

**Sitka School District Mission:**  
**The Sitka School District will intentionally develop**  
**Haa Latseení**  
**(Our Strength of Mind, Body, and Spirit)**  
**to inspire and prepare students to be compassionate, empowered,**  
**and equipped critical thinkers within a global community.**

## **School Board Meeting**

**Wednesday, October 5, 2022 | 6:00 PM | Harrigan Centennial Hall, 330 Harbor Drive, Sitka, AK 99835**

### *Proposed Agenda*

1. **Call to Order**
2. **Flag Salute**
3. **Land Acknowledgment**
4. **Roll Call**
5. **Approval of the Proposed Agenda and Consent Agenda**
  - 5.a. September 7, 2022 Minutes
  - 5.b. Personnel Report
6. **Special Reports: Government to Government**
7. **Recognitions**
  - 7.a. Front Office Staff and Nurses
  - 7.b. Recognize Ernie Uy - retiring Custodian at KGH
  - 7.c. Haa Latseeni Students of the Month
  - 7.d. Recognize Principal Appreciation Month
  - 7.e. Recognize Andrew Hames and Paul Rioux
8. **Persons to be Heard**
9. **School Highlights - Baranof Elementary and Blatchley Middle Schools**
10. **Reports and Presentations**
  - 10.a. Community Recreation Update
11. **Board Member Reports**
12. **Administrative Reports**
  - 12.a. Budget Update
  - 12.b. Enrollment Update
  - 12.c. Superintendent Update
13. **New Business**
  - 13.a. Add Special Meeting to School Board Calendar
  - 13.b. Nomination of Blossom Teal-Olsen to the AASB Board of Directors
14. **Correspondence and Information (Separate Packet)**
15. **Future Agenda Items/Upcoming Events**
  - 15.a. Policy Committee Meeting - October 12, 2022 - District Office Board Room 5:00 p.m.
  - 15.b. Annual School Board Retreat - October 14 & 15, 2022 - District Office Board Room
  - 15.c. Next Regular School Board Meeting - November 1, 2022 - Centennial Hall 6:00 p.m.

## **16. Adjournment**

Note: All items listed under Agenda & Consent Agenda are considered routine by the School Board and will be approved in one motion. Items may be removed at the request of a School Board Member.

**SITKA SCHOOL BOARD MEETING**

**September 7, 2022 – 6:00 p.m.**

**Harrigan Centennial Hall**

**Sitka School District**

*Superintendent: Frank Hauser*

**CALL TO ORDER**

The Sitka School Board meeting was called to order by **President Blossom Teal-Olsen** at 6:03 p.m. at Harrigan Centennial Hall

**ROLL CALL**

Members present were Paul Rioux, Mitch Mork, Todd Gebler, Tristan Guevin, and President Blossom Teal-Olsen. The meeting was quorate.

**APPROVAL OF PROPOSED AGENDA AND CONSENT AGENDA**

**Mr. Guevin** moved to approve the consent agenda. **Mr. Rioux** seconded the motion. The motion PASSED by a unanimous roll call vote of all members present.

- **APPROVAL OF AUGUST 17, 2022 MINUTES**
- **PERSONNEL REPORT**
- **FY23 CERTIFIED CONTRACT MEMO**

**SPECIAL REPORTS**

- **GOVERNMENT TO GOVERNMENT**

There was no Government to Government report at this meeting.

**RECOGNITIONS**

The Board recognized all new SSD staff – certificated and classified.

**PERSONS TO BE HEARD**

**Annette Evans**, Ventures Coordinator, reported on staffing issues in the afterschool childcare program. Student enrollment has been cut in half due to the lack of staffing. One more adult staff is required before the enrollment cap can be lifted. Ms. Evans encouraged the public to attend the upcoming Sitka Health Summit, where the childcare crisis in Sitka will be discussed.

**SCHOOL HIGHLIGHTS**

Principals from each of SSD’s five schools gave an update on the first week of school. The consensus was that the school year has started very well, with **Sondra Lundvick**, Principal at SHS commenting that the first day of school was the best first day in her almost 30-year career.

**BOARD MEMBER REPORTS**

**Mr. Mork** did not report at this meeting.

**Mr. Guevin** reported that he has been familiarizing himself with Board policies, the SSD budget, and shared that the Alaska Legislature’s “Citizen’s Guide to K-12 Funding in Alaska” is a very helpful document for information of how school budgets are created ([19-2CitizensGuideToK12.pdf \(akleg.gov\)](https://www.akleg.gov/19-2CitizensGuideToK12.pdf)). Mr. Guevin volunteers at Pacific High School co-teaching a government class with Mr. Groen – Tribal Government in Context. Mr. Guevin encouraged the public to volunteer as a coach in the Boys Run program at KGH.

**Mr. Gebler** stated that he has had a lot of great feedback from teachers about a good start to the school year. He also shared how he is looking forward to the Fall Boardmanship Academy in Fairbanks later in the month.

**Mr. Rioux** welcomed the new staff to the District, and expressed how glad he was that all were able to find housing before the start of school. He went on to say that he hopes a solution is soon in coming for the Ventures staffing problem.

**Ms. Teal-Olsen** reported that in August she attended a dinner hosted by the Ocean Conservancy. They spent time cleaning beaches and stated that they had some ideas about how to partner with Sitka Schools. Ms. Teal-Olsen also shared that she is looking forward to the Boardmanship Academy.

**ADMINISTRATIVE REPORTS:**

- **BUDGET REPORT**

**Superintendent Hauser** explained to the Board that the monthly budget update includes money that is already incurred; an example being the funds incurred for janitorial services.

- **ENROLLMENT UPDATE**

Current enrollment is 1111, a little short of the projection. The annual count dates are from October 3-28, 2022 and will determine the funding that SSD receives from the State. He also provided an update on the percentage of students qualifying for free and reduced lunch.

- **SUPERINTENDENT UPDATE**

**Superintendent Hauser’s** updated included:

- Visited to Mr. Burrow’s 3<sup>rd</sup> grade class to read to students.
- Observed Blatchley Middle School students using their locker combinations for the first time.
- Welcomed Kindergarten students to school on the first day.

- Thanked Trudy Prewitt and the bus drivers for successfully navigating the challenges of the first week of school.
- The Canvas academic portal for families and students.
- Recognized Cindy Duncan for an excellent job on creating ‘how-to’ videos for the Canvas system.
- Highlighted extracurriculars at Sitka High School, noting that 63% of SHS students are involved in at least one extracurricular activity.
- Reported to the Board that the District has submitted an application for the EPA Electric Bus Rebate Program, for a rebate on nine buses.

**NEW BUSINESS**

**A. COSTA RICA TRIP**

**Mr. Rioux** moved, and **Mr. Guevin** seconded the motion to approve Ms. Golden's and Ms. Starbuck's planned study trip with students to Costa Rica over Spring Break.

**Ariel Starbuck**, Spanish teacher at SHS, and **Stacy Golden**, Science teacher at SHS informed the Board of their planned combined Spanish/Marine Biology trip to Costa Rica over spring break.

The motion **passed** without opposition.

**B. BASKETBALL TRIP TO IDAHO**

**Mr. Guevin** moved, and **Mr. Rioux** seconded the motion to approve Mr. Krupa's planned out-of-state travel with students to Idaho for a basketball tournament in December.

**SHS Principal Sondra Lundvick**, representing **Mr. Krupa**, was present to answer any questions the Board had about the planned trip in December. The basketball team will travel to Kendrick, Idaho to play in a basketball tournament. Principal Lundvick explained that the Kendrick team has previously participated in two Holiday Shootout tournaments at SHS. The team will also tour the University of Washington and University of Idaho campuses and will take a jet boat trip on a local river.

The motion **passed** without opposition.

**C. COMMITTEE ASSIGNMENTS**

**President Teal-Olsen** appointed **Mr. Mork** to the Activities Committee, and **Mr. Guevin** to the Policy Committee.

**D. APPROVAL OF 2022 AASB RESOLUTIONS**

**Mr. Rioux** moved, and **Mr. Gebler** seconded the motion to approve the AASB 2022 Resolutions, as presented.

**Mr. Rioux** explained to those in attendance what the AASB Resolutions are, and **Mr. Guevin** commented that several important

issues are addressed in the resolutions, including the funding of social/emotional learning.

**E. SCHOOL MEAL PRICES**

The motion **passed** without opposition.

**Mr. Rioux** moved, and **Mr. Gebler** seconded to approve the reduction in school meal prices as recommended for the 2022-2023 school year.

**Superintendent Hauser** explained to the Board that, although the Board had approved school meal prices at its June 1<sup>st</sup> meeting, the Federal government increased reimbursement of the school meal rate in July of 2022.

**Mr. Guevin** commented that this is good news, especially in light of the rising cost of food.

**Ms. Teal-Olsen** informed the Board that she would abstain from voting on the motion, since she is a NANA shareholder (provides food services for SSD).

After a roll-call vote, with Ms. Teal-Olsen abstaining, the motion **passed**, unanimously.

**ADJOURNMENT**

**Ms. Teal-Olsen** moved, and **Mr. Rioux** seconded to adjourn. The meeting adjourned at 7:25 p.m.

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Blossom Teal-Olsen, President

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Paul Rioux, Clerk

## **Tristan Guevin School Board Member Report**

### **October 2022**

**Reporting Period:** September 7, 2022 - October 4, 2022

**School Budget, Key Issues and Priorities.** Over the last month, I have been thinking a lot about the SSD budget, some of the key budgetary issues that we might face in the coming years, and what our priorities will be as a school district and a community. This thinking has been brought on in part by this past spring's impasse between the school district and the Sitka Education Association (SEA) on a new teacher contract, and the fact that we have not seen an increase to the Base Student Allocation (BSA) by the state since 2016, that school bond debt reimbursement was eliminated by the state in 2015, and that we are seeing rising inflation and cost of living here in Sitka. This is to say that the cost of providing a well-rounded and high-quality education in Sitka has been going up, while school revenues have stayed relatively the same over the last 8 years with the exception of increased school funding from the city to the cap. Couple this with the impact of the coronavirus pandemic on student learning and mental health that will be with us in the coming years, and it seems like the district's needs are outpacing the funding and resources we have available to meet them.

If we are not able to find a way to increase school revenues at the state or local level, it seems to me that in the coming years we will need to make additional choices as a district and community - choices between our current pupil-to-teacher ratios (PTRs), teacher pay, and mental health supports for students, for example. These are some of the things that have been on my mind of late, and which I look forward to hearing much more input on from my fellow school board members, the superintendent and administration, teachers and school staff, students and families, school partners, and the community as a whole. I also look forward to working with the Sitka Assembly in the coming years to find ways to increase school funding at the state and local level in order to continue providing a well-rounded and high-quality education for all students in Sitka.

I have included two documents as appendices to this report that may be informational for the public:

- **Citizen's Guide to K -12 Funding in Alaska:** This document was produced by the Alaska Legislative Finance Division, and provides a good overview of what goes into school funding at the state, local, and federal level, including an overview of the state's Base Student Allocation (BSA) and the requirements for the local contribution.
- **Tristan Guevin KCAW Candidate Questionnaire:** This document includes my answers to questions about the school district, and provides a good overview of my position on many of the key issues.

**Policy Committee.** I attended my first Policy Committee meeting on September 14, and am looking forward to working with committee members on some important policy updates in the coming months and year. Among the new policies and/or updated policies we will be working on are:

- School Naming Policy (New BP and AR)
- Community Schools Program Policy (Updates to BP and AR 0430)
- Education of Native/Indian Children (Updates to BP 6174.1)
- Review of 2000 and 3000 Series BPs and ARs

**Sitka Native Education Program (SNEP) Summer Showcase.** I was able to attend the SNEP Summer Showcase event on September 20, which included student produced animation films in Lingít language, a student podcast, and photos, videos and audio of SNEP's numerous summer camps. It was great to see all of the work that the SNEP staff are doing with students over the summer to keep them engaged, supported and learning through place-based and culturally responsive education programming. Beyond the SSD and STA partnership that is SNEP, it was great to see the involvement of other organizations such as Sitka Trailworks who helped co-host a trails and outdoor camp with SSD and STA where students participated in community service projects cleaning and clearing trails, parks, and cemeteries.

Check out the video on the SNEP Facebook Page.

**Every Child Matters / Orange Shirt Day Event.** I attended Sitka's Every Child Matters / Orange Shirt Day event on September 30 that was held in remembrance of those who were lost and those who survived Native residential boarding schools in Alaska and throughout the US and Canada. The event was MC'd by former school board member Yeidikook'áa Dionne Brady-Howard, and included a number of powerful readings and performances from Outer Coast Year Program students and local Lingít singers and drummers that included a number of SSD and STA culture program staff and students. It is my hope that the school district can do more to commemorate and educate about Every Child Matters / Orange Shirt Day and the impact of Native residential boarding schools in future years.

**STA Child Care Needs Assessment.** In my September board report, I mentioned that the STA Social Services Department recently worked with the Stellar Group to complete a Sitka Child Care Needs Assessment. As a school board, we have heard from a number of individuals and child care providers about the child care crisis in Sitka, and this report provides some good data, information, and recommendations. For example, Sitka's 8 licensed child care or preschool providers have a maximum capacity of 396 children, but are currently at only 53% enrollment (194 children) largely due to staff shortages.

I have included the executive summary to the STA Sitka Child Care Needs Assessment report as an appendix to this report.

**Citizen's Guide to K -12 Funding in Alaska  
(Alaska Legislative Finance Division)**

# **Citizen's Guide to K-12 Funding in Alaska**

**Legislative Finance Division, Informational Paper 21-2**

**November 2020**

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# **1. Overview: How Are Alaskan Schools Funded?**

## **a. Introduction**

The aim of this Citizen’s Guide to K-12 Funding is to provide a clear and simple overview of K-12 funding in Alaska. It provides information on the amounts and sources of funding and the formulas that determine where that funding goes. It does not make policy recommendations on issues such as the appropriate levels of funding from various sources or the distribution of funding to school districts.

This Guide is written primarily from the State perspective, as the authors work for the State legislature. However, it is intended to be useful to all citizens, not just the legislature or State employees.

## **b. Organization of Alaska School Districts**

Article VII, Section 1 of the Alaska Constitution directs the legislature to establish a school system open to all children in the state. In its entirety, the section reads:

The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.

Thus, the State is ultimately considered responsible for schools. School districts are subdivisions of State government: their power is delegated to them by the State, and—unlike school districts in some states—they do not have independent taxing authority.

The **Department of Education and Early Development (DEED)** is the State’s education agency. It is governed by the State Board of Education, whose members are chosen by the Governor and confirmed by the Legislature. The State Board is responsible for setting policy and selecting the Commissioner of the Department of Education.

The Legislature is responsible for appropriating funding for schools. This is done annually through the budget process. The Governor must then sign the budget for it to take effect. Alaska Governors have line-item veto power, meaning they can reduce or eliminate funding for any item in the budget, including education.

On the local level, schools are governed by school districts. Alaska’s 503 public schools are governed by 53 school districts, ranging in size from districts with a single school site to the 98 schools in the Anchorage school district. Each district is led by a locally elected School Board.

Thirty-four of Alaska’s school districts are in organized areas, so their boundaries correspond with local government boundaries. Each of the 19 boroughs has a school district with the same boundaries. The 15 home-rule and first-class cities in the unorganized borough each have corresponding school districts as well. These districts receive a portion of their funding from their municipal governments.

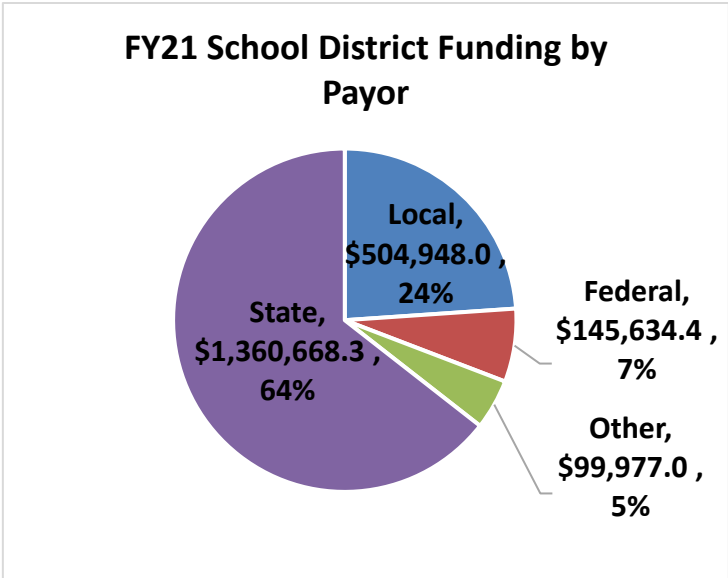
The remainder of the state is divided into 19 **Regional Educational Attendance Areas (REAs)**. These do not have associated municipal governments, and therefore have no source of local tax receipts. All funding for these districts comes from the State or federal governments.

Finally, the State-run boarding school, Mt. Edgecumbe High School (located in Sitka), is not part of a school district. It receives State funding like a district but has no assigned municipal government or geographical territory.

**c. Sources of Funding**

In FY21, school districts budgeted for just over \$2.1 billion of total revenue. While school districts are run on the local level, the State plays a crucial role in funding them - in FY21, \$1.36 billion, or 64%, of school district budgeted revenue is from the State.<sup>1</sup>

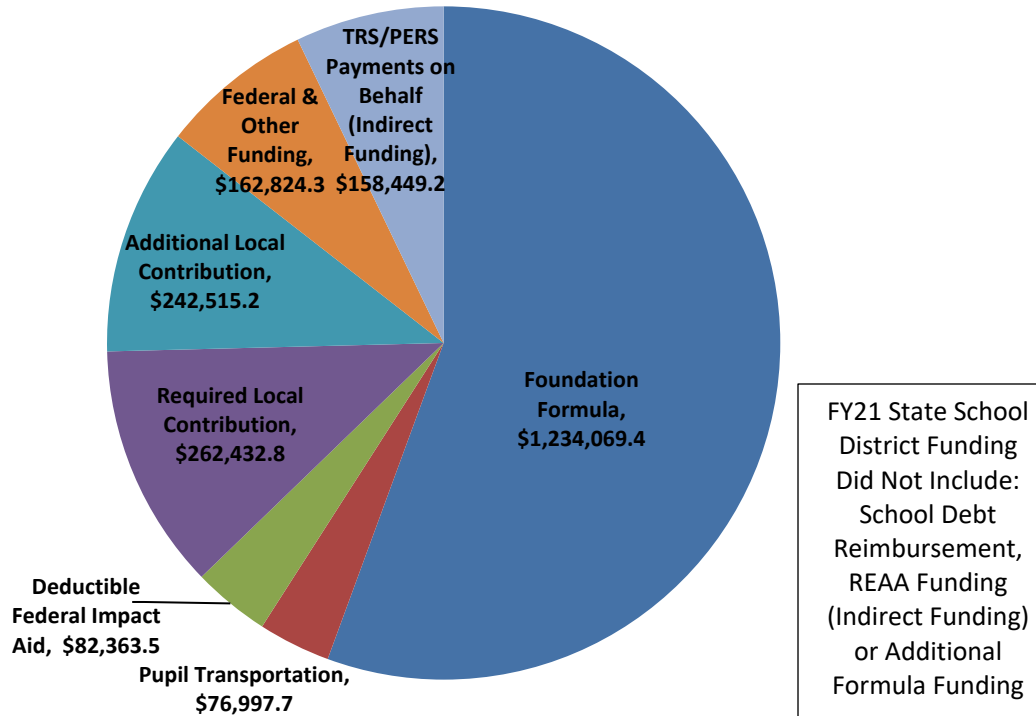
In addition to providing the bulk of the funding, State statute sets out rules for minimum and maximum amounts that local governments pay for education. In FY21, municipal governments are projected to fund 24% of school districts' budgets. The remaining 7% is projected to be from the federal government and 5% from other sources.



In addition to those direct flows, the State funds some items that indirectly go to support school districts. Historically, the indirect state funding has consisted of school district TRS/PERS retirement system contributions, school debt reimbursement, and REAA rural school funding. In FY21, \$158.4 in TRS/PERS retirement system contributions were funded.

<sup>1</sup> Calculated from the Department of Education and Early Development's FY21 Revenue reports.

## FY21 State and Local Funding for School Districts



## 2. Direct Flows of Funding to Districts

### a. Foundation Formula

The largest source of funding to Alaska’s school districts is the state’s foundation formula (AS 14.17). This formula funds schools on a per-student basis and is based on K-12 students only. The **Average Daily Membership (ADM)** of each school is taken during the 20-day school count period ending the last Friday in October of each year. That number is then adjusted by a number of factors that attempt to compensate for differing costs faced by school districts to arrive at the **Adjusted Average Daily Membership (AADM)**. That number is then multiplied by the **Base Student Allocation (BSA)** to arrive at **Basic Need**.<sup>2</sup>

Despite the name, “Basic Need” does not refer to a funding level that provides a particular level of educational adequacy. The BSA and its multipliers were established through legislation that took effect in Fiscal Year 1999 and have been modified repeatedly since then. The BSA does not change

<sup>2</sup> For a more in-depth walkthrough of the Foundation Program, see also DEED’s [School Funding Overview](#). Foundation funding information and calculations for each district and by year can be found on the [Foundation Funding Formula](#) webpage.

automatically in response to inflation or any other factors - it can be changed only by passing legislation that modifies the statute.

The number of students in Alaska has been steady at roughly 130,000 since FY97. However, funding has changed significantly over that period because of changes in the BSA and changes to the multipliers.

The next section covers the adjustments that are made to the ADM to arrive at the AADM. The sections after that covers who pays for the formula.

### **i. Foundation Formula Adjustments**

The ADM is adjusted by six factors to arrive at AADM. Each district receives the same amount of money—the BSA—per AADM. However, adjustment factors differ by district, so each district receives a different amount of funding per actual student. The factors are:

1. School Size Factor – Adjusted for Hold Harmless Provision
2. District Cost Factor
3. Special Needs Factor
4. Career and Technical Education (CTE) Factor – Adjusted for Consolidation of Schools Provision
5. Intensive Services Factor
6. Correspondence Student Factor

1. The **School Size Factor** is calculated. This is a multiplier that attempts to adjust for the economies of scale offered by larger schools; it reduces the per-student multiplier as school size increases. This factor is developed on a school-by-school basis and then becomes a multiplier for the district based on a table set in statute. This table was developed in 1998 by the McDowell Group. Correspondence students are subtracted out because the other factors do not apply to them. They are added back after other factors are included.

The **Hold Harmless (HH) Provision** is also calculated at the School Size Factor step. For school districts that experience a reduction in their ADM of 5% or greater from the previous year (the “base” year), the reduction is phased in over three years with 75% of the reduction calculated in the first year, 50% the second year, and 25% the third year.<sup>3</sup>

2. The count is multiplied by the **District Cost Factor**. This is a multiplier that is set in statute for each district to compensate for differing costs of delivering education across the state. Anchorage is set as the base, and other districts receive increased funding relative to Anchorage. These multipliers are based on a 2004 study by the Institute for Social and Economic Research (ISER).
3. The count is multiplied by 1.20, which is the statutory **Special Needs Factor**. This is intended to provide money to support special needs students. The multiplier is the same for all districts, regardless of the actual number of special needs students in each district.

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<sup>3</sup> For additional information on the calculation of the **Hold Harmless Provision**, please see DEED’s [Hold Harmless Provision](#) document.

- The count is multiplied by 1.015, which is the **Career and Technical Education (CTE) Factor**. This funding is intended for vocational and technical instruction, not including administrative expenses.

The **Consolidation of Schools** provision is also calculated at this step. For schools that consolidate one or more schools within a community the reduction is phased in over four years. The ADM is calculated through the vocational and technical factor and compared to the same calculation in the prior fiscal year. In the first two fiscal years 100% of the reduction is offset, 66% of the reduction is offset in the third year, and 33% fourth year.<sup>2</sup>

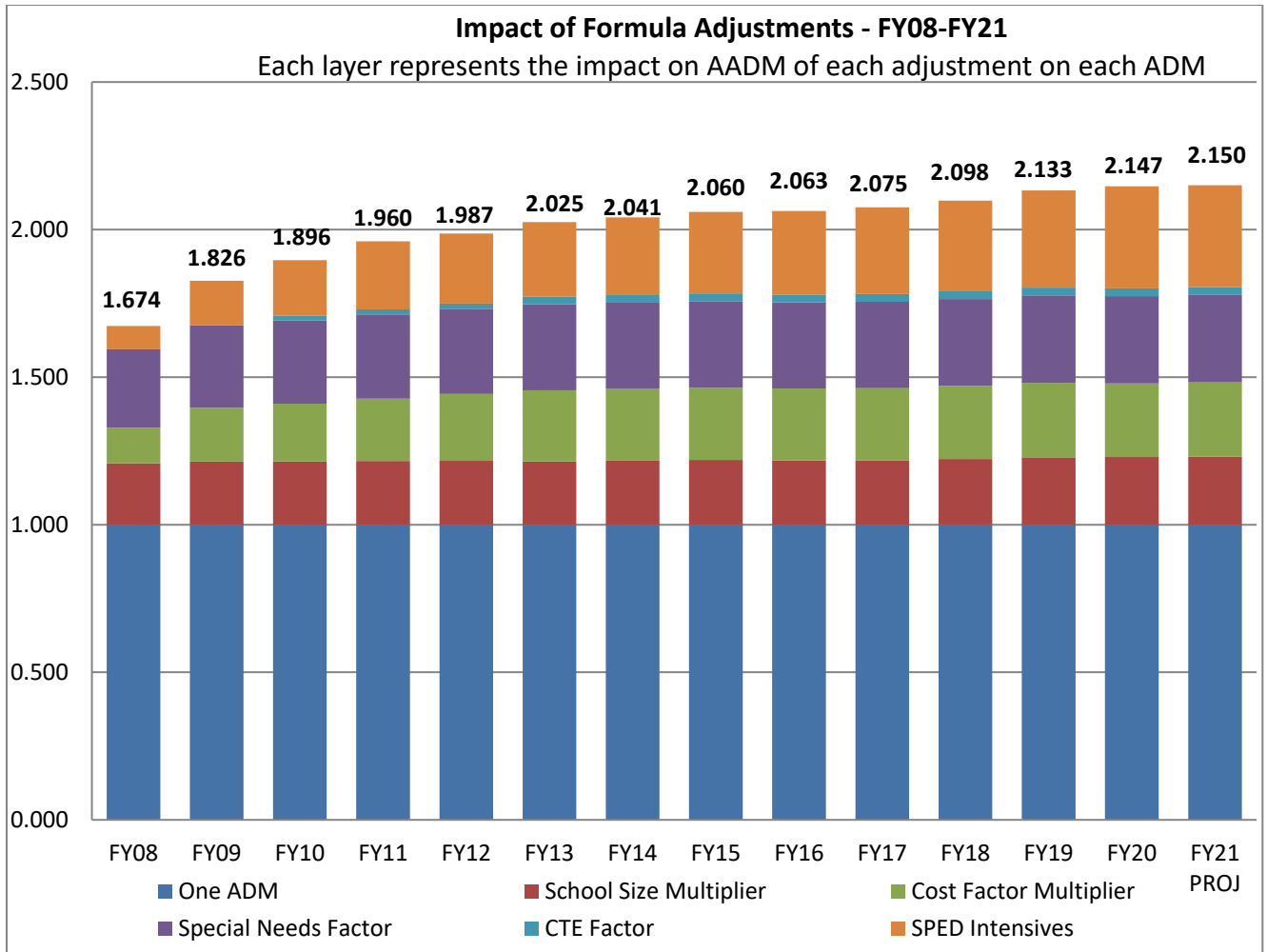
- Intensive Special Education (**SPED Intensives**) students are multiplied by 13. These students are identified by districts as meeting requirements set by the State. This multiplier was 5 until FY09, then was gradually increased to 13.

- The correspondence count is multiplied by .9 for the Correspondence Student Factor.

See the table below to see the statewide impact of the factors in transforming ADM to AADM in the FY21 Foundation Formula Projection.

ADM	ADM less Corresp. students	After School Size Factor	After Hold Harmless Factor	After Cost Factor	After Special Needs Factor	After CTE Factor	After SPED Intsv Count	After 90% Corresp. students: AADM
128,924	114,762	140,995	141,196	170,094	204,112	207,174	247,088	259,834

The graph on the next page shows how these factors have changed since FY06. The graph demonstrates that per student funding would have increased over the years even if the BSA had remained constant. The FY06 ADM was increased to 1.674 AADM before being multiplied by the BSA, while the same headcount in the FY21 projection would generate a “funded student” count of 2.15 for each actual student. Even with no change in the BSA, changes in the adjustment factors would have increased K-12 funding by 28%.



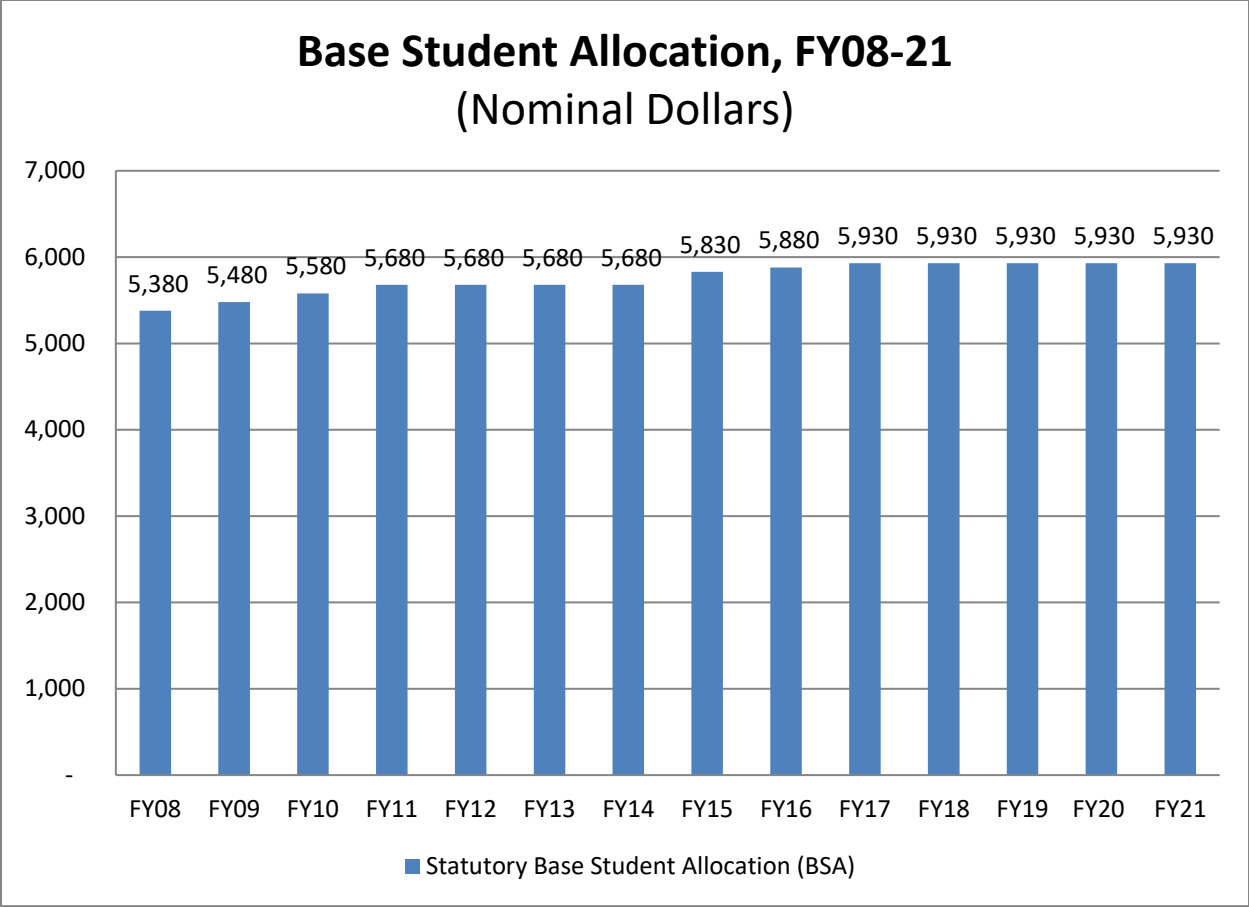
**ii. Base Student Allocation and Basic Need**

The Base Student allocation is multiplied by the AADM to arrive to Basic Need. It is a number set in statute and cannot be changed in the budget.

In FY21, the BSA is set in statute at \$5,930, and Basic Need is estimated to be \$1.5 billion. Basic Need is paid via several sources:

1. Required Local Contribution;
2. Deductible Federal Impact Aid; and
3. State Aid.

The first two numbers are determined independently of Basic Need—see below for details. Both required local effort and deductible impact aid are subtracted from Basic Need. The remaining amount is paid by the State.



**iii. Required Local Contribution**

School districts that are in an organized borough or municipality are required to pay a local contribution as a condition of receiving state aid. This contribution is set at 2.65 mills on real property value,<sup>4</sup> but may be paid for from any revenue source, not just property taxes. This amount is capped at 45% of basic need from the prior year, so some districts with high property values relative to population (such as the North Slope Borough) do not pay the full 2.65 mills.<sup>5</sup>

School districts in unorganized areas do not pay a Required Local Contribution, as they do not have the ability to collect taxes. However, a greater proportion of federal impact aid is deducted for these districts which may mitigate the impact to the State of some areas remaining unorganized.

In FY21, 34 of Alaska’s 53 school districts are required to make Required Local Contributions, totaling an estimated \$262.4 million.

<sup>4</sup> This is based on the property value from two fiscal years before, so the FY21 Required Local Contribution is based on FY19 property values.  
<sup>5</sup> In FY21, this applies to just four districts: Bristol Bay, North Slope, Skagway, and Valdez.

#### **iv. Deductible Federal Impact Aid**

The federal government allows the State to deduct 90% of allowable impact aid from the amount the foundation formula allocates to school districts. This is projected to reduce the State's cost by \$75.4 million in FY21. However, the State is allowed to deduct federal impact aid only if it has an equalized formula in accordance with federal law. Impact aid is paid to districts based on federal property or Alaska Native lands that are exempt from property tax.<sup>6</sup> The amounts vary widely between districts: in the Mat-Su, no impact aid is deducted, but in Lower Yukon, \$15.8 million is deducted.

Each year, DEED performs the Disparity Test, which compares high- and low-funded districts to each other.<sup>7</sup> If the funding differential is less than 25% per student (based on AADM), the formula is considered equal and the State is allowed to deduct the federal impact aid. In FY19 the disparity percentage was 24.37%, Alaska was considered an equalized state, and \$98.3 million was the amount of adjusted federal impact aid the state was able to deduct.

#### **v. State Aid**

After deducting Required Local Contributions and Deductible Federal Impact Aid, the State pays the remainder of Basic Need. This is estimated to be \$1.2 billion in FY21. The State pays for this mainly from unrestricted general funds (UGF), plus some Public School Trust Funds.<sup>8</sup>

State Aid flows to districts from the **Public Education Fund (PEF)** according to a statutory formula. The legislature typically appropriates money into the PEF, so this funding is subject to the appropriation process. If there is insufficient money in the PEF to pay for the full statutory formula, the amounts to each district are pro-rated.

#### **vi. Forward-Funding**

Starting in FY06, the legislature has periodically "forward-funded" education. This means that the PEF contained two years' worth of State Aid. This is intended to give school districts certainty about future funding. This practice was ended when the legislature removed most of the FY15 forward-funding deposit to fill the budget deficit that year.

However, the legislature always had the ability to change the amount of spending each year, regardless of whether forward funding had taken place or not. In several years, the legislature passed legislation

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<sup>6</sup> The state may not deduct impact aid given for children with disabilities, construction funding, and heavily impacted districts (which in Alaska is only the Annette Islands School District). It also cannot deduct 1/5 of funding given for children on Indian lands. Of the remaining amount, impact aid for municipal school districts is multiplied by the percentage of required local contributions divided by actual local contributions (this step is not done for REAAs because they have no local effort). The state may then deduct 90% of that amount. For more details on Impact Aid, see DEED's [2015 presentation to the Senate Education Committee](#).

<sup>7</sup> The [FY19 disparity test](#) was finalized in February 2020.

<sup>8</sup> In FY21, \$29.8 million of the State's share comes from the Public School Trust Fund, a \$690 million endowment managed by the Department of Revenue that is dedicated to supporting public schools.

that altered the statutory formula, necessitating adjustments to the forward-funded amount. In other years, the legislature included one-time grants to districts in addition to formula allocations.

In the 2018 session, the legislature introduced a new type of forward-funding: appropriating money effective in a future year. As part of the education appropriations bill (HB 287), the legislature appropriated the amount necessary to fully fund the foundation formula in FY20, effective in FY20. While this does not bind the future legislature and prevent changes to the funded amount, it means that the full statutory formula will go to districts in FY20 unless the legislature takes additional action.

After the enactment of the FY20 PEF appropriation passed one year in advance, a new Governor, Governor Dunleavy, was elected. Governor Dunleavy and his Attorney General believed the 2018 appropriation was unconstitutional and could not be followed. At issue is whether an operating appropriation can be made multiple years in advance and if it is a dedication of funds. The legislature sued, but the Dunleavy administration signed an agreement with the legislature to keep schools funded until the lawsuit was resolved. The Superior Court ruled with the legislature and the case is pending before the Supreme Court.

### **b. Pupil Transportation Formula**

In addition to the Foundation Formula, the State provides funding for pupil transportation. This funding is available only to school districts that have a pupil transportation system - as of FY20, six districts do not operate such systems, and do not receive funding.

Until FY03, the pupil transportation program operated as a grant program based on actual costs. Since FY04, pupil transportation has been funded using a per pupil cost which is based on the FY03 district transportation expenditures multiplied by the current non-correspondence ADM. The legislature has adjusted the amounts upwards for inflation several times, most recently in FY13.

While this funding is intended to be used for pupil transportation, money is fungible. Some districts supplement their pupil transportation money with other funds, and others use excess pupil transportation funds for classroom expenses.

This formula is paid entirely with state general funds through the PEF. In FY21, the projected cost is \$77.0 million.

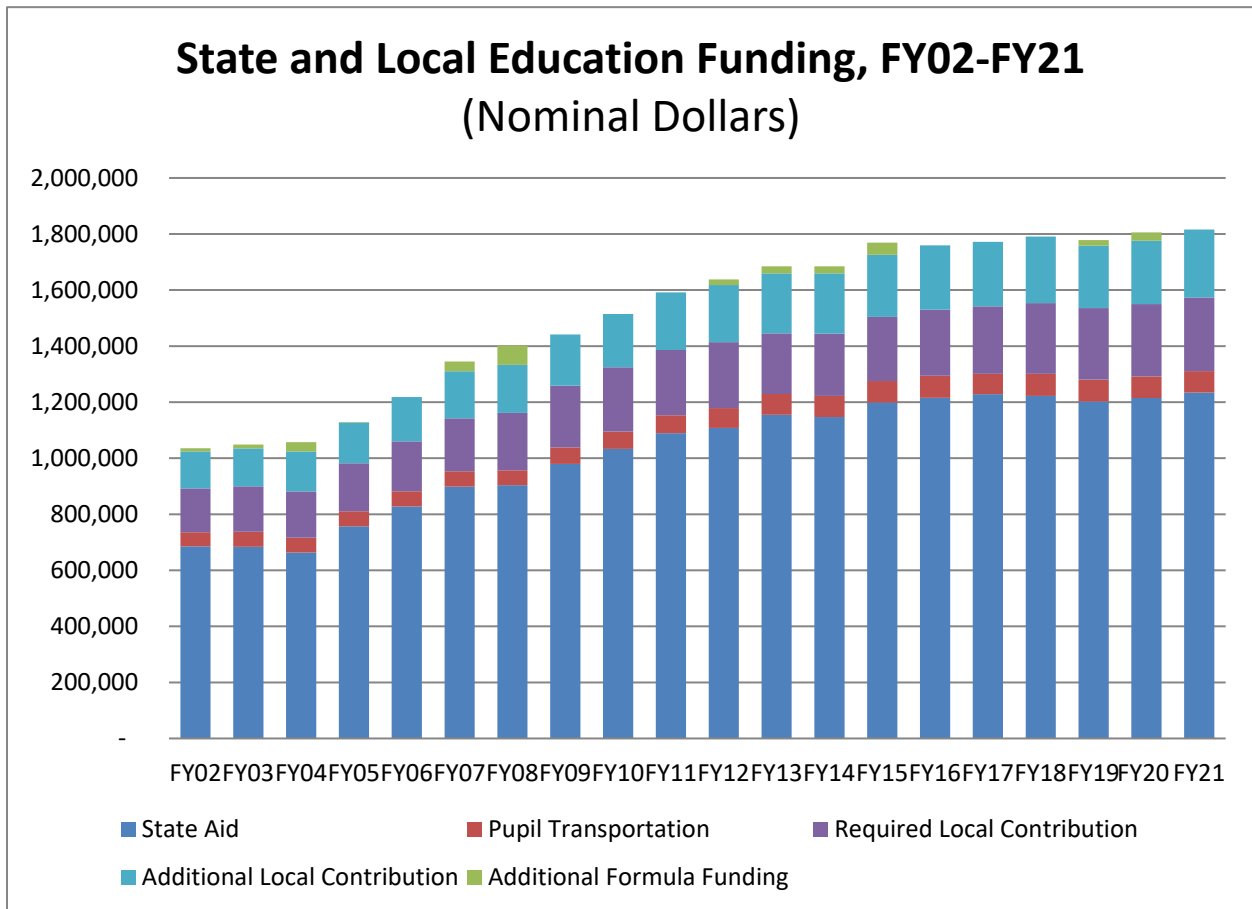
### **c. Additional Formula Funding**

In addition to the Foundation Formula and Pupil Transportation Formula funding, the legislature has often provided one-time funding to school districts. In those years, the grant is typically structured as a set amount of money, to be distributed to districts according to AADM. For example, in FY19, the legislature appropriated \$20 million for this purpose. This is approximately equal to \$78 in the BSA.

The legislature also appropriated \$30 million for FY20. As with the FY20 appropriations for the Foundation and Pupil Transportation Formulas, this does not bind the future legislature and prevent changes to the funded amount. The legislature appropriated \$30 million for FY21 which was vetoed.

**d. Voluntary Local Contributions**

In addition to required local contributions, municipal governments can contribute up to 23% of basic need.<sup>9</sup> In FY21, five local governments have budgeted to contribute up to the cap, but nearly every organized community pays more than the required local contribution. In FY21, districts budgeted \$242.5 million of voluntary contributions.



<sup>9</sup> The districts that hit the alternative funding cap for the required local contribution have an alternative voluntary local cap of 2 mills.

### **e. Federal and Other Funding**

School districts receive federal revenue beyond the deductible impact aid. In FY21, districts budgeted for \$145.6 million of federal revenue, plus \$83.9 million of federal e-rate funding (which pays a portion of internet costs).

School districts also receive grants from the State and federal governments. Many of the federal grants pass through the DEED and go to school districts for certain programs. In FY21, the department's budget includes \$260.9 million of grants, the vast majority of which are aimed at school districts. These include the federal Title I grants through the Every Student Succeeds Act, as well as items like school nutrition funding.

## **3. Indirect Flows of Funding to Districts**

In addition to the direct flows of funding to school districts, the State pays several costs on behalf of districts. This funding never goes to the districts, but State funding reduces a cost that the districts would otherwise incur.

### **a. Retirement System Payments on Behalf of Districts**

School district employees are primarily part of the Teachers' Retirement System (TRS), but a few are also in PERS. Both of these public pension plans have unfunded liabilities that pushes employer contribution rates up substantially. The retirement fund is managed by the State alongside the Public Employees' Retirement System (PERS), which is for state and municipal employees. This fund is used to pay out pensions for TRS and PERS employees who entered the system before July 1, 2006. Employees who entered the system after that date receive defined contribution benefits rather than pensions, so TRS and PERS are effectively closed to new entrants. However, a portion of the pension obligation is not covered by payroll contributions alone, so TRS and PERS employers must pay an additional amount per employee to cover the gap.

In FY09, the State capped school districts' contributions to the TRS unfunded liability at 12.56% of TRS payroll, which is less than half of the total rate required to adequately fund the retirement system. Everything above the cap is paid by the State. In FY21, the State will contribute about \$128.5 million to TRS on behalf of school districts.

PERS employer contributions are capped at 22% of PERS payroll. In FY21, the State will contribute about \$30 million to PERS on behalf of school districts.

If these payments are not made by the State, school districts would have to contribute an additional amount for each employee to keep the retirement system fully funded.

## **b. School Debt Reimbursement**

Statutes call for the State to reimburse municipal governments for up to 90% of their debt service for school construction and major maintenance, subject to appropriation. This program is currently closed to new projects through FY21. When the program reopens, it will reimburse only up to half of debt service. In FY21, the State's portion of municipal debt service was fully vetoed.

If these payments are not made by the State, municipal governments must pay the additional debt service amount. This happened in FY17 when the Governor vetoed \$30.5 million (25% of the state's share at the time) for school debt reimbursement, forcing municipalities to come up with that amount to make debt service payments. In FY20 the Governor vetoed \$48.9 million (50%) and \$100.2 million (100%) in FY21.

## **c. Regional Education Attendance Area (REAA) Fund**

As part of the *Kasayulie* settlement, the State capitalizes the REAA fund at a percentage of what is spent on School Debt Reimbursement.<sup>10</sup> The REAA fund is then spent on school construction and major maintenance in unincorporated areas, based on priority lists developed by DEED.<sup>11</sup> In FY19, the State's deposit to the fund is budgeted at \$39.7 million.

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<sup>10</sup> The full *Kasayulie* settlement can be found [here](#).

<sup>11</sup> The priority lists can be found [here](#).

## **4. Glossary of Acronyms and Abbreviations**

**ADM (Average Daily Membership):** The average number of students at a school for a school year, determined during the 20 day count period ending the last Friday in October.

**AADM (Adjusted Average Daily Membership):** The ADM after adjustments are made, such as the school size factor and the special needs factor. This is then multiplied by the BSA to get Basic Need.

**BSA (Base Student Allocation):** The amount of funding per AADM that each school district receives.

**DEED (Department of Education and Early Development):** Alaska's State education agency.

**PEF (Public Education Fund):** State funding for the foundation and pupil transportation formulas is appropriated to this sub-fund of the state general fund. The funding then flows to districts without further appropriations.

**PERS (Public Employee Retirement System):** The retirement system used by most state and municipal government agencies, and some school district employees. It is administered by the State of Alaska.

**REAA (Regional Educational Attendance Area):** Regions that are not in boroughs or municipalities are divided into REAAs, which are school districts that do not have a corresponding local government.

**TRS (Teachers' Retirement System):** The retirement system used by most Alaskan teachers and administrators. It is administered by the State of Alaska.

## **Tristan Guevin Candidate Questionnaire - Position on Key Issues**

Name \*

Tristan Guevin

Age

42

How long have you lived in Sitka? In Alaska?

I move to Sitka in 2008 and lived here until 2017. From 2017 to 2020, my wife and I pursued graduate degrees in Baltimore and Monterey before returning to Sitka at the beginning of 2021 with our 1-year old son, Arlo.

Occupation?

Public Administrator / Education Administrator

Describe your family:

I grew up in a family of educators who value public service and social justice. My mother, Cindy Litman, developed classroom resources and curriculum when I was young and recently retired as a senior researcher for WestEd's Strategic Literacy Initiative. My father, Tony Guevin, started his career as an adaptive PE paraprofessional, coached high school baseball and football, and was a long-time middle school PE teacher. My siblings, Toby, Ethan, and Rhiannon, have all pursued careers related to education, with Rhiannon being the Director of Operations for the Sitka Fine Arts Camp. My wife, Lauren Havens, and I met here in Sitka and have a two-year-old son, Arlo. Lauren works in the fields of education and public health, and is the best life partner, mother, and professional confidant I could hope for. I also have an aunt and uncle, Susan and Mike Litman, who live here in Sitka, along with my adoptive Dak'laweidí family starting with Grandma Anne Johnson.

What is your community involvement, past and present?

I have served on the City and Borough Sitka's Health Needs and Human Services Commission for the past year-and-a-half, and was appointed to the Sitka School Board in June of this year. I am also the chair of the UAS Sitka Campus Advisory Council, a member of the UAS Alaska Native Success Initiative Committee, and a member of SAFV's Pathways Coalition since 2010. Previously, I have served a three-year term on the City and Borough of Sitka Assembly, was a volunteer coach for the Boys Run i tuwoo klatseen Program, and served as a board member for the Sitka Maritime Heritage Society and the Southeast Alaska Indian Cultural Center. I have also been actively involved in the community through my work with Sitka Tribe of Alaska, including the last three SSD strategic planning processes.

Have you previously run for office? When and what office?

Yes, I ran for City and Borough of Sitka Assembly in 2014 and served a three-year term from 2014 - 2017.

Please describe any other previous government or other related experience:

In addition to my time on the assembly and my short time on the school board, I have worked for Sitka Tribe of Alaska (STA) for more than a decade. In my various roles with STA, I have worked on many federal and state grant programs, and have worked with a number of federal and state agencies, the Sitka School District, local and regional nonprofits, tribal entities, and universities. I hold a Master of Public Administration from the Middlebury Institute of International Studies where I was selected by faculty as the Development Practice and Policy Monitoring, Evaluation and Design Fellow, and have extensive experience in public administration, public policy, and budgeting. In addition to the above, I served as a youth development volunteer in the United States Peace Corps in Eastern Ukraine from 2005 - 2007, and spent the first ten years of my career as a preschool - 12th grade educator working in both school and community-based settings, with a focus on arts education.

Why are you running for a seat on the Sitka School Board?

I'm running for the Sitka School Board because I believe that public education is fundamental to us as individuals, to our community, and to our nation. At its best, public education is a vehicle for individual growth and opportunity, for functioning community institutions, and for the health and vitality of our democracy. As someone with a passion for education, experience in

public administration and policy, and a commitment to public service, I feel that I can contribute to my community through service on the Sitka School Board. I strongly believe in the School District's mission to "intentionally develop Haa Latseení (Our Strength of Mind, Body, and Spirit) to inspire and prepare students to be compassionate, empowered, and equipped critical thinkers within a global community," and want to work to see it come to fruition.

### What are your top two priorities if elected?

If elected, my top two priorities would be working to ensure educational equity in the Sitka School District and supporting the implementation of the SSD 2021 Strategic Plan. I believe that SSD provides its students with a high-quality education; however, when you look at current and historical data on student opportunities and achievement, there are significant inequities based on race, socioeconomic status, and for students with disabilities. While many of these issues require solutions at the societal level beyond what a school district can do alone, it is my belief that public education plays a critical role in either mitigating or exacerbating social, economic, and civic marginalization. While I believe in the work SSD's school board, leadership, teachers, and staff have been doing, I believe that we can do better for students and families who don't have the same access to opportunities and who we see falling behind their peers in terms of academic achievement and social emotional development. As a school board member, I would work to make data and information more transparent and more available in order to help inform decision-making at all levels of the district; I would work to advocate for students and families who face these inequities; and I would do all I can in my role as a school board member to support and highlight the good work being done on these fronts by SSD leadership, teachers, and staff in the hopes that it can grow and expand. I was fortunate to be part of the recent SSD 2021 Strategic Planning Committee and a member of the SSD Strategic Plan Action Team for Strategy #3 focused on strengthening and expanding partnerships. With the action plans recently being finalized by participants in that phase of the process, I am extremely excited to see movement towards implementation of the SSD 2021 Strategic Plan so that it does not become one of those documents that sits on a shelf. It's my belief that we have a good strategic plan in place as a school district that addresses the many facets of what SSD does, and that we have a good and motivated group of administrators, teachers, staff, parents, partners, and community members ready to implement the components of the plan. As an SSD School Board member, I would use the SSD 2021 Strategic Plan as a guide for my own decision-making and action, I would be a champion of the plan and those working to implement it, and I would support the SSD Superintendent in its implementation in my capacity and appropriate role as a school board member. In addition to those two priorities, I will prioritize local and state advocacy on school funding, student mental health, school - family - community partnerships, and engagement with the public.

Do you support Ballot Prop 1, which would replace the traditional sales tax with an 8 percent consumers' tax on cannabis and cannabis products? Why or why not?

Yes, I support Ballot Proposition 1 so long as the new revenue to the school district is for non-instructional expenses and does not replace the current funding level to the cap or the current non-instructional local contribution. In 2016, the City's Marijuana Advisory Committee recommended a 2% excise tax on Marijuana sales, and this is more-or-less equivalent to what that committee proposed after extensive research and work with stakeholders. Moreover, this is not an increased tax on basic necessities such as groceries. I believe that funding to education is one of the best, if not the best, uses of tax dollars, so I would support additional revenue coming to SSD to ensure we can provide a high-quality education with opportunities for participation in extracurriculars to all students.

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If the cannabis measure does not pass, are there next steps the school board should take to bolster funding for student activities?

The school board and the district are in a tough spot because they have no way to raise revenues themselves. With the base student allocation not having been raised by the state since 2016 and state school bond debt reimbursement being eliminated by the state in 2015, we're really relying heavily on the local contribution from the city to keep our district afloat. Even with that, inflation and the increases in costs for things like building supplies and classroom materials means that we're behind where we were several years ago. At the current rate, and with no additional local contribution, we're going to struggle to stay competitive with teacher salaries and/or in keeping pupil-teacher ratios (PTRs) low, to fund the cost of student activities, and to make the necessary investments to our school infrastructure, let alone meet what seems to be an ever-growing need for student mental health services. I'm not exactly sure what the answer will be for funding student activities or the myriad of other SSD expenses to maintain a high-quality education system in Sitka given all of the variables at play; however, I do know that it's going to require work and advocacy at both the local and state level, a strong relationship and collaboration between the School Board and Sitka Assembly, collaboration with other local entities, and working with the community to prioritize what we want to see for the Sitka School District and our children.

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The Sitka Assembly recently has been spending the maximum allowed by state law on instructional expenses in the school district – the so-called “cap” – and spending money over-and-above the cap on things like student activities, and operational expenses at the Blatchley Pool and Sitka Performing Arts Center. Do you support this spending plan, or would you challenge it?

I'm extremely appreciative of the Sitka Assembly for getting school funding to the cap and making the additional investments in non-instructional expenses such as school buildings and

heat pumps. I'd like to see these funding levels stay the same or increase. Much like the school board, the assembly is in a tough spot too with recent declines to state municipal revenue sharing, an aging city infrastructure we haven't put away money to replace, and limited options for raising taxes or other revenues themselves without a vote of the citizens of Sitka.

I'd like to see the Sitka School Board work with the Sitka Assembly to advocate for revenue raising policies at both the local and state level because I believe we need to invest more in the Sitka School District and in the education, health, safety, and wellbeing of Sitka's children. At the local level, I'd like to see a proposition to raise the mill rate to at least 8 mills come to the voters, and would like to see us explore a limited municipal income tax on individuals earning more than \$125,000 a year. At the state level, I'd like to see the Sitka School Board, Sitka Assembly, and STA Tribal Council advocate for an increase to the state's base student allocation, and I'd like to see a change in state law that would allow municipalities to tax non-residents at a higher rate than residents on property taxes. I would also like to see the state make it easier to tax alcohol, and would be in support of a tax on alcohol similar to the one being proposed on Marijuana. Overall, I would like to see Sitka have a more progressive tax structure that makes it easier for working families to survive and thrive.

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This year – for the first time in 25 years – the district and teachers' union reached a formal impasse in bargaining, and finally settled on a two-year contract on the last day of school (rather than the usual three-year contract). As a board member, where would you stand on the renegotiation? Hold the line on teacher salaries, or support a more competitive payscale to recruit the best educators?

Ideally, I'd like to see us have a more competitive pay scale so that we can retain and recruit the best educators. With that being said, the school board and the district are in a tough spot for the reasons outlined in my earlier answers. Without the ability to raise revenue and with our annual budget already being so tight, I think the choice is going to come down to choices between raising teacher salaries, maintaining or increasing pupil-teacher ratios, counseling and mental health support, extracurriculars and elective optional, and a number of other difficult choices I hope we don't have to make. Ultimately, I think it's the school board's job to listen to and work with all of the school district stakeholders including the public and the teachers' union to make the best decisions we can to provide a high-quality education for Sitka's children and youth. My initial position and instinct is to believe that investments in competitive salaries to retain and recruit the best teachers and staff is at the top of that list.

With this being said, I think we do have choices as a community. We could choose to raise property taxes or other taxes to ensure teachers are paid a competitive wage. We could work to advocate for changes at the state level to see increases to the base student allocation or a return to school bond debt reimbursement. If we don't see an increase to school revenues through local or state action, I'm afraid we will have to make some tough choices as a community and as a district in the coming years.

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Pupil-Teacher Ratios always come up for discussion when the district is budgeting. What are your thoughts on class size in the elementary, middle, and high schools?

Pupil-Teacher Ratios or PTRs have been an ongoing discussion in SSD for as long as I can remember, and we've been fortunate as a community and district to maintain low PTRs, particularly at the elementary level. In my mind, PTRs are wrapped up in the same discussion as teacher salaries and other school district operating expenses, and are tied to the many decisions and prioritizations we'll need to make in the coming years based on annual revenues. As I've said in my earlier answers, I'm afraid that if we don't see changes at the local or state level to education funding, we'll probably have to make hard decisions like those on PTRs. Ultimately, my decision making on PTRs and other budget-related issues will be based on community input and prioritization, input from the superintendent, school district staff, and stakeholders, and what I think will lead to the best Sitka School District education for our students.

Extracurricular activities are a costly part of public education, and much of the expense associated with being in a sport, or in band, or in theater falls on parents – raising a problem of equity. Not all families can afford for their children to participate in activities. How would you address this issue as a school board member?

First, I believe that if Ballot Proposition 1 passes, all or most of that funding should be set aside for needs-based assistance for extracurricular activities. Our community has a fair number of individuals and families who are doing really well, and then a much bigger number that are struggling just to get by. In the district, about 35% of our students each year qualify for free-or-reduced lunch, and I think we need to find ways to prioritize a needs-based approach wherever we can. I would like to see the district use the Ballot Proposition 1 and other student activities funding in a sliding scale needs based way.

During the last school year, the school board left much of the decision-making about COVID response to the administration. Do you have any thoughts that might help us understand how you would approach the situation, were we to face similar circumstances in the future?

First, I would like to commend SSD administration and the school board for making the decisions that they did in order to keep students, families, teachers, and staff safe. Many districts throughout the U.S. delivered school 100% from a distance for long periods of time, and Sitka was able to keep kids in school for most of the pandemic aside from a few weeks. SSD administration followed the best available science and CDC and other public health guidance, and I think we came out all the better for it as a district and community. I would also commend a number of other community organizations such as the City and Borough of Sitka, SEARHC, Sitka Tribe of Alaska, Sitka Public Health, and the UAS Sitka Campus, to name a few, who also contributed greatly to keeping the community safe and that have helped to keep

classroom doors open in-school and in the community.

I believe that as a school board member I would take a proactive approach, and would advocate for the school board to do so as well, particularly on issues of this magnitude. In terms of my decision making on issues involving public health and safety such as the coronavirus pandemic, I will always follow the best science available and the guidance of public health experts.

Lastly, I would just like to commend all of the teachers and staff within SSD and other educational organizations in Sitka who went above and beyond for Sitka's students. In an instant, Sitka's educators adapted to new methods to be able to provide education and other important services to Sitka's children and youth. This has and continues to take a massive toll on Sitka and our nation's educators and students, and they deserve as much support as they can get from us now and in the coming years as we feel the ongoing impacts.

Social emotional learning and culturally responsive teaching are both guiding principles in the district. Do you support the continued emphasis on these approaches to education? Why or why not?

Yes, I support the continued emphasis in the district on social emotional learning and culturally responsive teaching. First and foremost, I believe that social emotional learning and culturally responsive teaching are key components of any good education, and have been widely accepted as such within the U.S. and Alaska education communities for some time. The district has done a good job promoting, providing teacher training on, and integrating social emotional learning and culturally responsive teaching into SSD classrooms for most of the last decade; however, I believe there is still a fair amount of work to be done to ensure that both are done with fidelity across the entire district, in every school, and in every classroom.

In terms of social emotional learning, beyond being a key element of any good teaching, I believe there's a large need for social emotional learning and mental health support among SSD students. Alaska has some of the highest rates of adverse childhood experiences (ACEs) and risk factors such as alcoholism, suicide, poverty, and domestic violence and sexual assault in the United States, and these impact Sitka students at fairly alarming rates. Given that, I believe there is an extremely high need to integrate social emotional learning throughout the district, while also providing the more intensive group or one-on-one mental health services that many of our students need.

In terms of culturally responsive teaching, I see two definitions that are relevant to our district. First, when we talk about culturally responsive teaching in Alaska, I believe we need to start with a conversation about the integration of Alaska Native culture in our schools. Alaska Native people are Alaska's first peoples, and they have faced significant discrimination and violence in Alaska's school system over the years. To rectify these past and ongoing injustices, I believe there needs to be a specific focus on Alaska Native peoples and culture when we talk about culturally responsive education and teaching. In Sitka, I believe this means increasing the presence of Lingít and other Alaska Native languages, cultures, histories, worldviews, etc. in our classrooms, schools, and at the district level. I believe this not only benefits our Alaska Native students who make up a significant percentage of SSD's student population, but I believe it benefits all students, families and staff in the district. Second, culturally responsive teaching is about bringing a students' own body of knowledge, their home body of knowledge, and their community body of knowledge into the classroom in order to enhance their learning

and make it meaningful to each individual student. Again, I see this as a fundamental element of good teaching, something that will lead to better outcomes for our students, and something that compliments the social emotional learning discussed previously.

How do you feel about renaming Baranof Elementary School?

I believe that Baranof Elementary School (BES) is long overdue for a renaming, and I hope to see the process to rename it move forward in the near future. I see the renaming of BES as an opportunity to educate people, and as an opportunity for reconciliation and healing between Sitka's Native community, the district, and the community as a whole. It's a great opportunity for us as a district and a community to acknowledge and address some of the historical and current racism that exists in Sitka, and to make the district a more welcoming and inclusive place for all students and families. Given the intent of the school board's previous action on the topic, I also believe the new name should reflect the language and culture of the Lingít people who have inhabited the land on which BES sits since time immemorial.

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## **STA Sitka Child Care Needs Assessment Executive Summary**



Stellar Group  
Research | Strategy | Impact



# Sitka Tribe of Alaska

CHILD CARE NEEDS ASSESSMENT  
EXECUTIVE SUMMARY

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## ACKNOWLEDGEMENTS

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## EXECUTIVE SUMMARY

Child care remains a national crisis, further exacerbated in recent years by the COVID-19 pandemic. The crisis extends to Alaska. A report published in 2021 found that 77% of parents in Alaska have missed work in the last three months due to child care issues, leading to an estimated \$165 million loss for Alaska's economy.<sup>1</sup>

This report takes a closer look at the child care system in one particular community, Sitka, Alaska, with a specific focus on the impacts of COVID-19 and the experiences and needs of Alaska Native/American Indian families. Sitka is home to an estimated 8,387 people, including 1,222 children under the age of 13. Sitka is part of the traditional lands of the Tlingit people, who inhabited this area for thousands of years before the arrival of European settlers. The Sitka Tribe of Alaska (STA) is the federally recognized tribe of the area. There are 394 children under the age of 13 (32% of total in this age group) enrolled as tribal citizens of STA.

STA provides a variety of services and supports to tribal citizens, including management of a federal Tribal Child Care and Development Fund (Tribal CCDF) block grant, which funds the STA's Child Care Assistance Program (STA CCAP).

The purpose of this grant is to serve tribal citizens to:

- » *Protect the health and safety of children in child care*
- » *Help parents make informed decisions and access information to support child development*
- » *Provide equal access to stable child care for low-income children*
- » *Enhance the quality of child care and the early childhood workforce*

To this end, STA provides financial support to families to cover the cost of child care, and also provides support to child care providers to help with the licensing process as well as incorporating culturally responsive practices and materials, and purchasing health and safety equipment.

In addition to STA's regular CCDF allocation, it has received approximately \$800,000 in federal COVID-19 relief funds. Both its regular allocation and relief funds must be allocated and/or utilized before the end of federal fiscal year 2023. In order to inform the use of funds, STA commissioned the Stellar Group to conduct this needs assessment. Specific research questions included:

- » *What is the current actual capacity of child care in Sitka? How does this compare to licensed capacity? What are the reasons for any disparity between actual and licensed capacity?*
- » *Is current capacity meeting the needs of Sitka families and children?*
- » *Are families satisfied with their current child care?*
- » *What barriers have families faced in accessing their preferred care?*

- » *What barriers do child care providers face in effectively offering care?*
- » *What unique needs and barriers are faced by Alaska Native/American Indian families and children specifically?*
- » *How aware are families of child care assistance and support options available to them?*
- » *What effects have COVID-19 had on Sitka's families, children, and child care providers?*

A mixed methods approach was used including a family survey receiving 132 eligible responses; interviews with key informants, large employers, and child care providers; one focus group with parents/caregivers; review of STA CCDF background documents; and analysis of publicly available data on residents of Sitka. This needs assessment will inform the development of priorities for a service plan and subsequent public information campaign.

## KEY FINDINGS

Key findings from each section of the needs assessment are outlined below.

### CHILDREN AND FAMILIES IN SITKA

Most families consider early learning activities very important for children, and many engage in them with their children on a regular basis. The biggest barriers to participation in community activities and programs for children are lack of awareness and scheduling conflicts. Cost is also a barrier to participation for many families with Alaska Native/American Indian children.

### CURRENT CHILD CARE IN SITKA

There are eight licensed child care and/or preschool providers in Sitka with a combined maximum capacity of 396 children. However, current enrollment is just 194 (53%) due to limited capacity, which is largely due to insufficient staff. Additionally, there are no weekend, early morning, late night, or drop-in options available. Culturally appropriate care is present yet limited, and all providers would be interested in partnering with STA to increase culturally appropriate programming. Further, while most providers' staff participate in Alaska System for Early Education Development (SEED) Registry, only one program is enrolled in Learn & Grow, Alaska's Quality Recognition and Improvement System (QRIS).

While current providers are currently financially stable, many noted this is largely due to COVID-19 relief funds and remain uncertain of their financial futures. Additionally, potential new providers are deterred by a complicated and costly application process.

Many local employers noted child care as a difficulty for their current staff and/or a barrier to employee recruitment. All interviewed employers are interested in partnering with STA to better address child care needs.

### FAMILY CHILD CARE EXPERIENCES AND NEEDS

By and large, the biggest challenges for families in accessing the child care they need are the lack of available child care slots and the high cost of care. Additionally, Alaska Native/American Indian families are more likely than their peers to prioritize care for children with special needs and care outside of regular business hours, both of which are gaps in Sitka's current system.

## RECOMMENDATIONS

This is an unprecedented time. While short-term solutions are required to address the immediate child care crisis, longer-term systemic approaches, including advocacy and innovate solutions, are equally important. The following recommendations explore both short-term and long-term horizons.

### **RECOMMENDATION I:** *Provide supplemental funding for wages to help existing providers increase capacity*

As highlighted in this needs assessment, the greatest immediate need for families in Sitka is increased capacity in the child care system. Current providers are not operating at their licensed capacity, primarily due to staffing shortages and to a smaller degree space constraints. STA is able to provide supplemental, short-term funding to child care providers to support their operations and supplement staff wages. These include but not are limited to providing grants to providers for supplemental wages to attract and retain staff, as well as to provide hiring bonuses and offer paid professional development.

### **RECOMMENDATION II:** *Ensure increased capacity, both short-term and long-term, addresses specific needs of tribal families*

Currently, many of STA's CCDF-related decisions are closely correlated with the state's approach. However, this needs assessment highlights unique needs faced by Alaska Native families in Sitka. As such, any efforts to increase capacity, as well as existing capacity, should ensure these needs are addressed, including:

- » *Evening / weekend care to accommodate families working non-traditional hours*
- » *Sufficient staff training and resources to ensure high-quality care to children with special needs*
- » *Culturally appropriate programming*

### **RECOMMENDATION III:** *Develop an early childhood education advocacy agenda*

The COVID-19 pandemic has put a spotlight on long-simmering equity issues that influence families access to care, and the sustainability of the providers who offer child care services. While the supplemental funds can provide short-term relief, fostering long-term, systemic change requires a voice at the table. Developing an advocacy agenda to ensure STA is a participant in local, state, and federal conversations regarding child care would increase the likelihood that proposed solutions will also meet the needs of tribal children and families, and any short-term capacity gains can be sustained once supplemental funding has run out.

**RECOMMENDATION IV:** *Consider a child care center partnership with other large employers to subsidize costs and increase community-wide capacity*

While traditional approaches such as stipends for professional development and wage supplements are useful for addressing immediate concerns, standard solutions have failed to solve the child care crisis. As such, it is valuable to consider more innovative solutions. One approach may be to foster partnerships with other large, local employers to develop a child care center. Shared costs and administrative duties would ease the burden on any one organization, while simultaneously increasing community-wide capacity and potentially enabling higher wages and/or benefits to staff members. There is significant interest in this approach from other large employers in Sitka.

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<sup>1</sup> United States Chamber of Commerce Foundation. (2021). *Untapped potential in AK: How childcare impacts Alaska's workforce productivity and the state economy*. Retrieved May 17, 2022, from [https://www.uschamberfoundation.org/sites/default/files/EarlyEd\\_ALASKA\\_2021\\_DIGITAL.pdf](https://www.uschamberfoundation.org/sites/default/files/EarlyEd_ALASKA_2021_DIGITAL.pdf)

**Sitka School District**  
**September 30, 2022 Board Report**

**Monthly Revenue Report**

Account No	Account Description	Current Budget	YTD Encum	YTD Revenues	Remaining Balance	Percent Outstanding
23-100-000-000-000-011	CITY/BORO APPROPRIATION	7,981,665.00	0.00	2,027,217.00	5,954,448.00	74.60%
23-100-000-000-000-040	MISC. LOCAL REVENUE	45,000.00	0.00	1,500.00	43,500.00	96.67%
23-100-000-000-000-047	E-RATE REVENUE	69,076.00	0.00	0.00	69,076.00	100.00%
23-100-000-000-000-050	QUALITY SCHOOLS	41,619.00	0.00	0.00	41,619.00	100.00%
23-100-000-000-000-051	FOUNDATION	10,955,505.00	0.00	2,964,894.00	7,990,611.00	72.94%
23-100-000-000-000-056	TRS ON-BEHALF	1,026,771.00	0.00	0.00	1,026,771.00	100.00%
23-100-000-000-000-057	PERS ON-BEHALF	69,369.00	0.00	0.00	69,369.00	100.00%
23-100-000-000-000-110	IMPACT AID	70,000.00	0.00	0.00	70,000.00	100.00%
23-100-000-000-000-190	FEDERAL THROUGH OTHER IN	360,000.00	0.00	0.00	360,000.00	100.00%
23-100-000-000-000-250	FUND TRANSFER	1,438,624.00	0.00	0.00	1,438,624.00	100.00%
23-100-000-000-491-040	CC Fee REACH	0.00	0.00	54.15	-54.15	#DIV/0
<b>Report Total</b>		<b>22,057,629.00</b>	<b>0.00</b>	<b>4,993,665.15</b>	<b>17,063,963.85</b>	

**Monthly Expense Report**

Accounts Summarized By Function	Current Budget	YTD Encumbrance	YTD Expenditures	Remaining Balance	Percent Available
100 - REGULAR INSTRUCTION	8,583,766.76	75,691.37	1,241,882.52	7,266,192.87	84.65%
120 - BILINGUAL/BICULTURAL	51,398.83	0.00	11,818.63	39,580.20	77.01%
130 - ENRICHMENT	3,461.06	0.00	261.43	3,199.63	92.45%
140 - CORRESPONDENCE STUDY	327,532.82	121,810.80	29,707.12	176,014.90	53.74%
160 - VOCATIONAL EDUCATION	357,964.09	6,256.00	43,120.66	308,587.43	86.21%
200 - SPECIAL ED INSTRUCTION	4,410,928.54	163,509.95	666,144.07	3,581,274.52	81.19%
220 - SPECIAL ED SUPPORT	857,121.23	730.00	112,495.15	743,896.08	86.79%
300 - PUPIL SUPPORT	9,000.00	0.00	0.00	9,000.00	100.00%
320 - GUIDANCE	584,655.35	0.00	58,282.64	526,372.71	90.03%
330 - HEALTH SERVICES	135,758.25	0.00	17,871.89	117,886.36	86.84%
350 - SUPPORT SERVICES	243,000.00	115,128.00	158.87	127,713.13	52.56%
351 - IMPROVEMENT INSTRUCTION	3,000.00	0.00	0.00	3,000.00	100.00%
352 - LIBRARY SERVICE	286,606.88	0.00	35,302.15	251,304.73	87.68%
400 - SCHOOL ADMINISTRATION	1,105,582.06	2,742.78	167,759.03	935,080.25	84.58%
450 - SCHOOL ADMIN. SERVICES	663,243.20	0.00	119,264.73	543,978.47	82.02%
510 - DISTRICT ADMINISTRATION	148,386.28	19,048.45	46,828.88	82,508.95	55.60%
511 - SCHOOL BOARD	85,939.67	18,000.00	9,099.32	58,840.35	68.47%
512 - SUPERINTENDENT'S OFFICE	331,837.78	0.00	70,649.13	261,188.65	78.71%
518 - SAFETY AND SECURITY	1,000.00	0.00	0.00	1,000.00	100.00%
550 - DISTRICT ADMIN. SUPPORT	590,837.34	0.00	288,579.29	302,258.05	51.16%
556 - TECHNOLOGY SERVICE	470,240.39	51,835.20	109,634.80	308,770.39	65.66%
600 - MAINTENANCE/OPERATIONS	2,386,892.67	581,499.58	487,928.18	1,317,464.91	55.20%
700 - STUDENT ACTIVITIES	268,475.80	0.00	19,321.98	249,153.82	92.80%
900 - FUND TRANSFERS	151,000.00	0.00	0.00	151,000.00	100.00%
<b>Report Total</b>	<b>22,057,629.00</b>	<b>1,156,252.13</b>	<b>3,536,110.47</b>	<b>17,365,266.40</b>	

**Revenue - Expenses Totals: 1,457,554.68**

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

Demographic / Enrollment (Headcount) Breakdown

As of 10/3/2022

	BES	KGH	BMS	SHS	PHS	RCH	Total
PK	11					0	11
KG	84					4	88
1	74					5	79
2		60				4	64
3		67				7	74
4		72				1	73
5		79				4	83
6			93			3	96
7			74			3	77
8			98			2	100
9				86	6	1	93
10				83	16	1	100
11				76	15	2	93
12				77	9	1	87
<b>Bldg Total</b>	<b>169</b>	<b>278</b>	<b>265</b>	<b>322</b>	<b>46</b>	<b>38</b>	<b>1118</b>

October 5, 2022

# Superintendent Report



**SITKA**  
SCHOOL DISTRICT  
DISCOVER | NURTURE | INSPIRE

A stylized, high-contrast black and white graphic of a face. The face has large, almond-shaped eyes with thick black outlines and a wide, open mouth showing a row of sharp, pointed teeth. The background is a solid dark gray. The text "Baranof Elementary" is centered over the face in a white, serif font.

# Baranof Elementary

# Assembly











**RAINY DAYS**



# ICE CREAM SOCIAL













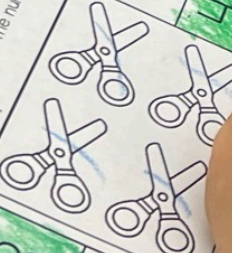

md Coppr  
The number to show how  
many each set of objects

3	4	5	5	1	2



# Count and Color

Directions: Count each set of objects.  
Dab or color the number to show how many.

3	4
	

5	3	2	1
			

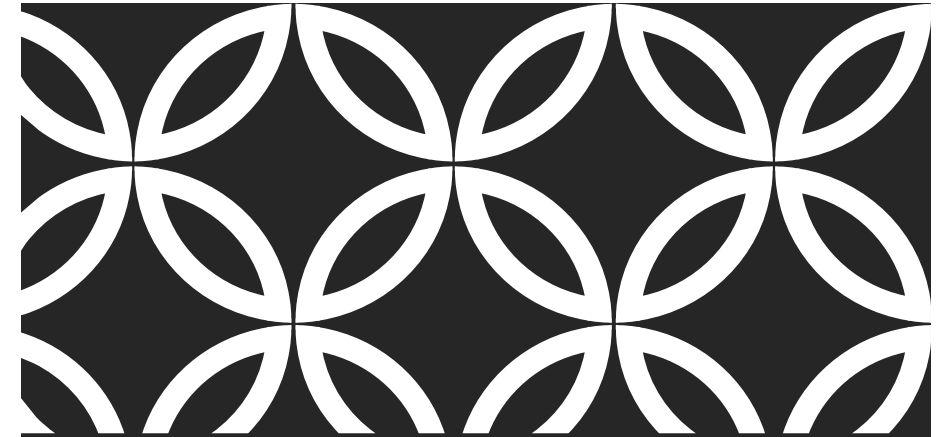






# KGH Highlights

October 2022



KGH Core Values

*Respectful,  
Responsible, Safe &  
Kind*

# Field Trips\*

- Boys Run I toowú klatseen
- 4H Club
- 2<sup>nd</sup> Grade Fortress of the Bear
- 4<sup>th</sup> Grade AK Day Field Trip



# Guest Presenters

*Simply Three* String Quartet

Eisenhower Dance Detroit

Fire Department Visit

VIDEO



# Pacific High School





# IN YOUR LUNCH

Today, October 5, 2020

Fresh from the garden:

Carrots



Beets

Kale



Garlic

Lettuce



Golden Potatoes

And Coho salmon caught  
by a local fisherman  
LUCKY US!!!!



Guest Chefs

# SHS CROSS COUNTRY 2022 REGION V CHAMPS

GOOD LUCK AT STATE THIS WEEKEND!

**GO WOLVES!!**



# SHS VOLLEYBALL @ GRACE TOURNEY THIS WEEKEND



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**SHS 1<sup>ST</sup> PLACE AT FIRST DDF MEET (MEHS – SEPT 16 & 17)  
NEXT @ METLAKATLA OCT 14 & 15**



# Sitka Swimmers Open Season in Ketchikan

By **GARLAND KENNEDY**  
Sentinel Sports Editor

Sitka High's young swim team kicked off the season with solid results at a meet in Ketchikan over the weekend. Though the team includes a large contingent of freshmen this year, the Wolves took home a number of first- and second-place finishes against several other teams from across Southeast.

In the 200 freestyle, senior Emma Gassman took first place in 2:04 on Friday. She followed that up by securing a first in the 50 free in 26.58 and in the 100 backstroke in 1:02 on Saturday.

She was particularly pleased with her backstroke race.

"The 100 back was really exciting. I went almost the time that I went at regionals last year, and that's pretty good to see early in the season," Gassman told the Sentinel.

So far, she thinks the season is going well, and appreciates getting to compete in a sport without significant COVID restrictions, for the first time since her freshman year.



# Statewide Assessments

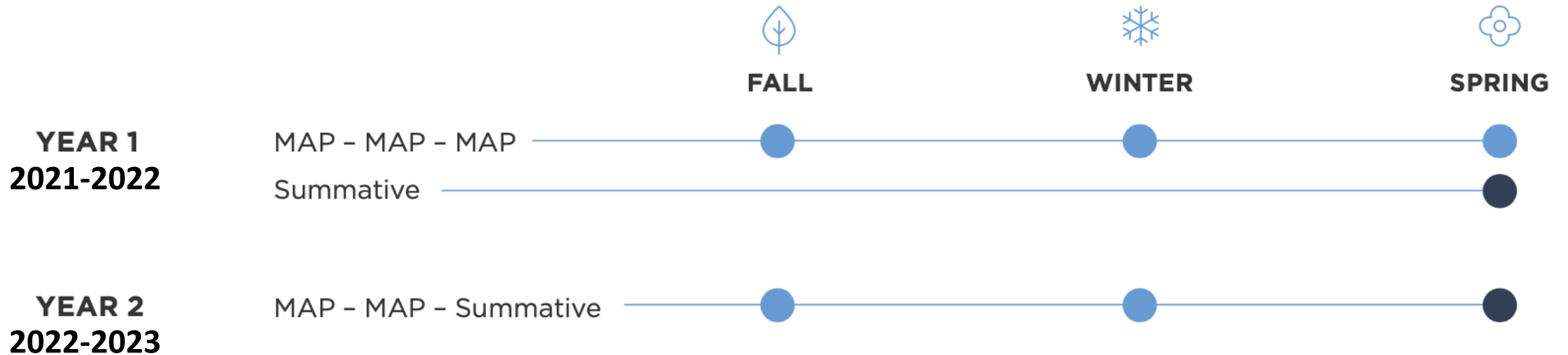


- **AK STAR bridges fall and winter interim (MAP growth) assessments with the spring, annual summative test.**
- **Grades:** 3–9
- **Content areas:** English language arts (ELA), mathematics
- **Initial implementation year:** 2021–2022

The logo for the Alaska Science Assessment features a dark blue silhouette of a mountain range. A small yellow star is positioned above the word "ALASKA". Below the mountains, the text "ALASKA SCIENCE ASSESSMENT" is written in a white, all-caps font.

ALASKA SCIENCE ASSESSMENT

# AK STAR Implementation Timeline





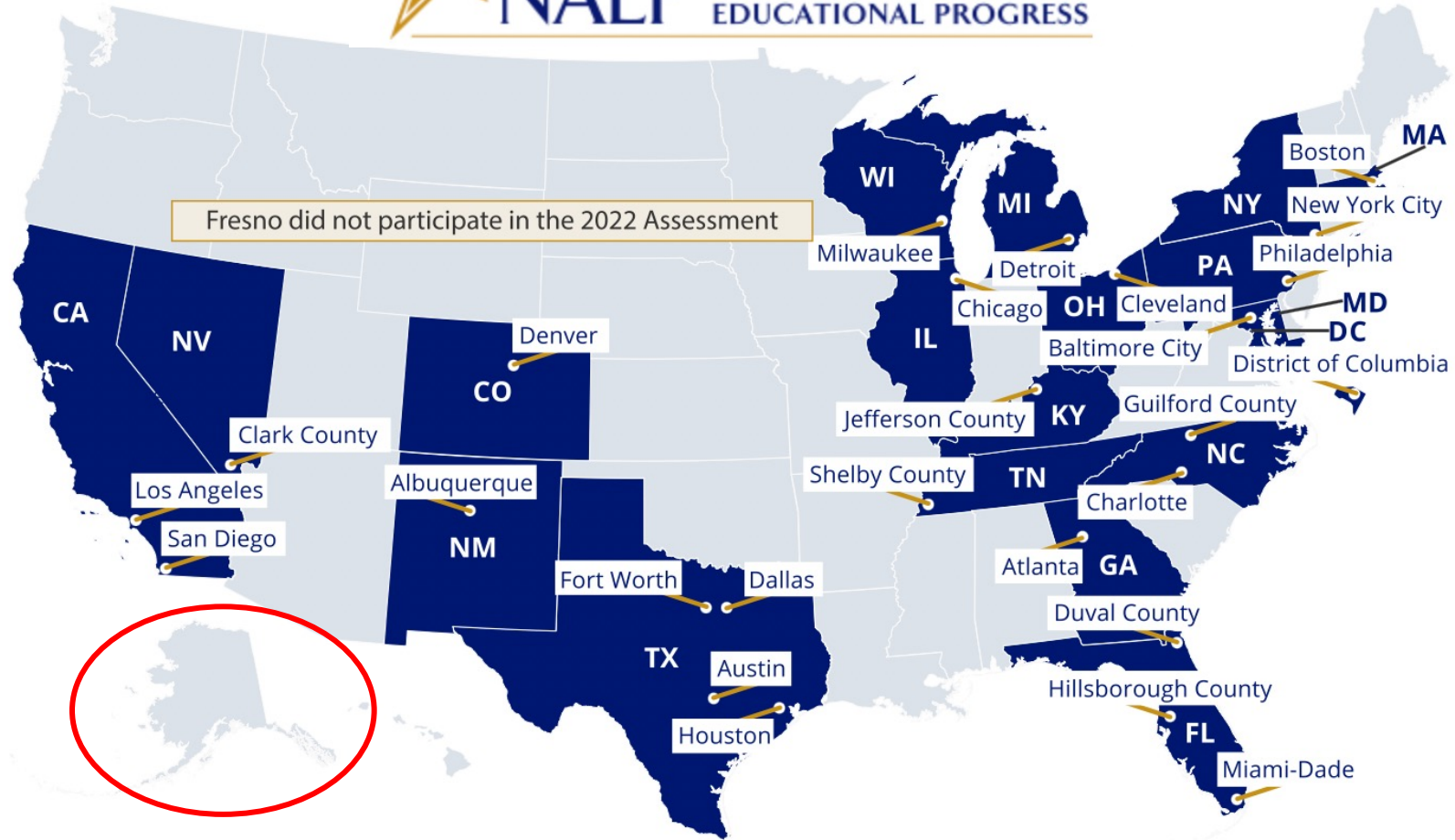
# AK STAR, AK Science Assessment, and NAEP

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## Reporting Timeline

- October 24
  - AK STAR and AK Science Assessment results released to districts
  - NAEP 2022 results posted
- November 10, published on state website:
  - AK STAR and AK Science Assessment results
  - DLM Alternate Assessment
  - WIDA ACCESS

Schools will distribute student reports to parents by December 9.



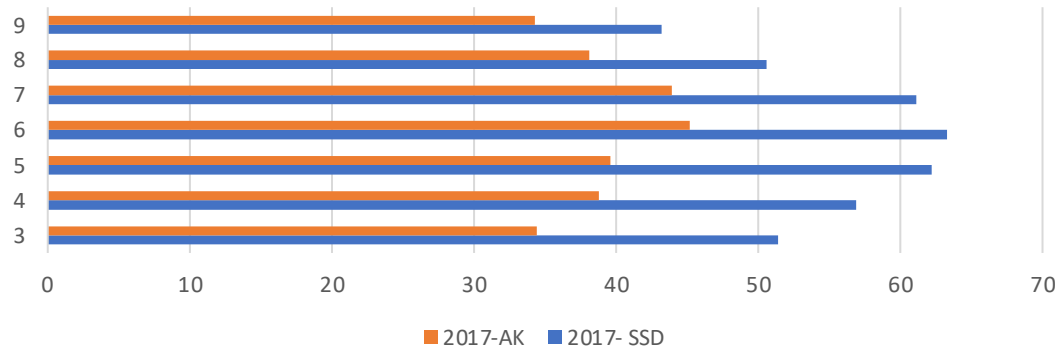
▲ District that joined in the selected assessment year.

■ State with participating district(s).

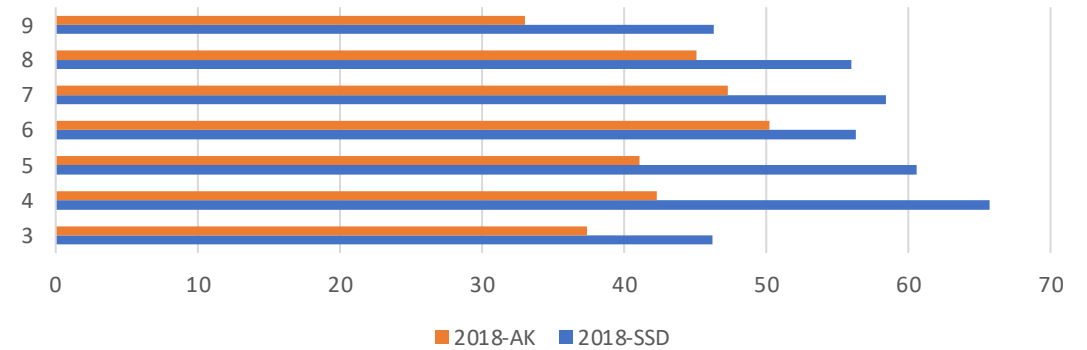
□ State with no participating district(s).

# SSD % Proficient Compared to State %

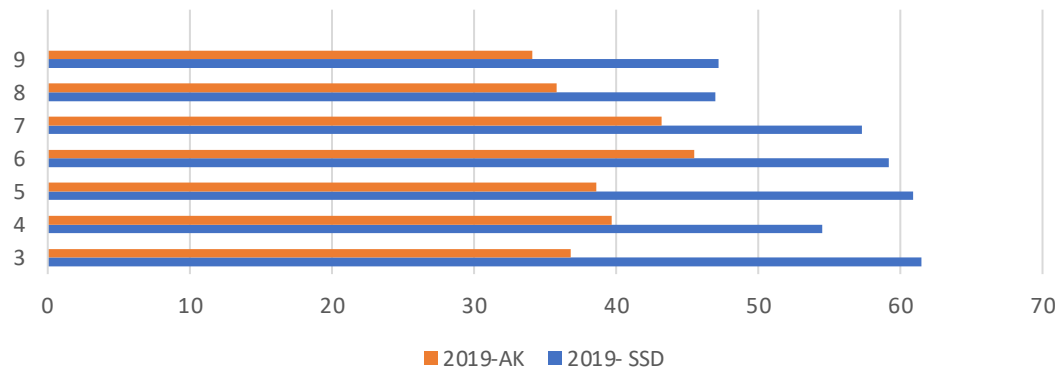
% Proficient- 2017 ELA



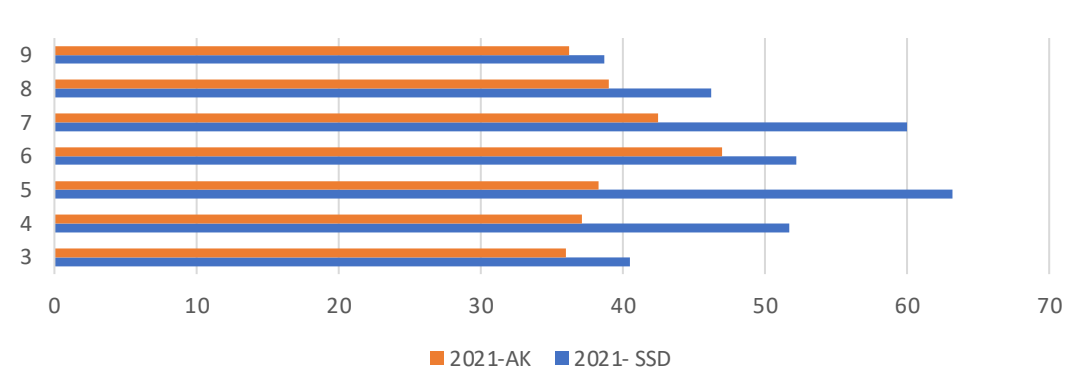
% Proficient- 2018 ELA



% Proficient- 2019 ELA

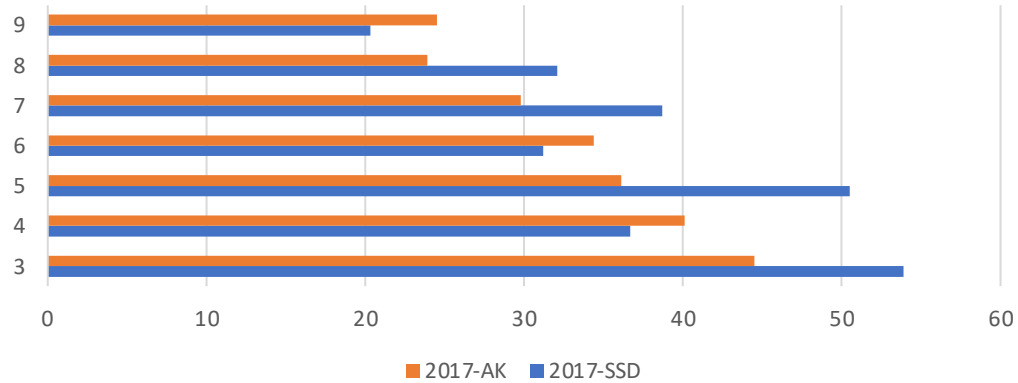


% Proficient-2021 ELA

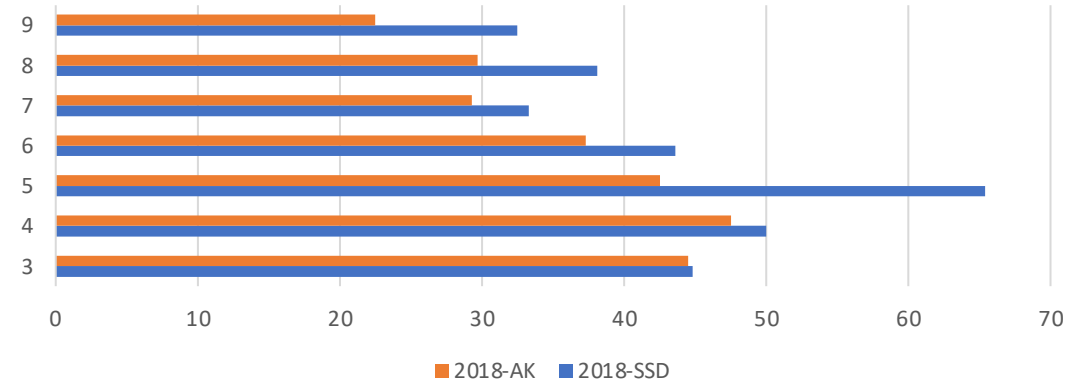


# SSD % Proficient Compared to State %

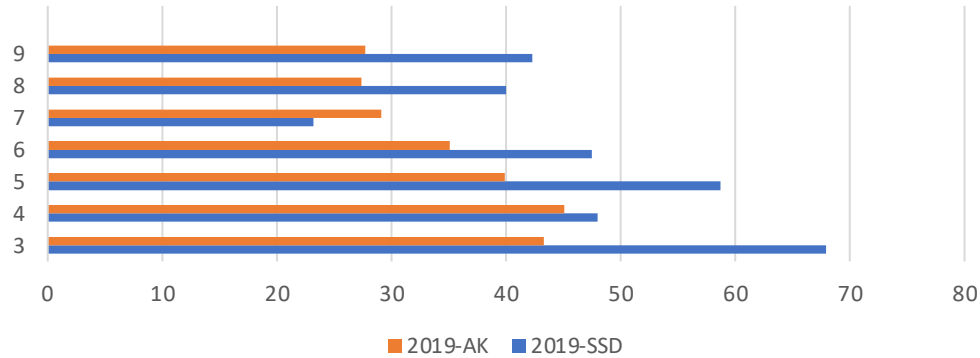
% Proficient- 2017 Math



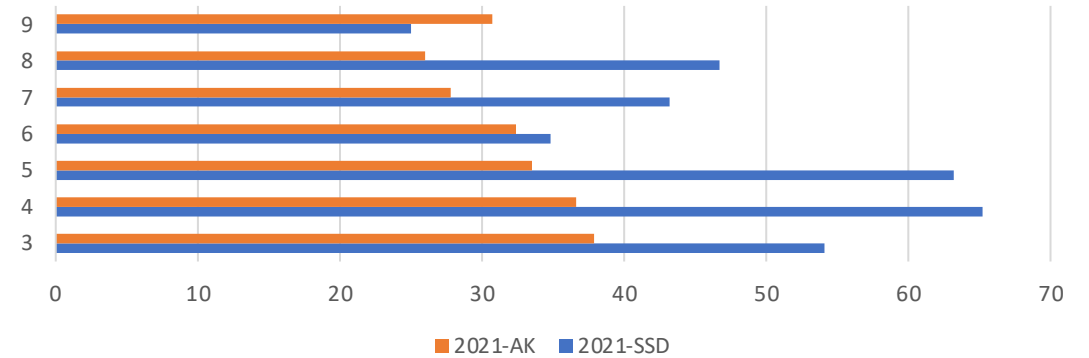
% Proficient- 2018 Math



% Proficient- 2019 Math



% Proficient- 2021 Math



# SSD Strategic Plan

## *Strategies*

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We will identify strategies to close learning gaps.

We will strengthen culturally responsive programming.

We will expand and strengthen partnerships.

We will produce a professional development/mentorship/induction program for SSD staff.

We will develop an internal and external district communication plan.

We will expand opportunities and remove participation barriers for students.

# SSD Maintenance Department Update



HEATING SYSTEMS AT BMS

## Canvas Information

Micro-Site  Lock  Follow

### PARENTS, WELCOME TO CANVAS!

A request parents shared during the SSD strategic planning process was that you wanted one, district-wide software application to monitor your students' academic progress, rather than different ones at different schools.

By parent request and for the first time, SSD now has one, single program where you can track grades, assignments, and academic progress for all your students.

Whether you have students in Baranof, Keet Gooshi Heen, REACH, Blatchley, Pacific, or Sitka High, you can now log in using **Canvas** to monitor your students' academic progress.

The parents and team who selected Canvas appreciated its ease of use and navigation, accessibility, and completeness of information. When you log in to Canvas, you're able to access lessons, assignments, class announcements, and grades. You can also message teachers directly from Canvas.



### QUICK LINKS

- [How to Create a Parent Canvas Account](#)
- [How to Find Your Child's Pairing Code](#)
- [How to Use Canvas as a Parent](#)
- [How to Set up Canvas on the Mobile Parent App](#)
- [Parent Canvas Login](#)
- [Student Canvas Login](#)

Setting up a Parent Account Copy link

### Setting up a Canvas Parent Account



Watch on  YouTube

BY INSTRUCTURE



Sitka Tribe of Alaska

5d · 🌐

# INDIGENOUS PEOPLES' DAY



Original art by Haida artist, Greg Frisby

## Schedule of Events

5 pm - Food Stalls and Artist Market open  
6 pm - Keynote Speaker address from  
Representative Mary Peltola  
6:30 pm - Alaska Native Dance Performance  
7 pm - Breakout Sessions to discuss the theme  
"Our Journey Forward"

Where: UAS Sitka Campus

When: Oct. 10 5pm - 8pm

Who: Everyone is welcome to join  
in the celebration!

Call: 907-747-7771 for more info

\*all children must be accompanied by an adult\*

# Announcements

- Early Release on Oct. 18 – Alaska Day
- SSD is looking for substitutes
- SSD ❤️ parent/guardian volunteers!  
Volunteer in your student's school, classroom, or on the playground. Call your school for information and to schedule a time.

