for structured reading interventions for students grades 7-12 who are below grade level in reading;
  - d. 60 minutes daily of core math instruction for all students grades K-6; and
  - e. dedicated time block daily for structured math intervention for students grades 7-12 who are below grade level in math.
2. **Teacher Effectiveness.** The district's policies and actions will ensure that all teachers at the school are effective teachers. This includes the following actions:
  - a. each teacher's effectiveness is reviewed by the district and principal, including a review of student learning data;

- b. replacement or improvement of ineffective teachers;
- c. requiring teachers transferring to the school to be proven effective; and
- d. providing job-embedded professional development that targets the specific needs of teacher and students.

3. **Instructional Program.** The instructional program will be strengthened through the following methods:

- a. adoption and use of research-based curricula that are aligned with state standards;
- b. implementation of reading curricula that addresses the essential elements of reading;
- c. implementation of reading and math support programs for students behind grade level;
- d. using data to inform instruction, including
  - at least three times per year, utilize a universal screening tool approved by the Department of Education and Early Development for all students, grades K-8;
  - utilize a diagnostic assessment to determine the specific reading or math deficiencies for all students one or more years below grade level; and
  - base instruction and interventions on the specific needs of the student as identified by screenings or assessments.
- e. establishing a school environment that improves school safety and discipline, including implementation of a school-wide behavior plan, and that addresses the social, emotional, and health needs of students;
- f. providing for family engagement in the school, including cultural awareness and understanding of cultural values; and
- g. providing strong leadership, including
  - reviewing the performance of the principal, including a review of student learning data;
  - retention of the existing principal or hire of a new principal based upon the existing principal's performance on indicators in the leadership domain; and
  - providing the principal with flexibility in areas that should be tailored to the needs of the school such as scheduling, staff, or budget.

4. **Additional Requirements.** The improvement plan must, to the extent possible include measure to:

- a. increase local control of education;
- b. increase parental choice; and

- c. not require a direct increase in state or federal funding for the school or district

#### **E. Plan Contents for Focus Schools**

The school improvement plan for a focus school will identify targeted interventions that consider each of the comprehensive turnaround principles. Interventions will be targeted for any subgroup that is performing below grade level. In addition, appropriate interventions will be targeted to any deficiencies revealed through data analysis or the results of an instructional or desk audit.

In preparing the school improvement plan, the district will consult with the Department of Education and Early Development.

#### **F. Plan Implementation**

The school shall implement the plan immediately upon district approval. Should the Department of Education and Early Development determine that changes in the plan will improve the performance or progress of students, the school will implement the changes required by the Department of Education and Early Development.

The district will ensure appropriate technical assistance to the school during development of the plan and throughout the plan's duration. Technical assistance may be provided by the district, the Department of Education and Early Development, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement.

Technical assistance must be based on research and may include:

1. assistance in analyzing assessment data and other examples of student work in order to identify and develop solutions to problems in instruction, parental involvement and professional development, and plan implementation, including district and school-level responsibilities under the plan;
2. assistance in identifying and implementing professional development and instructional strategies and methods that have proven effective, through research, in addressing the specific instructional issues that caused the school's rating of one, two, or three stars; and/or
3. assistance in analyzing and revising the school's budget so that the school allocates its resources more effectively to the activities most likely to increase student academic achievement.

#### **District Improvement Plan - Development and Contents**

**Note:** A school district must have a district improvement plan if: 1) at least 25% of its schools are designated as one or two stars; 2) at least 25% of the district's students attend a school designated as one or two stars; 3) an instructional or desk audit demonstrates significant deficiencies in the domains of: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or 4) an instructional or desk audit shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives. The following plan contents comply with the requirements set forth at [4 AAC 06.850](#), District improvement plan.

A district improvement plan will be prepared by Superintendent or Designee and submitted to the Department of Education and Early Development in the following circumstances:

1. At least 25% of the district's schools have been designated as one- or two- star schools;
2. At least 25% of the district's students attend a one or two-star designated school;
3. An instructional or desk audit at the district, or its schools, demonstrates significant deficiencies in the following domains of successful schools: curriculum, assessment policy and practice, instruction, school learning environment, professional development policy and practices, and leadership; or
4. An instructional or desk audit shows that one or more subgroups in the district is not making progress toward the subgroup's annual measurable objectives.

The district improvement plan will be developed in the same manner as school improvement plans.

**Implementation Date: February 3, 2015**

**Revision Date: November 3, 2016**

**Sitka School District**

## **BP 5125.3 WITHHOLDING GRADES, OR TRANSCRIPTS**

When school property has been willfully damaged or not returned upon demand, the Superintendent or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that is due.

This notice shall include a statement that the district may withhold grades, progress reports, or transcripts from the student and parent/guardian until reparation is made, except that records will be released to another school district to which the student has transferred.

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

*(cf. 6161.2 - Damaged or Lost Instructional Materials)*

Upon notification that grades, and/or transcript will be withheld, the student, parents or guardian may request an opportunity to meet with the appropriate school official to receive an explanation of the evidence of property damage and to provide their own evidence disputing the cause of the property damage and/or the amount of damage. This meeting must be requested within five (5) school days of the student/parents' receipt of the notice, or the right to a meeting is waived.

If the student and parent/guardian are unable to pay for the damages or return the property, the Superintendent or designee shall provide a program of voluntary work for the student. When this voluntary work is completed, the student's grades, or transcripts shall be released. Alternatively, at the Superintendent's discretion, the district may release grades, or transcript if the student and parent/guardian are unable to pay reparations due to severe financial hardship.

**Note:** School districts may bring a civil action against one or both parents of a student who knowingly or intentionally destroys district property. Parents are liable for damages in an amount not to exceed \$15,000 and are also responsible for the court costs incurred by the district in bringing the action. If the parents have insurance that covers the damages claimed by a school district, and the policy limit is in excess of \$15,000, the district can recover up to \$25,000, or the policy limits, whichever amount is lower.

Nothing in this policy is intended to prevent inspection of a student's records by his or her parents or guardians, or by the student if 18 or older.

*Legal Reference:*

### ALASKA STATUTES

[09.65.255](#) *Liability for acts of minors*

**Commented [DG1]:** From AASB:

**\*\*Remove Board Policy\*\***

As with BP 5121, AASB believes this policy, which permits the withholding of grades, transcripts, and diplomas if a student is indebted to a district for lost or damaged items, does not reflect best practice. AASB recommends removing and archiving this policy in its entirety for the following reasons:

- Withholding grades, diplomas, or transcripts can have significant long-term consequences for students and their post-secondary employment or education opportunities, and in turn on their families and communities.
- Students earn their grades and diplomas by demonstrating mastery of the content. If a student has earned their grades or diploma, they should not be withheld as a punishment or deterrence.
- School districts have other means to seek reparations or recover losses from equipment or property damages, rather than withholding grades, diplomas, or transcripts.
- The language suggesting that students who are unable to pay for assessed damages should provide voluntary work instead is inequitable. Voluntary work and community service can be an appropriate assignment for all students. Those students whose parents can afford to pay for damages should not be exempt from community service if the district deems this an appropriate response to property or equipment damage.

The model policy has been updated to remove this policy in its entirety. However, individual districts may revise this policy as they best see fit.

[14.03.115](#) *Access to school records by parent, foster parent, or guardian*

[14.30.710](#) *Required records upon transfer*

UNITED STATES CODE

[20 USC 1232g](#), *Family Educational Rights & Privacy Act*

CODE OF FEDERAL REGULATIONS

[34 C.F.R. 99.10](#), *Parent inspection of education records*

**Adoption Date: NOVEMBER 7, 1995**

**Revision Date: October 20, 1998**

**Revision Date: September 22, 2010**

**Sitka School District**

## **E 6171 NOTICE TO PARENTS REQUIRED BY EVERY STUDENT SUCCEEDS ACT**

**Note:** Under the Every Student Succeeds Act, parent notifications for the 2016-2017 school year are required but they must align to NCLB requirements. However, not all NCLB notices are required. This list of parental notice requirements is designed to help districts meet the many notice requirements of NCLB as required for the 2016-2017 school year. NCLB makes it clear that schools receiving federal funds must ensure that parents are actively involved and knowledgeable about their schools and their child's education. The law requires schools to give parents many different kinds of information and notices in a uniform and understandable format and to the extent practicable, in a language that parents understand. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. The notices described in this example are summarized; please see the specific NCLB section cited for the exact requirements. The NCLB citations are retained for purposes of implementing notice requirements for the 2016-17 school year.

**Commented [DG1]:** From AASB:

**\*\*Remove Exhibit\*\***

This exhibit was a notice to parents created as part of the transition from the No Child Left Behind Act to the Every Student Succeeds Act in 2016. It is no longer applicable and may be removed.

### **Improving Basic Programs Operated by Local Educational Agencies**

1. Teacher Qualifications. As required by NCLB §1111(h)(6)(A): At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:
  - a. Whether the teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
  - b. Whether the teacher is teaching under emergency or other provisional status.
  - c. The teacher's baccalaureate degree major and any other graduate certifications or degrees.
  - d. Whether paraprofessionals provide services to the student and, if so, their qualifications.
2. Individual Achievement on State Assessment. As required by NCLB §1111(h)(6)(B)(i): districts must provide to parents' information on the level of achievement of the parent's child in each of the State academic assessments.

### **English Language Learners**

1. As required by NCLB §1112(g)(1)(A) and (g)(2), and §3302(a): Districts must inform a parent of an English language learner identified for participation, or participating in, such a program of the reasons for their child being identified, their

child's level of English proficiency, instructional method, how their child's program will meet their child's needs, how the program will help the child to learn English, exit requirements for the program to meet the objectives of any limited English proficiency, and information regarding parental rights.

2. As required by NCLB §1112(g)(4) and §3302(e): Each district shall implement an effective means of outreach to parents of English language learner students to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging State academic achievement standards and State academic content standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

#### **Academic Assessment and Local Education Agency and School Improvement**

1. Districts shall provide parents notice of each school's ASPI designation, including:
  - a. An explanation of what the identification means, and how the school compares in terms of academic achievement to other district schools and the State educational agency; and
  - b. The reasons for the identification.
2. Notice to parents of each student enrolled in a school designated as a Priority or Focus school, including:
  - a. An explanation of what the school identified for school improvement is doing to address the problem;
  - b. An explanation of what the district or State educational agency is doing to help the school address the achievement problem; and
  - c. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified as a priority or focus school.

#### **Parental Involvement**

1. As required by NCLB §1118(b): Parents shall be notified of the parental involvement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. As required by NCLB §1118(c): Each school shall:
  - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
  - b. Offer a flexible number of meetings;
  - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning,

review, and improvements of the school parental involvement policy and the joint development of the schoolwide program plan under §1114(b)(2);  
d. Provide parents of participating children:

- Timely information about programs under this part;

A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

#### **Education of Homeless Children and Youths**

1. As required by NCLB §722(e)(3)(C): The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
  - a. Shall be signed by the parent or guardian;
  - b. Sets the general rights provided under this subtitle;
  - c. Specifically states:
    - The choice of schools' homeless children and youths are eligible to attend,
    - That no homeless child or youth is required to attend a separate school for homeless children or youths,
    - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs; and
    - That homeless children and youths should not be stigmatized by school personnel; and,
  - d. Includes contact information for the local liaison for homeless children and youths.
2. As required by NCLB §722(g)(2)(B)(iii): In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. As required by NCLB §722(g)(6)(A)(iv): Each district shall ensure that public notice of the educational rights of homeless children is disseminated where such

children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

### **Student Privacy**

1. As required by NCLB §1061(c)(2)(A): The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
  - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
  - b. Offer an opportunity for the parent to opt the student out of the activity.
2. As required by NCLB §1061(c)(2): All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g. "The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. *(Copies of those policies are available on request.)*"

**Implementation Date: October 4, 2003**

**Revision Date: November 3, 2016**

**Sitka School District**

## **BB 9020 BOARD STANDARDS**

The Board believes that it should hold itself to high standards of performance, accountability and conduct in order to meet the public trust that has bestowed by the public election of each member.

Therefore, the Board has adopted **AASB** Board Standards, which provide a framework for effective school governance and keep the Board's focus on student achievement.

Regular efforts will be made to orient new board members to the board standards, provide on-going board development opportunities to assist all board members in meeting those standards, and assess board performance to measure the Board's effectiveness in meeting them.

*(cf. 9000 - Role of Board and Members)*

*(cf. 9230 - Orientation)*

*(cf. 9240 - Board Development)*

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

**Adoption Date: June 6, 2000**

**Sitka School District**

## AR 0510 SCHOOL DISTRICT REPORT CARD

**Note:** Pursuant to [AS 14.03.120](#) and [4 AAC 06.895](#), the "School District Report Card to the Public" must include the items ~~specified below specifically enumerated therein~~. Each school shall disseminate its report to parents not later than 30 days after the department has made all necessary data available to districts.

**Commented [DG1]:** From AASB:  
This update modifies AR 0510 to simplify the regulation and bring it into compliance with provisions necessary for a District Report Card under AS 14.03.120 and 4 AAC 06.895. The specific requirements of the report card have been removed from the regulation so as to not require updates based on regulatory changes. The requirements of AS 14.03.120 and 4 AAC 06.895 remain and are cited to in the regulation.

By the end of each year, the principal or designee shall prepare a report on ~~his/her their~~ school's performance and the performance of the school's students. The report shall be presented to parents, students, and community members at a public meeting and forwarded to the Superintendent. By ~~July 1~~ October 31 of each year, the Superintendent or designee shall provide the State Board, and make available to the public, a report on the performance of district schools and students.

The school and district reports shall be made on forms prescribed by the State Department of Education and Early Development and shall include: the required disclosures set forth in AS 14.03.120 and 4 AAC 06.895.

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- ~~1. the accreditation status of the school, including the date of accreditation, the name of the accrediting organization, and the level of accreditation awarded;~~
- ~~2. the number and percent of district students that achieved applicable standards on state assessments;~~
- ~~3. the number and percent of district students that achieved applicable standards on state assessments, disaggregated by subgroups:
  - ~~1. Economically disadvantaged students~~
  - ~~2. Students with limited English proficiency~~
  - ~~3. Students with disabilities~~
  - ~~4. African-Americans~~
  - ~~5. Alaska Natives and American Indians~~
  - ~~6. Students of two or more races~~
  - ~~7. Asians or Pacific islanders~~
  - ~~8. Hispanics~~
  - ~~9. Whites~~
  - ~~10. Males~~
  - ~~11. Females~~
  - ~~12. Migrants~~
  - ~~13. Not migrant students~~~~
- ~~4. a comparison between the performance score for the school or district and the school's or district's annual measurable objectives for that year as determined under [4 AAC 06.815](#);~~
- ~~5. a comparison between the performance score of students in each subgroup and the subgroup's annual measurable objectives for that year as determined under [4 AAC 06.815](#);~~

- 6.—a comparison between the performance score for the district and the performance score for the state as a whole;
- 7.—the number and percentage of students not tested;
- 8.—the number and percentage of students in each subgroup not tested;
- 9.—the most recent two-year trend in student performance in each subject area for each grade level;
- 10.—a description of student, parent, community, and business involvement in student learning, including the number and percent of students and parents, respectively, who responded to the teacher evaluation survey; the number of school/business or interagency partnerships; the average number of volunteer hours a week spent in the school; and narrative description of the results of parental, community, and business involvement;
- 11.—attendance, retention, dropout, and graduation rates; as determined under 4 AAC 06.895(i);
- 12.—the annual percent change in enrollment and the percent of enrollment change due to student transfers into and out of the district;
- 13.—the performance star rating designation assigned the school under AS 14.03.123 and AAC 06.895 (f) and the methodology used to assign the performance designation, including the measures used and the relative weights other indicators, and teacher qualifications;
- 14.—a summary of student, parent, and community member comments on the school's performance, including the number of people commenting;
- 15.—if Native language education is provided, a summary and evaluation of the curriculum described in AS 14.30.420;
- 16.—the most recent available academic achievement results in grades four and eight on the state NAEP reading and mathematics assessments, including the percentage of students at each achievement level reported in the aggregate, and the participation rates for students with limited English proficiency.
- 17.—other indicators of school performance selected by the district or required by state regulation; and
- 18.—information on the number, attendance, and performance of students enrolled in the school whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia or the Alaska State Defense Force.

Note: the district may establish regulations to require that additional information be included in reports and may specify other conditions for issuing school report cards.

**Implementation Date: March 4, 1996**

**Revision Date: September 10, 2002**

**Revision Date: June 16, 2003**

Revision Date: November 1, 2005

Revision Date: May 5, 2009

Revision Date: March 15, 2011

Revision Date: November 20, 2015

Revision Date: July 19, 2017

**Revision Date:**

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**Sitka School District**

## BB 9320 MEETINGS

Note: [A.S. 44.62.310](#) requires meetings of the Board to be open to the public except as allowed by law and requires reasonable public notice of such meetings. Timelines given below are suggestions only and may be revised as reasonable.

**Commented [DG1]:** From AASB:  
This update includes additional language to clarify that poll voting by a school board is not permitted and all official board action must be taken in an open meeting.

Meetings of the Board are conducted for the purpose of accomplishing district business. A meeting of the Board shall consist of any gathering of the members of the Board when three or more members are present and collectively consider a matter upon which the Board is empowered to act. As a matter of district policy and state law, meetings ordinarily shall be open to the public. The Board may meet in closed sessions only to discuss certain matters as permitted or required by Alaska's Open Meetings Act. A quorum of the Board is three members. All business of the Board must be conducted at a duly convened meeting of the Board. Poll voting between meetings is not allowed.

*(cf. 9321 - Executive Sessions)*

Reasonable public notice shall be given for all meetings of the Board in accordance with law and district practice, and shall be posted at all regular district and school sites before the meeting. Such notice shall include the date, time, and place of the meeting and, if the meeting is by teleconference, the location of any teleconferencing facilities that will be used. Public meetings may not be held in a private home or private business.

*(cf. 9012 - Communications To and From the Board)*

*(cf. 9322 - Agenda/Meeting Materials)*

*(cf. 9323 - Meeting Conduct)*

### Regular Meetings

The Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting. The local media shall be mailed the annual calendar of regular Board meetings and shall be notified of any changes to the calendar.

The Board shall hold at least 1 (one) regular meeting in at least 11 out of 12 months. Unless changed, regular meetings shall be held at 6:00 p.m. on Wednesday at Harrigan Centennial Hall. Notice of regular meetings shall be posted 4 (four) calendar days prior to the meeting.

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

Note: Pursuant to [A.S. 14.14.080](#), a Board may declare a Board position vacant if a member is absent without excuse for three consecutive regular Board meetings.

(cf. 1340 - Access to District Records)

(cf. 9223 - Board Vacancies)

### **Special Meetings**

Special meetings of the Board may be called by the presiding officer or a majority of the Board members. Except in cases of an emergency, notice of special meetings shall be delivered at least 24 hours before the meeting to all Board members, the Superintendent, and to the local media. This notice also shall be posted to the District website at least 24 hours before the meeting. This notice shall specify the date, time and place of the meeting.

Notice of special meeting shall include a statement of the purpose of the meeting. No business may be transacted other than that stated in the notice of the meeting.

### **Emergency Special Meetings**

The Board president or designee shall give notice of an emergency special meeting to the local media by telephone before the meeting. If in that event telephone services are not functioning, the notice requirement is waived. As soon after the meeting as practicable, the Board shall notify the local media that the meeting was held and shall describe the purpose of the meeting and any action taken by the Board.

### **Teleconferences**

Recognizing the inherent responsibility and statutory duties of Board members, the Board strongly encourages board members to attend and participate at meetings of the Board. Though great importance is given to the physical presence of Board members at meetings, the attendance and participation of members by teleconference is authorized whenever physical presence is not practicable. All votes at a meeting of members attending by teleconference shall be taken by roll call.

The Board also authorizes the use of teleconferences for Board meetings when receiving public comment or testimony and during Board deliberations.

Whenever possible, meeting agendas and supporting materials shall be available at teleconference facilities used for the Board meeting.

*Legal Reference:*

ALASKA STATUTES

[14.08.091](#) *Administration*

[14.14.070](#) *Organization of school board*

[14.14.080](#) *Declaring a school board vacancy*

[29.20.020](#) *Meetings public*

[44.62.310](#) *Agency meetings public*

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

**Adoption Date: October 10, 1995**

**Revision Date: February 27, 2002**

**Revision Date: June 27, 2006**

**Revision Date: January 11, 2016**

**Revision Date: March 14, 2016**

**Revision Date: June 20, 2018**

**Revision Date**

**Sitka School District**

## BB 9322 AGENDA/MEETING MATERIALS

### Construction of Agenda

The School Board president and the Superintendent shall prepare an agenda for each meeting of the Board.

*(cf. 9121 - Board President)*

Board members may place any item on the agenda no later than five working days before the scheduled meeting date.

All agendas shall include the meeting time and place and a description of each business item to be transacted or discussed. All agendas shall be posted for public review prior to the meeting.

*(cf. 9320 - Meetings)*

Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and submitted to the Superintendent with supporting documents and information, if any, at least ten working days before the scheduled meeting date.

When constructing the agenda, the Board president and Superintendent will decide whether a request is within the subject matter jurisdiction of the Board and whether the agenda item is appropriate for discussion in open or executive session. The Board president and Superintendent may reject a public request for a matter to be added to the agenda for any reason.

The Board shall also give members of the public the opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. An agenda item for such input shall be included on Board agendas. The Board shall not take action on such matters at that meeting.

*(cf. 9012 - Communications to and From the Board)*

*(cf. 9323 - Meeting Conduct)*

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

*(cf. 1312 - 1312.3 - Complaints Concerning Schools)*

### Board Member Preparation

**Commented [DG1]:** From AASB:  
This update clarifies that a board president and superintendent may reject community requests to place an item on the board agenda.

A copy of the agenda shall be forwarded to each Board member at least three days before each regular meeting date, together with the Superintendent or designee's report, minutes to be approved, copies of communications, reports from committees, staff, citizens and others, and other available documents pertinent to the meeting.

When special meetings are called, the Superintendent or designee shall make every effort to get the agenda and support materials to Board members as soon as possible. Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to obtain specific information on agenda items.

(cf. 9200 - Board Members)

Legal Reference:

ALASKA STATUTES

[29.20.020](#) Meetings public

Adoption Date: October 10, 1995

Revision Date: February 27, 2002

Revision Date:

**Sitka School District**

WORKSHEETS for the district policy committee:  
DISCARD WHEN FINISHED

Students

**PROMOTION/ACCELERATION/RETENTION** | **BP 5123(a)**

Note: The following optional policy may be revised or deleted as desired to reflect district philosophy and needs.

The School Board desires to see students progress with their peers through the school district's grade levels. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual children and include strategies for providing extra attention or assistance when needed.

**Promotion**

Students shall progress through the school district's grade levels by demonstrating growth in learning the required basic skills.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits.

*(cf. 6146.1 - High School Graduation Requirements)*  
*(cf. 6146.5 - Differential Requirements for Individuals with Exceptional Needs/Elementary-School-Promotion)*

**Acceleration**

Acceleration is possible when high academic achievement is evident. However, the student's social and emotional growth shall be taken into consideration before placing them in a higher grade.

**Retention**

The School Board recognizes that research indicates that very few children benefit from being retained during the elementary and middle grades. The Superintendent or designee shall promote alternatives to retention among certificated staff.

Note: Strategies for reducing retention rates may include reading intervention programs, tutorial programs, and the use of ungraded schools, combination classes, year-round education, and developmentally appropriate primary curriculum designed to meet the needs of children at their own developmental stage.

Note: The following paragraph requires the use of student study team when retention is recommended.

When a teacher believes that retention is necessary to meet a student's needs, they shall ask the principal to establish a student study team to consider the child's academic, social and emotional performance. The student's parent/guardian shall be invited to participate on the student study team.

Under the Alaska Reads Act, a student retained due to a reading deficiency must be provided the process set forth in BP 6147 and AS 14.30.765(d) – (m).

**Commented [DG1]:** From AASB:  
This update revises the policy to reflect the student retention procedures required by the Alaska Reads Act.

**Commented [DG2]:** Compare this with the current SSD policy (in the folder)

WORKSHEETS for the district policy committee:

DISCARD WHEN FINISHED

Students

PROMOTION/ACCELERATION/RETENTION

BP 5123(b)

*(cf. 6164.5 - Student Study Teams)*

*(cf. 5121 - Grades/Evaluation of Student Achievement)*

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6146.5 - Elementary School Promotion/Standards of Proficiency)(cf. 6147 - Alaska Reads Act Intervention Programs)*

*Legal Reference:*

ALASKA STATUTES

AS 14.30.760 Statewide screening and support

AS 14.30.765 Reading intervention services and strategies; progression

ALASKA ADMINISTRATIVE CODE

4 AAC 06.400 Statewide literacy screening and support

4 AAC 06.405 Reading intervention services and strategies

4 AAC 06.410 Individual reading improvement plan

4 AAC 06.415 Student Progression

4 AAC 06.490 Definitions

*Updated 6/2024*

**Adoption Date: NOVEMBER 7, 1995**

**Revision Date: June 6, 2000**

**Revision Date: October 6, 2014**

**Revision Date:**

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**Sitka School District**

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## BP 5131.1 BUS CONDUCT

~~Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding, transferring or leaving the bus. Severe and continued disorderly conduct or persistent refusal to submit to the authority of the driver or other staff including bus company staff shall be sufficient reason for a student to be denied transportation.~~

Positive, civil, and respectful behavior contributes to the safety and well-being of school bus passengers, drivers, and others. While preparing to ride, riding, or leaving the bus, students are required to observe school behavioral rules, bus safety regulations, and standards of conduct that provide for their safety and welfare, and the safety and welfare of others. Serious and/or repeated disciplinary problems on the bus may result in a student having their riding privileges suspended.

**Commented [DG1]:** Clarifies expectations for students riding the bus.

The Superintendent or designee shall inform parents/guardians and students regarding regulations related to bus conduct, bus driver authority, and the suspension of riding privileges.

*(cf. 3540 et seq. - Transportation)*

**Adoption Date: November 7, 1995**

**Revision Date: May 1, 2012**

**Revision Date: June 17, 2014**

**Revision Date:**

**Sitka School District**

## BP 5131.5 VANDALISM, THEFT AND GRAFFITI

The School Board considers vandalism a very serious matter. Vandalism includes the negligent, willful, or unlawful damaging or theft of any district-owned real or personal property, including the writing of graffiti.

*(cf. 3515.4 - Recovery for Property Loss or Damage)*

Any district student who commits an act of vandalism shall be subject to disciplinary action, reparation for damages, and may be reported to law enforcement. ~~If reparation of damages is not made, the district also may withhold the student's grades, diploma and/or transcripts.~~

~~*(cf. 5125.3 - Withholding Grades, Diploma or Transcripts)*~~

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

Legal Reference:

### ALASKA STATUTES

34.50.020 *Liability for destruction of property by minors*

14.33.130 *Enforcement of approved program [school disciplinary & safety program]; additional safety obligations*

Adoption Date: NOVEMBER 7, 1995

Revision Date: July 16, 2010

Revision Date:

Sitka School District

**Commented [DG1]:** From AASB:  
This policy has been updated to reflect the removal of BP 5125.3, above. If an individual district does not remove BP 5125.3, this policy should not be updated.

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## BP 5131.5 VANDALISM, THEFT AND GRAFFITI

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(cf. 3515.4 - Recovery for Property Loss or Damage)

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~~(cf. 5125.3 - Withholding Grades, Diploma or Transcripts)~~

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

### ALASKA STATUTES

[34.50.020](#) Liability for destruction of property by minors

[14.33.130](#) Enforcement of approved program [school disciplinary & safety program]; additional safety obligations

Adoption Date: NOVEMBER 7, 1995

Revision Date: July 16, 2010

Revision Date:

Sitka School District

**Commented [DG1]:** From AASB:  
This policy has been updated to reflect the removal of BP 5125.3, above. If an individual district does not remove BP 5125.3, this policy should not be updated.

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## BP 5131.6 ALCOHOL AND OTHER DRUGS

**Note:** Districts must have in place written standards to address the needs of students for whom mental health or substance abuse may be a contributing factor to non-compliance with the school disciplinary and safety program. [AS 14.33.120\(a\)\(6\)](#).

Districts must make reasonable efforts to inform parents of the content of safe and drug-free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity. [AS 14.30.360](#) encourages districts to provide K-12 health education, including alcohol and drug abuse education.

**Note:** Despite the passage of [AS 17.38](#), effective February of 2015, which authorizes the use of marijuana under certain conditions, all use, possession and distribution of marijuana by those under 21 is illegal. In addition, as a recipient of federal funds, the district is obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, distribution, possession and sale of marijuana for all individuals, regardless of age. For purposes of the district's policy and legal obligation, marijuana is prohibited.

*(cf. E 4020 - Drug and Alcohol - Free Workplace Notice to Employees)*

Because the use of alcohol and other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences, the School Board intends to keep district schools free of alcohol and prohibited drugs.

Alcohol, marijuana, and other controlled substances are prohibited for use or possession by students. The Board desires that every effort be made to reduce the chances that our students will begin or continue the use of alcohol and other drugs. The Superintendent or designee shall develop a comprehensive prevention program that includes instruction, intervention, recovering student support, and enforcement/discipline. The Superintendent or designee shall clearly communicate to students, staff and parents/ guardians all Board policies, regulations, procedures and school rules related to this prevention program. Special efforts shall be made to ensure that these materials are understood by parents/guardians and students of limited literacy or limited English proficiency.

**Note:** Drug use by students is not limited to illegal drugs and can also include abuse of prescription drugs and over-the-counter medications. There is also a growing problem of youth using what are commonly referred to as designer or synthetic drugs. Designer or synthetic drugs come in various forms and may be a chemical compound of a plant-based substance, or a combination. Common names for these drugs include bath salts, K2, spice, Salvia and synthetic marijuana. These drugs have

**Commented [DG1]:** From AASB:

This revision updates BP 5131.6 to be in compliance with House Bill 202, which passed the legislature and became law this summer. The bill will become effective in December of 2024, but this policy revision may be made now. The bill and policy update require that districts have opioid overdose drugs available at each main school building and at school-sponsored events. It also requires that a district have at least one person trained to administer the drugs at each main school site.

serious and dangerous effects. Effective July 1, 2011, synthetic marijuana because and illegal substance in Alaska. [AS 11.71.040-050](#), [11.71.160](#).

Specifically, the Board prohibits the actual or attempted sale, distribution, use, or possession by a student of alcohol, prohibited drugs or inhalants, drug paraphernalia, substances that are designed to look or act like prohibited drugs or alcohol, or substances purported to be prohibited drugs or alcohol. Prohibited drugs are defined as:

1. Drugs that are illegal if possessed by those under 21 under any local, state or federal law; or any drug that can be legally obtained but which has been obtained through illegal means.
2. Alternatives to illegal drugs such as a designer or synthetic drugs, whether or not prohibited by law, which are purported to, designed to or which do impair, restrict, or alter normal cognitive function when absorbed, ingested, injected or inhaled.
3. Prescription drugs that are not legally obtained or prescribed, are not being used for the prescribed purpose, are being used in excess of the prescribed amount, are being used by other than the person to whom prescribed, or are being sold, traded or distributed.

Recognizing that keeping schools free of alcohol and other drugs is a concern common to the district and community, the Board supports cooperation among schools, parents/guardians, law enforcement and other appropriate community organizations involved in preventing alcohol and other drug abuse.

(cf. 1220 - Citizen Advisory Committees)

### **Opioid Overdose Protection**

In accordance with AS 14.30.145, the Superintendent shall ensure that:

1. A person trained to administer an opioid overdose drug is on site when the main school building of each school in the school district is open to students or staff, including periods when the school building is open before and after school hours and during weekend activities; and during each school-sponsored event conducted on school grounds.
2. The main school building of each school in the school district has at least two doses of an opioid overdose drug available on site; and
3. At least one dose of an opioid overdose drug is available during a school-sponsored event conducted on school grounds.

Per AS 14.30.145, a school district, school, or individual is not liable for civil damages for an injury to another individual resulting from a failure to possess or maintain an opioid overdose drug as required by the statute.

## **Instruction**

The district shall provide preventative instruction which helps students avoid the use of alcohol, marijuana, or other drugs and teaches students how to influence their peers to avoid and/or discontinue the use of alcohol or drugs. Instruction shall be designed to answer students' questions related to alcohol and drugs.

The instructional programs will help students obtain and use current and accurate information, develop and maintain a positive self-concept, take positive actions to cope with stress, and use appropriate social and personal skills to resist involvement with alcohol and drugs.

The curriculum will be K-12, comprehensive and sequential in nature and suited to meet the needs of students at their respective grade levels. All instruction and related materials shall stress the concept that alcohol and prohibited drugs can be dangerous and should never be used when such use is illegal.

The Board encourages staff to display attitudes and behaviors which make them positive role models for students with regard to alcohol, marijuana and other drugs. Staff should help students see themselves as responsible partners in efforts to maintain a safe, constructive school climate.

The Board recognizes that children exposed to alcohol or other drugs prior to birth may have disabilities requiring special attention and modifications in the regular education program. The Superintendent or designee shall provide appropriate staff training in the needs of such students as required by law.

**Note:** [AS 14.20.680](#) requires training for teachers, administrators, counselors and specialists on the needs of students with alcohol or drug-related disabilities, including medical and psychological characteristics, family issues and specific educational needs.

*(cf. 6142.2 - AIDS Instruction)*

*(cf. 6143 - Courses of Study)*

*(cf. 6159 - Individualized Education Program)*

## **Intervention**

The Board recognizes that there are students on our campuses who use alcohol and other drugs and can benefit from intervention. The Board supports intervention programs that include the involvement of students, parents/guardians and community agencies/organizations.

School personnel should be trained to identify symptoms which may indicate use of alcohol and other drugs. The Superintendent or designee shall identify responsibilities of staff in working with, intervening, and reporting students suspected of alcohol and other drug use.

Students and parents/guardians shall be informed about the signs of alcohol and other drug use and about appropriate agencies offering counseling.

Documentation of behaviors that may indicate substance use will be kept on file using the Observation and Referral Form, Exhibit 5131.6.

#### **Non-Punitive Self-Referral**

The Board recognizes the presence of recovering students in the schools and the necessity to support these students. The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with his/her parent/guardian or with any staff member. Students who self-disclose past use of alcohol or other drugs in order to seek help to quit using shall not be punished or disciplined for such past use. State and local extra-curricular activities eligibility rules may apply further conditions related to the admission of drug or alcohol use.

#### **Enforcement/Discipline**

The Superintendent or designee shall take appropriate action to eliminate possession, use or sale of alcohol and prohibited drugs and related paraphernalia on school grounds, at school events, or in any situation in which the school is responsible for the conduct and well-being of students. Students possessing, selling and/or using alcohol, marijuana or other drugs or related paraphernalia shall be subject to disciplinary procedures which may result in suspension or expulsion.

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

School authorities may search students and school properties for the possession of alcohol, marijuana and other drugs as long as such searches are conducted in accordance with law.

*(cf. 5145.12 - Search and Seizure)*

Records of violations shall be cumulative from grades 6-8 and 9-12. Cumulative records will be kept between Sitka High School and Pacific High School.

*Legal Reference:*

#### ALASKA STATUTES

[04.16.080](#) *Sales or consumption at school events*

[14.20.680](#) Required alcohol and drug related disabilities training

[14.30.145](#) Opioid overdose drugs

[14.30.360](#) Curriculum (Health and Safety Education)

[14.33.110-140](#) Required school disciplinary and safety program

[17.38.010-900](#) The regulation of marijuana

[47.37.045](#) Community action against substance abuse grant fund

UNITED STATES CODE

Elementary and Secondary Education Act, [20 U.S.C. §§ 7116, 7163](#), as amended by the Every Student Succeeds Act, [P.L. 114-95](#)

Adoption Date: NOVEMBER 7, 1995

Revision Date: May 2, 2000

Revision Date: July 17, 2003

Revision Date: January 7, 2014

Revision Date: August 25, 2016

Revision Date: April 2022

Revision Date:

**Sitka School District**

## BP 5141.3 HEALTH EXAMINATIONS

**Note:** Effective June 30, 2016, districts are no longer required by state law to provide for or require each child to have a physical examination upon entry into school and at regular intervals as determined by the school board. The requirement that school districts provide vision and hearing screening examinations remains. While districts are no longer required to provide for and require physical examinations of every child attending school, the Department of Health ~~and Social Services~~ may require the district to conduct physical examinations it considers necessary and may reimburse the district for examinations. The following optional policy may be revised or deleted as needed.

The School Board recognizes the importance of and encourages periodic comprehensive physical health examinations, especially upon entry into school at the beginning of the school year. ~~To determine the health status of students, facilitate the removal of handicaps to learning,~~ and determine whether treatment or special adaptations of the school program may be necessary, the School District shall require vision and hearing screening examinations upon entry into school or as soon as practical, and at regular intervals, as necessary.

All personnel employed to examine students shall exercise proper care of each student being examined and shall ensure that the examination results are kept confidential.

**Note:** If a school district will be using federal money to perform exams or screenings on students, the district must annually notify parents of the exam or screening, except for hearing, vision, or scoliosis screenings. The following language implements federal law.

The district will annually notify parents of physical exams or screenings of students, except for routine vision, hearing, or scoliosis screenings.

Students who wish to participate in certain extracurricular activities may be required to submit to a physical examination to verify their ability to participate in the activity.

*(cf. 6145.2 – Interscholastic Competition)*

*(cf. 5112.2 - Exclusions from Attendance)*

*(cf. 5141.22 - Infectious Diseases)*

*Legal Reference:*

ALASKA STATUTES

**Commented [DG1]:** From AASB:  
This minor update revises language regarding health examinations for students, and clarifies that districts may require health examinations for student participation in extracurricular activities.

[14.30.065](#) *Supervision*

[14.30.070](#) *Physical examination required*

[14.30.127](#) *Vision and hearing screening examinations*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.055](#) *Immunizations required*

UNITED STATES CODE

[42 U.S.C. §§ 12101](#) *et seq.* (2014)

[20 U.S.C. §§ 1232g](#) (2013)

[20 U.S.C. §§ 1232h](#) (2002)

[29 U.S.C. § 794\(a\)](#) (2002)

[34 C.F.R. pt. 99](#) (2011)

**Adoption Date: November 7, 1995**

**Revision Date: October 4, 2016**

**Revision Date: January 6, 2021**

**Revision Date:**

**Sitka School District**

## BP 5141.51 AT-RISK YOUTHS

The School Board ~~believes that, in order to benefit from a learning environment, students must be as free as possible from the dilemma imposed by personal and societal problems. Danger signs for the various at-risk categories must be taken seriously~~ recognizes that personal, social, economic, and health circumstances of children and families may contribute to students' risk of school failure. District personnel must be concerned for the personal development of students, as well as their academic development. District assessments and evaluations shall be used to identify students performing well below grade-level or at risk of failing to meet district standards.

The Superintendent or designee shall investigate and recommend programs ~~which will~~ that address the needs of at-risk youths. At-risk youths include, but are not limited to, those students who abuse drugs or alcohol, are suicidal, engage in self-harm or express suicidal ideations, exhibit ~~have~~ serious attendance problems, drop out of school, are abused or neglected, disadvantaged children, are experiencing homelessness, or are pregnant or parenting minors.

Program planning should examine, but is not limited, to the following:

1. Classroom learning experiences and the integration of primary prevention programs into the classroom.
2. Staff professional development requirements.
3. District liability.
4. Community resources.
5. Crisis response/intervention teams.
6. Peer counseling.
7. Parent/guardian education.
8. Student Study Teams.
9. Kindergarten through 12 counseling and guidance curriculum.
10. Attendance and policy procedures.
11. Student discipline.
12. Alternative programs.

*(cf. 5131.6 - Drugs, Alcohol and Tobacco)*

*(cf. 5141.4 - Child Abuse and Neglect)*

*(cf. 5141.52 - Suicide Prevention)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 5147 - Dropout Prevention Program)*

*(cf. 5148 - Child Care)*

**Commented [DG1]:** From AASB:

This minor update updates the model policy on At-Risk Youths to utilize best practice language and clarify districts should be an active participant in identifying students in need of aid.

**Adoption Date: NOVEMBER 7, 1995**

**Revision Date:**

**Sitka School District**

## **BP 6161.2 DAMAGED OR LOST INSTRUCTIONAL MATERIALS AND EQUIPMENT**

The School Board recognizes that instructional materials are an expensive district resource. The Superintendent or designee may establish procedures in accordance with law to protect instructional materials from damage or loss.

Instructional materials and equipment provided for use by students remain the property of the district. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

When materials and equipment are lost or so damaged that they are no longer usable, the student shall be responsible for reparation equal to the current replacement cost of the materials. When materials are damaged but still usable, the Superintendent or designee shall determine a lesser charge.

If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials and equipment issued to him/her, the Superintendent or designee may excuse the student/parent/guardian from payment of reparation.

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

**Adoption Date: FEBRUARY 6, 1996**

**Revision Date:**

**Sitka School District**

**Commented [DG1]:** From AASB:

This update adds language to address damaged or lost equipment along with damaged or lost instructional materials. It has also been updated to reflect the removal of BP 5125.3, above. If an individual district does not remove BP 5125.3, the edit removing reference to BP 5125.3 should not be accepted.

## BP 5141.31 IMMUNIZATIONS

Prior to first entry into school, a child must be fully immunized as required by law against diphtheria, pertussis, tetanus, polio, measles, rubella, mumps, hepatitis A, hepatitis B and varicella. Children over the age of 12 shall not be required to be immunized against rubella ([4 AAC 06.055](#)).

Any student who does not show evidence of required immunization or who does not present a letter or affidavit from the parent/guardian or physician, physician's assistant, or advanced nurse practitioner stating reasons for exemption based on medical reasons or **personal religious** beliefs, **as set forth in 4 AAC 06.055(b)**, shall be excluded from school until such time as the immunization is obtained or affidavit of exemption has been filed with the school.

The Superintendent or designee shall exclude those students who fail to meet immunization requirements as required by law.

### Provisional Admission

Where regular weekly medical services are not available, the Superintendent or designee may grant provisional admission to students in exceptional circumstances for up to 90 days.

Homeless students, under the definition of the McKinney-Vento Homeless Assistance Act, who do not have a record of required immunizations may be provisionally enrolled for up to 30 days if a parent or legal guardian attests in writing that they have received the required immunizations.

*(cf. 5112.2 - Exclusion)*

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

Note: Pursuant to 4 AAC 06.055 immunizations must be provided by state or federal health services if otherwise unavailable in the district or if unaffordable.

Provisional admissions shall be reported to the Department of Health and Social Services. The Superintendent or designee shall inform parents/guardians of available immunization services and state or federal assistance.

*Legal Reference:*

### ALASKA STATUTES

[14.30.065](#) Supervision

[14.30.125](#) Immunization

#### Commented [DG1]: From AASB:

This update clarifies that under state law, personal or philosophical opposition to vaccinations is not sufficient to receive an exemption from the state's mandatory vaccination requirements for students. The only exemptions permitted are for medical or religious reasons. The update also provides that students who are considered homeless under the McKinney-Vento Homeless Assistance Act may be provisionally admitted to school even without a vaccination record.

ALASKA ADMINISTRATIVE CODE

4 AAC 06.055 *Immunizations required*

**Adoption Date: November 7, 1995**

**Revision Date: March 5, 2001**

**Revision Date: March 10, 2014**

**Revision Date:**

**Sitka School District**

## **BP 6161.2 DAMAGED OR LOST INSTRUCTIONAL MATERIALS AND EQUIPMENT**

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If it can be demonstrated to the Superintendent or designee's satisfaction that the student has taken all reasonable precautions to safeguard instructional materials and equipment issued to him/her, the Superintendent or designee may excuse the student/parent/guardian from payment of reparation.

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

**Adoption Date: FEBRUARY 6, 1996**

**Revision Date:**

**Sitka School District**

# Sitka AmeriCorps Program August 1, 2023-July 31, 2024

Program Director Sarah Lawrie



December 9, 2024

# Program Overview

## Program Description:

The mission of the Sitka AmeriCorps Program is to address the impact of high Adverse Childhood Experience (ACE) scores in rural Alaskan communities by fostering positive developmental relationships. This goal is achieved through a combination of enrichment activities, academic support, capacity building, mental health and life skills development, and mentoring.

## Beneficiaries:

Youth K-12 with high ACEs scores

## Addressed Community Needs:

Building resilience contributes to improved long-term health and better academic outcomes.



Payton Diggins  
AmeriCorps member at Sitka High School  
Serving outside hours at the Dia de los Muertos Community Event

# Member Placement

Keet Gooshi Heen Elementary

Blatchley Middle School

Sitka High School

Pacific High School

Youth Advocates of Sitka

Sitka Counseling

Mount Edgecumbe High School

Atka School\*

Southeast Regional Health Consortium\*

City & Borough of Sitka Parks & Recreation Department\*

\*New Partner



Orientation August 2023

# August 2023- July 2024 Intervention Overview



- **22,100**  
hours doing interventions

- **803**  
unique beneficiaries served



# Warming Hearts

Our data shows that this cohort was able to impact

3,081  
Alaskans!

&

We leveraged

100  
community volunteers!



This cohort served

334

family members

of the US Coast Guard

&

Provided

30

individuals

with job placement training



# Performance Measures

**Goal:** Serve 600 unduplicated beneficiaries

Measure increased resilience in beneficiaries using pre and post survey.

Pre-Survey:

At least 2 hours of one on one or small group intervention with an AmeriCorps member.



Post Survey:

After 16 or more hours of small group or one to one intervention with an AmeriCorps member.

# Interventions

Of Beneficiaries  
counted as served:

- Pre-K 1.26%
- Kindergarten 1.90%
- 1<sup>st</sup> Grade 2.69%
- 2<sup>nd</sup> Grade 0.79%
- 3<sup>rd</sup> Grade 7.13%
- 4<sup>th</sup> Grade 4.5%
- 5<sup>th</sup> Grade 7.13%
- 6<sup>th</sup> Grade 3.65%
- 7<sup>th</sup> Grade 6.33%
- 8<sup>th</sup> Grade 2.85 %
- 9<sup>th</sup> Grade 18.07%
- 10<sup>th</sup> Grade 15.37%
- 11<sup>th</sup> Grade 14.10%
- 12<sup>th</sup> Grade 12.31%



# August 2023- July 2024 Intervention Breakdown

Intervention Type	% of Total Hours Served
Academic Support	30.41%
Capacity Building	2.09%
Enrichment Activities	56.46%
Mental Health & Life Skills	7.41%
Mentoring	2.28%



Alan Doulphus  
Ela Quinn  
Making cookies

# Intervention Breakdown

42.58 % Group Interventions

21.48% Large Group Interventions

35.55% Individual Interventions



Thankful Celebration 2023

# Stories

“I would say AmeriCorps service allows the youth of Sitka more opportunity; whether that be more opportunity for growth, for learning, or for fun. The programs that’s are supported by AmeriCorps members aim to give the youth of the community richer experiences, with the goal being young people who are capable of then giving back to the community in numerous ways.

I think on an individual level, the AmeriCorps program gives students and youth a support system, another adult who can be there to make positive change in their life.

I leave having made connections with so many of my students and have seen so much growth in them over the course of a year.”



AmeriCorps member Matthew Messick  
Participating in Sitka Wearable Arts Show

# Stories

“Success is seeing bonds among the students and with me.

Just being consistent creates this type of success.”



AmeriCorps member Ellen Chamberlain  
Serving with Atka School District

# Stories

"You wouldn't believe all that you can do in this role with Parks and Rec. There are so many opportunities to help others, support local organizations, plan your own events and host classes etc.

This is a great place to be if you like being in front of people, if you like serving with children, and if you like planning. There is nothing you can't do here. Sign up here with Parks and Rec and you will be happy and see your results in real time everyday."

-Alan Doulphus, AmeriCorps member with City & Borough of Sitka Parks & Recreation Department



# Stories

"Serving with the City of Sitka Parks and Recreation Department over the summer was a great opportunity to connect with members of the Sitka community beyond MEHS.

It's rewarding to see the impact we had on the kids and their families—when we run into them in everyday life, they often go out of their way to stop and catch up with us."



Emilie Vidrine  
AmeriCorps member MEHS  
Summer Service CBS Parks and Recreation

# Stories

“Through my AmeriCorps service, I have become more aware of myself and how I interact in certain situations.

I am able to better identify events and situations that may upregulate or downregulate me personally. Being better in tune with myself allows me to better serve my clients.”



AmeriCorps member Ela Quinn  
Day of Service at Sitka Animal Shelter

## Testimony

### What Drives You?

-Emilie Vidrine, AmeriCorps  
AmeriCorps Member at MEHS



# Stories

"The AmeriCorps members at MEHS have held my hand through thick and thin.

Kai always made me laugh even when I didn't want to. Her sarcasm has never let up and she is always a big bundle of joy.

Kai, thank you for being my ray of sunshine in a dark place.

I love all of you so much. I'll miss you."

-Student at MEHS



AmeriCorps member Kai Bull  
MEHS gym



## What drives you?

This world is a place where people suffer but also triumph. There are still places that allow us to exist in them and give us the gift of remembering how truly insignificant we are and that the beauty of the world cannot be erased regardless of the terrible ways we treat each other.

This gives us the hope that allows us to continue- that maybe at some point we will evolve to deserve being in this pure power and beauty.

-Ellen Chamberlain, AmeriCorps member in Atka, Alaska

Testimony

Day of Service

-Anastasia Horton, AmeriCorps  
AmeriCorps member  
Southeast Regional Health Consortium  
Substance Use Disorder Department





9-11 Day of Service

Trash Pick Up- Sitka & Atka!



# Day of Service



# Day of Service

MLK Day of Service

Sitka Animal Shelter Clean Up



# Day of Service

Spring Day of Service

Goddard Hot Springs  
Clean Up

Dear AmeriCorps,

I am going to miss all of you.

This year's activities helped me feel like getting out of my dorms instead of being sad in my room. There are COUNTLESS activities I could say I had fun on.

Thank you, guys, for making my junior year of high school full of incredible memories and helping me not be a dorm rat.

I love you all and am going to miss you all so much."

-MEHS student



# Program Reflections



## Successes

- Integral to organizational success of local organizations in Sitka
- High member retention
- High member satisfaction
- Members gain employment in Sitka
- Supportive and responsive partners
- Welcoming community with natural beauty
- Transformational experience for members



## Challenges

- Housing
- Recruitment
- Cost of living
- Relocation & Geography

**Goals:**

- Refine Data Collection
- Stable Summer Housing
- Build on what has worked



Testimony

Why Join AmeriCorps?

-Emilie Vidrine  
AmeriCorps Member at MEHS



“I think the overall impact of the Sitka AmeriCorps program in Sitka is extremely positive.

The community here relies heavily upon AmeriCorps service members in every facet, as we support the schools, AMSEA, Parks and Rec, and other local organizations like Bravehearts, Girls on the Run, Sitka Fine Arts Camp, etc.

We are placed in a unique position to create meaningful relationships with children and adults alike, and I think that the value of our program cannot be understated. I can personally say that the kids here at Kéet Gooshí Héen have grown so much in my time here, and that the relationships I have built and fostered have helped reduce the impact of ACEs on the community and create positive experiences for kids within the school environment.

Sitka is lucky to have a program like this, and it should do everything in its power to keep it going.”

-Nick Hargroue, Served at KGH



# Questions?

## AmeriCorps Graduation 2024



**Contact:**

**Sarah Lawrie**

**907 966 6340**

**[lawries@sitkaschools.org](mailto:lawries@sitkaschools.org)**

**Sitka School District**  
**January 2025 Board Report**

**Monthly Revenue Report**

Account No	Account Description	Current Budget	YTD Encum	YTD Revenues	Remaining Balance	Percent Outstanding
18-100-000-000-000-011	CITY/BORO APPROPRIATION	6,144,533.00	0.00	4,607,885.47	1,536,647.53	25.01%
18-100-000-000-000-040	MISC. LOCAL REVENUE	30,000.00	0.00	10,536.60	19,463.40	64.88%
18-100-000-000-000-047	E-RATE REVENUE	135,000.00	0.00	0.00	135,000.00	100.00%
18-100-000-000-000-050	QUALITY SCHOOLS	43,935.20	0.00	43,935.00	0.20	0.00%
18-100-000-000-000-051	FOUNDATION	12,959,686.06	0.00	10,058,811.00	2,900,875.06	22.38%
18-100-000-000-000-090	MISC. STATE REVENUE	0.00	0.00	4,427.86	-4,427.86	#DIV/0
18-100-000-000-000-110	IMPACT AID	60,000.00	0.00	89,724.53	-29,724.53	-49.54%
18-100-000-000-000-250	FUND TRANSFER	1,247,642.00	0.00	0.00	1,247,642.00	100.00%
18-100-000-000-056-056	TRS ON-BEHALF	1,490,387.58	0.00	0.00	1,490,387.58	100.00%
18-100-000-000-057-057	PERS ON-BEHALF	108,753.16	0.00	0.00	108,753.16	100.00%
<b>Report Total</b>		<b>22,219,937.00</b>	<b>0.00</b>	<b>14,815,320.46</b>	<b>7,404,616.54</b>	

**Monthly Expense Report**

Accounts Summarized By Function	Current Budget	YTD Encumbrance	YTD Expenditures	Remaining Balance	Percent Available
100 - REGULAR INSTRUCTION	9,151,659.79	29,323.69	5,229,439.42	3,892,896.68	42.54%
120 - BILINGUAL/BICULTURAL	192,043.27	0.00	116,125.77	75,917.50	39.53%
130 - ENRICHMENT	84,711.35	0.00	49,408.25	35,303.10	41.67%
140 - CORRESPONDENCE STUDY	180,175.72	786.96	97,234.10	82,154.66	45.60%
160 - VOCATIONAL EDUCATION	336,066.32	8,213.74	213,751.34	114,101.24	33.95%
200 - SPECIAL ED INSTRUCTION	4,164,749.70	600.01	2,678,591.61	1,485,558.08	35.67%
220 - SPECIAL ED SUPPORT	1,031,080.34	100,641.59	520,155.15	410,283.60	39.79%
300 - PUPIL SUPPORT	221,848.19	1,500.00	91,428.35	128,919.84	58.11%
320 - GUIDANCE	485,820.51	0.00	303,262.17	182,558.34	37.58%
330 - HEALTH SERVICES	95,124.29	0.00	69,807.46	25,316.83	26.61%
350 - SUPPORT SERVICES	264,919.10	54,901.88	197,664.54	12,352.68	4.66%
351 - IMPROVEMENT INSTRUCTION	3,000.00	0.00	0.00	3,000.00	100.00%
352 - LIBRARY SERVICE	348,244.22	0.00	221,917.19	126,327.03	36.28%
400 - SCHOOL ADMINISTRATION	1,243,341.36	1,800.32	745,752.94	495,788.10	39.88%
450 - SCHOOL ADMIN. SERVICES	674,648.36	0.00	486,224.37	188,423.99	27.93%
510 - DISTRICT ADMINISTRATION	195,649.55	14,971.42	115,680.75	64,997.38	33.22%
511 - SCHOOL BOARD	51,137.40	16,485.97	32,440.04	2,211.39	4.32%
512 - SUPERINTENDENT'S OFFICE	432,976.30	1,029.21	341,820.84	90,126.25	20.82%
518 - SAFETY AND SECURITY	2,000.00	0.00	0.00	2,000.00	100.00%
550 - DISTRICT ADMIN. SUPPORT	298,069.17	667.82	257,305.62	40,095.73	13.45%
555 - DATA PROCESSING SERVICES	63,370.96	0.00	49,577.38	13,793.58	21.77%
556 - TECHNOLOGY SERVICE	364,221.64	4,840.40	329,249.98	30,131.26	8.27%
600 - MAINTENANCE/OPERATIONS	2,077,904.83	262,390.50	1,438,081.98	377,432.35	18.16%
700 - STUDENT ACTIVITIES	252,017.92	26,408.75	136,038.84	89,570.33	35.54%
780 - COMMUNITY SERVICES	5,156.71	0.00	0.00	5,156.71	100.00%
<b>Report Total</b>	<b>22,219,937.00</b>	<b>524,562.26</b>	<b>13,720,958.09</b>	<b>7,974,416.65</b>	

**Revenue - Expenses**

**Totals: 1,094,362.37**

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



Dr. Deidre Jenson  
Superintendent Report  
1/8/25 Board Meeting

### **Professional Development:**

***Our professional development will focus on Tier I Instruction to promote alignment across K-12 content areas, utilizing research and evidence-based practices to enhance student engagement and overall collective efficacy.***

During building professional development and in-service the following topics have been addressed:

1. Curriculum inventory: What curriculum do we have, how old is it, are we using it, when was it last reviewed, etc. (in each content area and grade level).
2. Scope and Sequence: Staff are aligning their curriculum or course materials with the state standards to refresh their understanding and assess any gaps.
3. Classroom strategies for assisting students on the autism spectrum.
4. Teachtown curriculum training.
5. Review and planning for ensuring highly qualified status for paraprofessionals.
6. CPR training.
7. Focused work on MTSS (Multi-tiered systems of support) for individual students and school wide PBIS (Positive Behavioral Interventions and Supports).
8. PowerSchool tracking of MTSS for students.

### **New Projects:**

**Food Service:** While this is not necessarily a new conversation, we are working on a budget and plan to see if this is feasible to take food service in house, and if that budget is at least comparable to a food service contract. We have also applied for a grant to help pay for the transition but will not find out till much later in the school year.

### **Continued Projects:**

**SOPs:** The following SOPs are completed but need to be reviewed by staff and admin: Vehicle Use, Maintenance Requests, Homeless Entry Procedures, Accident Reports (student and staff), Coach Hiring, and Purchasing.

### **Charter Schools:**

Updated numbers from the state show that there are 44 students with a 99835 zip code that are not enrolled in any Sitka School District school but ARE enrolled in an Alaskan School that receives state funding. There could be more students that are enrolled in a private school or are homeschooled, but NOT registered with a state funded school. There is continued and increased interest in pursuing the possibility of a charter school from some of these families.

**Superintendent Travel:**

- Unfortunately, I was not able to attend the ALASBO (Alaska Association of School Business Officials) Annual conference in December.
- ASA mentor meeting, teacher retention and recruitment, and MTSS/RTI conference at the end of January. (The Superintendent mentor program has been strategically connected to this conference.)
- I will be attending the Legislative Fly-in with the board in February.

Demographic / Enrollment (Headcount) Breakdown

As of 1/8/2025

	BES	KGH	BMS	SHS	PHS	RCH	Total
PK	18					0	18
KG	54					5	59
1	64					9	73
2		77				5	82
3		69				7	76
4		57				8	65
5		69				6	75
6			67			1	68
7			80			4	84
8			91			4	95
9				66	4	0	70
10				89	11	1	101
11				75	9	2	86
12				75	12	2	89
<b>Bldg Total</b>	<b>136</b>	<b>272</b>	<b>238</b>	<b>305</b>	<b>36</b>	<b>54</b>	<b>1041</b>

School	Prioritization Risk Score	Project	Estimate Year	FY26
<b>CBS Identified Projects</b>				
SHS	Urgent	SHS Exterior Window Repair	2024	50,000
KGH	High	KGH Covered Area Revitalization	2024	75,000
KGH	High	KGH Playground Improvements	2024	
XES	High	SSD DDC Upgrades	2024	175,000
XES	High	XES Asphalt Repairs	2024	125,000
XES	High	XES Back Ramp Replacement	2024	15,000
BMS	High	BMS Envelope Restoration	2024	50,000
SHS	High	SHS Envelope Restoration	2024	50,000
SHS	High	SHS Entry Door & Grate Replacement	2024	85,000
SSD	High	SSD Boiler Overhaul	2024	200,000
SEACC	High	SEACC Envelope Refurbishment	2024	
SEACC	High	SEACC Window Replacement	2024	
KGH	High	KGH Compressor Replacement	2024	15,000
XES	High	XES Playground Improvements	2024	
KGH	Medium	KGH School Sign Replacement	2024	20,000
SHS	Medium	SHS Flooring & Wall Paneling Replacement	2024	
SHS	Medium	SHS Parking Lot Improvements	2024	
KGH	Medium	KGH Gym Floor Resurfacing	2024	
KGH	Medium	KGH HVAC Controls Upgrade	2024	150,000
XES	Medium	XES Walk-In Freezer Repair	2024	25,000
XES	Medium	XES Covered Area Repairs	2024	20,000
SHS	Medium	SHS Gym Floor Resurfacing	2024	120,000
XES	Medium	XES Gym Floor Resurfacing	2024	150,000
BMS	Medium	BMS Flooring Replacement	2024	
BMS	Medium	BMS Band Floor Resurfacing	2024	50,000
XES	Medium	XES Flooring Replacement	2024	
PAC	Medium	PAC Exterior Repainting	2024	100,000
XES	Medium	XES Exterior Repainting	2024	200,000
XES	Medium	XES Roof Restoration	2024	
PAC	Medium	PAC Bollard Replacements	2024	40,000
BMS	Medium	BMS Gym Floor Resurfacing	2024	100,000
			<b>TOTAL</b>	<b>1,815,000</b>
<b>SSD Identified Projects</b>				
XES		XES Playground Asphalt Resurfacing	2024	
XES		XES Playground Fence Replacement	2024	
KGH		KGH Carpet Replacement	2024	
BMS		BMS Front Parking Lot Asphalt Resurfacing	2024	
PHS		PHS Greenhouse Improved Path	2024	
			<b>TOTAL</b>	
<b>Total Identified Projects</b>				<b>1,815,000</b>

FY26 SSD MID TO LONG-RANGE CAPITAL IMPROVEMENT PLAN

Deferred		FY27		FY28		FY29	
Low	High	Low	High	Low	High	Low	High
		2,000,000	3,000,000			8,000,000	12,000,000
				2,000,000	3,000,000		
		100,000	100,000				
		10,000	10,000				
1,000,000	1,500,000						
300,000	500,000						
		100,000	150,000				
500,000	700,000						
300,000	500,000						
1,000,000	1,500,000						
3,100,000	4,700,000	2,210,000	3,260,000	2,000,000	3,000,000	8,000,000	12,000,000
150,000	250,000						
50,000	75,000						
800,000	1,000,000						
150,000	250,000						
20,000	50,000						
1,170,000	1,625,000						
4,270,000	6,325,000						

FY30		Grant	Funding Loan	Capital	Total Mid-Range Projects	
Low	High				Low	High
				50,000	-	-
					-	-
					-	-
					-	-
					-	-
		4,000,000			10,000,000	15,000,000
8,000,000	12,000,000	2,500,000			10,000,000	15,000,000
					-	-
					-	-
					100,000	100,000
					10,000	10,000
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					100,000	150,000
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
					-	-
		1,500,000			-	-
					-	-
					-	-
8,000,000	12,000,000	8,000,000	-	50,000	20,210,000	30,260,000

School	Prioritization Risk Score	Project	Estimate Year
<b>CBS Identified Projects</b>			
SHS	Urgent	SHS Exterior Window Repair	2024
KGH	High	KGH Covered Area Revitalization	2024
KGH	High	KGH Playground Improvements	2024
XES	High	SSD DDC Upgrades	2024
XES	High	XES Asphalt Repairs	2024
XES	High	XES Back Ramp Replacement	2024
BMS	High	BMS Envelope Restoration	2024
SHS	High	SHS Envelope Restoration	2024
SHS	High	SHS Entry Doors & Grate Replacement	2024
SSD	High	SSD Boiler Overhaul	2024
SEACC	High	SEACC Envelope Refurbishment	2024
SEACC	High	SEACC Window Replacement	2024
KGH	High	KGH Compressor Replacement	2024
KGH	Medium	KGH School Sign Replacement	2024
SHS	Medium	SHS Flooring & Wall Paneling Replacement	2024
SHS	Medium	SHS Parking Lot Improvements	2024
KGH	Medium	KGH Gym Floor Resurfacing	2024
KGH	Medium	KGH HVAC Controls Upgrade	2024
XES	Medium	XES Walk-In Freezer Repair	2024
XES	Medium	XES Covered Area Repairs	2024
SHS	Medium	SHS Gym Wood Floor Refurbishment	2024
XES	Medium	XES Gym Floor Resurfacing	2024
BMS	Medium	BMS Flooring Replacement	2024
BMS	Medium	BMS Band Wood Floor Refurbishment	2024
XES	Medium	XES Flooring Replacement	2024
PAC	Medium	PAC Exterior Improvements	2024
XES	Medium	XES Exterior Repainting	2024
XES	Medium	XES Roof Restoration	2024
PAC	Medium	PAC Bollard Replacements	2024
BMS	Medium	BMS Gym Wood Floor Refurbishment	2024
			TOTAL
<b>SSD Identified Projects</b>			
XES		XES Playground Asphalt Resurfacing	2024
XES		XES Playground Fence Replacement	2024
KGH		KGH Carpet Replacement	2024
BMS		BMS Front Parking Lot Asphalt Resurfacing	2024
PHS		PHS Greenhouse Improved Path (needs detail)	2024
			TOTAL
<b>Total Identified Projects</b>			
			TOTAL

FY26 SSD MID TO LONG-RANGE CAPITAL IMPROVEMENT PLAN

FY26	FY27	FY28	FY29	FY30	Deferred	Grant
50,000						
75,000						
175,000						
125,000						
15,000						
50,000	2,500,000		10,000,000			4,000,000
50,000		2,500,000		10,000,000		2,500,000
85,000						
200,000						
100,000						
15,000						
15,000						
20,000						
					1,250,000	
					400,000	
		125,000				
150,000						
25,000						
20,000						
120,000						
		150,000				
					600,000	
50,000						
					400,000	
	100,000					
	200,000					
					1,250,000	1,250,000
	40,000					
100,000						
1,440,000	2,840,000	2,775,000	10,000,000	10,000,000	3,900,000	7,750,000
					200,000	
					75,000	
					900,000	
					200,000	
					35,000	
-	-	-	-	-	1,410,000	-
1,440,000	2,840,000	2,775,000	10,000,000	10,000,000	5,310,000	7,750,000

Funding		TOTAL
Loan	Capital	
	50,000	50,000
	75,000	75,000
	-	-
	175,000	175,000
	125,000	125,000
	15,000	15,000
8,500,000	50,000	12,550,000
10,000,000	50,000	12,550,000
	85,000	85,000
	200,000	200,000
	100,000	100,000
	15,000	15,000
	15,000	15,000
	20,000	20,000
	1,250,000	1,250,000
	400,000	400,000
	125,000	125,000
	150,000	150,000
	25,000	25,000
	20,000	20,000
	120,000	120,000
	150,000	150,000
	600,000	600,000
	50,000	50,000
	400,000	400,000
	100,000	100,000
	200,000	200,000
	-	1,250,000
	40,000	40,000
	100,000	100,000
18,500,000	4,705,000	30,955,000
	200,000	200,000
	75,000	75,000
	900,000	900,000
	200,000	200,000
	35,000	35,000
-	1,410,000	1,410,000
18,500,000	6,115,000	32,365,000





**Draft Capital Improvement Plan FY26**

Prioritization Process

The foundation for these capital projects was established through condition assessment as well as SSD staff input. Assets were evaluated, and given scores A, B, C, D, or F and their respective descriptions are provided below -

Asset condition scoring criteria:

- A** New condition - indicated asset is in optimal condition, no performance issues
- B** Good condition - Asset is well-maintained, operational, with no performance issues
- C** Fair/Mid-life condition - Asset is functional but exhibits significant performance issues
- D** Poor/Near end of life condition - Asset is showing significant performance issues
- F** Failed/End of life condition - Asset is beyond the useful service life

A risk assessment was performed for each evaluated asset. Risk scoring criteria was based on student safety, worker safety, regulatory compliance, asset reliability, reputation, and other designations and their respective descriptions are provided below -

Risk scoring criteria:

- 1** Insignificant - no significant impact to human health/safety, environment, or reputation
- 2** Minor - low chance of health or safety impact, low environmental or reputation impact
- 3** Moderate - failure could result in moderate health concerns, safety issues, or reputation impact
- 4** Major - failure could result in serious injury, environmental or reputation impact
- 5** Catastrophic - failure would result in death or serious injury, significant environmental or reputation impact

Condition scores and risk scores were combined to establish project priority based on the following matrix:

**Prioritization Risk Matrix**

		<b>Risk</b>				
Catastrophic - 5		A5	B5	C5	D5	F5
Major - 4		A4	B4	C4	D4	F4
Moderate - 3		A3	B3	C3	D3	F3
Minor - 2		A2	B2	C2	D2	F2
Insignificant - 1		A1	B1	C1	D1	F1
		A	B	C	D	F
		<b>Condition</b>				

ments of the facilities, operational rounds, as based on the condition. Condition designations and





performance issues

no critical deficiencies impacting performance  
signs of wear, minor deterioration, or reduced performance  
wear, deteriorating performance, near end of useful  
service life, exhibits severe deterioration. Immediate

is determined by considering potential impact on  
safety, health, and fiscal responsibility. Risk score

no environmental impact, little to no cost  
minimal risk, low mitigation cost  
some environmental risk, medium mitigation cost  
hazard, high cost of mitigation, replacement, or repair  
required, environmental disaster, extremely high cost of

shown on the Risk Matrix provided below –

	Urgent Priority
	High Priority
	Medium Priority
	Low Priority