

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 4, 2023 | 5:45 PM | Sitka High School Library, 1000 Lake Street, Sitka, AK 99835

Proposed Agenda

1. **Recognitions - 5:45 - 6:00 p.m.**
 - 1.a. Haa Latseeni Students of the Month
 - 1.b. Keet Gooshi Heen - Blue Ribbon Schools Award
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 September 6, 2023
 - 6.b. Personnel Report
7. **Persons to be Heard**
 - 7.a. Persons to be Heard - Non-Agenda Items
 - 7.b. Persons to Be Heard - Agenda Items
8. **Special Reports: Government to Government**
9. **School Highlights - BES**
10. **Reports and Presentations**
 - 10.a. Sitka Sound Science Center - Rural CAP Grant
 - 10.b. ~~District Gifted/Talented Plan Update~~
 - 10.c. AK READS 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. PHS and SHS Out of State Travel Requests
14. **Future Agenda Items/Upcoming Events**
 - 14.a. October 13-14, 2023 - Annual School Board Retreat and Goal Setting with AASB - District Office Boardroom
 - 14.b. November 1, 2023 - Next Regular School Board Meeting - 5:45 p.m. SITKA HIGH SCHOOL LIBRARY

14.c. November 9-12, 2023 - Annual AASB Conference in Anchorage

15. 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 6, 2023 – 6:00 p.m.
Harrigan Centennial Hall

Sitka School District

Interim Superintendent: Steve Bradshaw

1. **RECOGNITIONS** SHS Lady Wolves Track and Field State Championship Team, Boys Track 4x800 1st Place Winners at State, and Cindy Duncan were recognized.

2. **CALL TO ORDER** The Sitka School Board meeting was called to order by Vice- President Todd Gebler at 6:00 p.m. at Harrigan Centennial Hall.

3. **FLAG SALUTE**

4. **LAND ACKNOWLEDGEMENT**

5. **ROLL CALL** Members present were Melonie Boord, Tristan Guevin, Dani Snyder, Tom Williams, Vice-President Todd Gebler, and Student Representative Felix Myers. The meeting was quorate.

6. **APPROVAL OF PROPOSED AGENDA AND CONSENT AGENDA** **Ms. Snyder** moved, and **Mr. Guevin** seconded to approve the proposed agenda and consent agenda, as presented. The motion **PASSED** unanimously.
 - **MINUTES FROM AUGUST 9, 2023**
 - **PERSONNEL REPORT**

7. **PERSONS TO BE HEARD** Mike Vieira, SEA President, introduced the SEA Executive Team: Joe Montagna, Vice-President, Jessica Keaveny, Secretary, and Jen Reid, Treasurer. Mr. Vieira expressed his appreciation for the work that Jared Williams is doing in the Maintenance Department. He notified the board that an official letter has been sent to Mr. Bradshaw to open negotiations between the union and SSD administration. He then informed the board that SEA represents 95% of certified staff, most of whom do not have Social Security or a pension. SEA is looking for creative ways to recruit and retain teachers.
 - **NON-AGENDA ITEMS**

Freddie Charbonneau – thanked the board for the support shown to SSD students by passing a resolution in opposition to HB 105.

8. SPECIAL REPORTS

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

- GOVERNMENT TO GOVERNMENT

9. SCHOOL HIGHLIGHTS – BMS

Ben White, Principal, and **Diana Fulton**, Vice-Principal updated the board on the start of school at Blatchley Middle School, saying it was the ‘smoothest start ever.’

10. BOARD MEMBER REPORTS

Tom Williams reported on attending the teachers’ first day opening session. He shared that he would be attending the childcare career pathways summit.

Felix Myers expressed appreciation to the board for allowing student voice on the board.

Dani Snyder shared that she is happy for the start of school. She had nothing else to report to the board.

Tristan Guevin visited Pacific High School and met with the student body to talk about student representation on the school board. He also shared his priorities as a school board member for the year, mainly the budget and transparency in the budget process.

Melonie Boord reported that the Baranof Renaming Committee would begin meeting soon. She also shared with the board about the September 29th Every Child Matters Day, “as a way to pay homage to children and families affected by Indian boarding schools in the US and Canada.”

Todd Gebler also commented about the beginning of school and the increased enthusiasm. He expressed concern about the lack of school board candidates in the upcoming municipal election. He stated that the board may not be able to be as visible as it would like to be because of the reduction in membership.

11. ADMINISTRATIVE REPORTS

A. BUDGET REPORT

Information was given to the board about August income and expenditures.

B. ENROLLMENT REPORT

The number of students in the district was reported at 1111.

C. SUPERINTENDENT
UPDATE

Interim Superintendent, Steve Bradshaw, read a text from Lisa Parody in praise of Student Representative, Felix Myers.

Mr. Bradshaw reported to the board that he has been working with the City of Sitka on an MOU for the Department of Parks and Recreation. He expressed his appreciation for the work done by the department and City Administrator, John Leach.

Mr. Bradshaw shared that he would be traveling to Juneau to attend the SERCC board meeting, and the state Superintendent Conference in Anchorage at the end of September.

Mr. Bradshaw spoke about the first day of school and all the preparation leading up to it. He thanked board member Tom Williams for attending the opening day assembly for staff. He said it is great to see former SSD students who are now teaching in the district.

Mr. Bradshaw expressed appreciation that five district staff members would attend the upcoming childcare career pathways summit, citing the critical status of childcare in the community.

12. NEW BUSINESS

A. INSERVICE DATE
CHANGE REQUEST

Mr. Williams moved, and **Mr. Guevin** seconded to approve rescheduling of the April inservice to April 12th.

Board Comment:

Ms. Boord asked if there were any negative implications to the date change.

Mr. Bradshaw responded that there are no negative implications to the date change. He recommended that the board approve the change and apologized to parents for making a change to the approved school calendar. He spoke about the number of students from other districts who would be at the high school for the music festival, and the benefit to holding an inservice concurrently so SSD students would not also be in the building that day.

Mr. Williams asked if the change would affect Parks and Recreation scheduling. Mr. Bradshaw stated that the district can designate days that the building would not be able to be used for Parks and Recreation activities.

The motion **PASSED** unanimously.

B. SPANISH TRIP TO GUATEMALA

Ms. Snyder moved, and **Mr. Guevin** seconded to approve Ariel Starbuck's request for an international study trip to Guatemala with students over Spring Break.

Board Comment:

Ms. Snyder asked Ms. Starbuck how many times she has taken students on an international study trip. Ms. Starbuck replied that she has taken students abroad 15 times. She said that about half of the student body are taking Spanish at the high school.

Ms. Boord asked if the trip is earlier than usual, and Ms. Starbuck stated that it is scheduled at Spring Break, which is when it is usually scheduled.

Mr. Williams asked about the number of participants, which was confirmed as no more than 18, plus chaperones.

Mr. Guevin asked how the cost is covered by students and families. Ms. Starbuck replied that some fundraising has been done in the past during the basketball tournament in December in the past, but raising the money is mostly left up to the students and families. She can offer two scholarships this year, and money in the past has been donated by the Coast Guard and STA.

The motion **PASSED** unanimously.

C. FUNDS FROM FY23 TRANSFERRED TO SHS ACTIVITIES FUND

Mr. Guevin moved, and **Mr. Williams** seconded to approve allocating \$132,000 from the FY23 budget to the SHS Activities Fund.

Public Comment:

Mike Vieira, SHS teacher, thanked the board for considering the motion and encouraged them to pass the motion.

Board Comment:

Mr. Guevin stated that he intends to move to table the motion to a later date, given that FY23 budget has not yet been closed out. He shared that he would like to see the complete student activities budget to know what is remaining in those funds, and to see what carryover is restricted or unrestricted. He would like to have a broader conversation about transparency.

Ms. Snyder stated that she felt there wasn't enough information to decide at this meeting.

Mr. Williams addressed the basic practices of accounting for the funds in the student activities accounts.

Mr. Gebler stated that he was glad this item was on the agenda but agreed that it would be best to wait until FY23 has closed out. He proposed to postpone the motion until a later date.

Ms. Boord agreed with the other board members about tabling the item until the board could see the student activities budget and FY23 is closed out.

Mr. Guevin moved, and **Ms. Snyder** seconded to table item 12c. to a future board meeting after the closeout of FY23 from the auditors.

Public Comment:

Sondra Lundvick, SHS Principal, spoke to the expense of student travel and the importance of the \$132,000 allocation from City of Sitka to fund student travel, especially since the funds from the Proposition 1 marijuana tax has not yet been received by the district.

Mike Viera, SHS teacher, shared with the board from his experience as a former SHS Activities Director. He stated that there are things in education that can be compared with traditional financial processes, and some that cannot. He gave the board perspective on the changing nature of funding student travel, and how activities are scheduled in the school year.

Board Comment:

Mr. Guevin looked at the FY23 budget and noted that there is not enough money in reserve to move the \$132,000 at this time. Once a final fund balance is determined, he believes the board will act on moving the money to the activities fund.

Mr. Williams questioned if there are enough funds in the account currently to carry on with activities and student travel, and at what point will funds run out and activities stop.

Ms. Boord asked if the motion was being tabled to also include having the activities budget available for the board to review, or would the motion to table need to be amended to include that.

The motion **PASSED** unanimously.

**D. SOUNDBOARD
UPGRADE FOR PAC
(\$50,000) AND
MATCHING GRANT
FUND (\$25,000)**

Ms. Snyder moved, and **Mr. Guevin** seconded to reimburse the Friends of the Performing Arts \$50,000 for the cost of a new soundboard for the PAC, and to provide the \$25,000 matching funds for the Rasmussen Foundation grant.

Public Comment: There was no public comment.

Board Comment:

Ms. Boord asked for more information on the agenda item.

Mr. Bradshaw informed the board that the funds in the special PAC account are leftover from when the PAC was built and can only be expended for the PAC. Those funds are not part of the district's General Fund. The nonprofit Friends of the Performing Arts fundraises for operating and replacement costs for the PAC. Additionally, he said the \$25,000 grant will only partially pay for the LED light upgrade. Mr. Bradshaw recommended that the board vote to reimburse Friends of the Performing Arts a total of \$75,000 from the approximate \$175,000 currently in the PAC special account.

Mr. Gebler commented that it seemed reasonable to reimburse Friends out of the special PAC account.

Mr. Guevin stated that he would be voting in favor of spending the \$75,000 of funds that are restricted for PAC use. He also indicated that passing the motion would be beneficial in the future when submitting grants to the Rasmussen Foundation.

Ms. Snyder expressed support of the motion in good faith to the Friends of Performing Arts.

Ms. Boord asked if the special PAC account needs to be spent by a certain date. Mr. Bradshaw responded, no. Following a roll call vote, the motion **PASSED**

**E. COACHING
STIPEND
INCREASE**

Mr. Guevin moved, and **Mr. Williams** seconded to approve the 2% coaching stipend increase.

Public Comment:

Mike Vieira commented that the 2% coaching stipend increase is in line with the 2% salary increase for teachers.

Board Comment:

Mr. Williams asked for details on how many coaches there are, and what the increases would amount to per coach for the season. Mr. Bradshaw replied there are 37 coaches, with the stipend increase ranging from \$40-\$90 for the season. Following a roll call vote, the motion **PASSED** unanimously.

F. INCREASE SUB PAY

Mr. Guevin moved, and **Ms. Boord** seconded a motion to increase the daily rate of pay for substitutes in the district to \$200/day for certified subs, and \$150/day for non-certified subs.

Public Comment: There was no public comment.

Board Comment: There was no board comment.

Following a roll call vote, the motion **PASSED** unanimously.

**G. COMPENSATION
TO INTERIM SUPT.
BRADSHAW**

Mr. Guevin moved, and **Ms. Snyder** seconded to compensate Mr. Bradshaw for two days' work in June, outside of his FY24 contract.

Public Comment: There was no public comment.

Board Comment:

Ms. Boord asked Mr. Bradshaw for which days he worked. Mr. Bradshaw responded that he did not keep close account of the time, but it was spent on interviews for positions in the district, budget issues, and preparing for union negotiations.

Following a roll call vote, the motion **PASSED** unanimously.

**H. APPROVAL TO
RENEW
SUNSETTING 2023
AASB
RESOLUTIONS**

Ms. Snyder moved, and **Mr. Guevin** seconded to approve renewal of the AASB 2023 Resolutions and Sunsetting Resolutions.

Public Comment: There was no public comment.

Board Comment:

Mr. Guevin expressed his appreciation for the work done by AASB.

The motion **PASSED** without opposition.

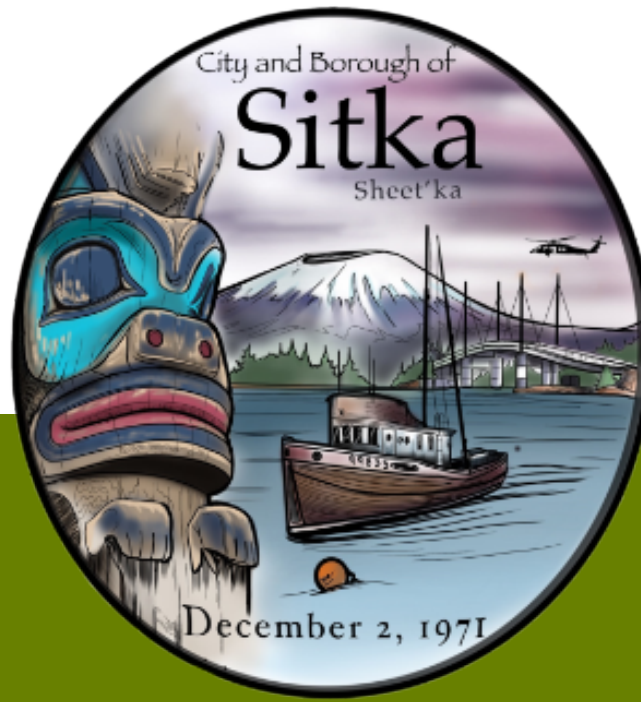
14. ADJOURNMENT

Ms. Snyder moved, and **Mr. Williams** seconded to adjourn the meeting at 9:20 p.m.

Sitka School District Personnel Report

as of 10/1/2023

Certified Employees Recommended for Employment		
Name	Current Position	Date Effective
Certified Employees Left Employment		
Name	Current Position	Date Effective
Classified Employees Recommended for Employment		
Name	Current Position	Date Effective
Erickson, Jeremy	Maintenance Tech	09/18/2023
Classified Employees Left Employment		
Name	Current Position	Date Effective
Classified Employees Changed Positions		
Name	Current Position	Date Effective



LAP SWIM

A literacy grant from RurAL CAP

LAP SWiM Grant Overview

- LAP SWiM is an acronym for Literacy AfterSchool Programs and Science With Math.
- Funded by RurAL CAP – Rural Alaska Community Action Program, Inc
Healthy People, Sustainable Communities, Vibrant Cultures
- Focus on literacy under the umbrella of “Thriving Communities”
- Sitka Sound Science Center (SSSC) submitted the grant proposal in collaboration with Barb Morse (CBS Parks and Rec) and Mindy Barry (Sitka School District, Keet Gooshi Heen). Both submitted letters of support.
- SSSC administers the grant.
- LAP SWiM funding is limited to just this school year, July 2023 – May 31, 2024.

What does LAP SWIM fund?

- SSD – Afterschool reading interventionist to meet Alaska Reads mandates.
- CBS, Parks and Rec – Out of school programs, clinics, workshops, classes, and events based on community interest.
- SSSC – Afterschool programs in the aquarium for youth and Science with Math program at Blatchley.

Partner	Personnel	Supplies
SSD	\$21,000 (KGH Reading interventionist)	\$2,250
Parks and Rec	\$22,000 (stipends and high school hourly salaries)	\$2,250
SSSC	\$34,000 (SSSC salary, afterschool educator, BMS teacher stipend)	\$12,800



LAP in the Aquarium

Mysteries of the Aquarium: free program on Wednesday afternoons meant for 4 – 6 grade youth who will explore math concepts in the aquarium. Topics include: Jellyfish heartrate, fractals, and more.

Telling Stories: free program on Thursday afternoons meant for upper elementary youth to develop understandings of the creatures in the aquarium and share through different story-telling techniques.

Fab Friday: free program on Friday afternoons for middle school youth to learn new skills in areas of adventurous, place-based science and technology.

SWiM

Science with Math

- Piloted in 2019 – 2022 with significant success in terms of test scores, student confidence, family enthusiasm
- Afterschool on Monday afternoons
- Invite only
- Each module is designed to extend foundational math concepts by engaging 7th grade students in hands-on science activities followed by related math challenges.
- Fall 2023 modules:

Measuring Fish – A Statistics Study

Intertidal Inventory – Rational Numbers

Whale Watching - Integers





Above and Beyond

- Programs to “fill in the gaps” for popular classes: Art, Gymnastics
- High School Program Assistants
- Professional Development in Math Teaching Methods for 4th and 5th Grade Teachers
- Transportation

Alaska Reads Act: Family Partnership

Alaska Department of Education and Early Development

Fall 2023



What is the Alaska Reads Act and how does it affect my child's education?



Alaska Reads
#akreads

An Excellent Education for Every Student Every Day

Alaska Department of Education & Early Development



What is the Alaska Reads Act?

PROVIDES GUIDANCE

Guidance is provided through the four major components of the Alaska Reads Act.

STRUCTURED BY COMPONENTS

The four components are: Department Reading Program, District Reading Intervention, Early Learning, and Virtual Education.

DIRECTS SUPPORT

The Alaska Reads Act provides direction to DEED/districts. DEED provides support & assistance to districts.

The Alaska Reads Act Law passed in Summer of 2022 with the goal of reading proficiency for each Alaskan student by grade three.

In every school district, there is a rule that says they have to provide special help for students who have difficulty with reading. This special help is called "intensive reading intervention services." These services are designed to help students become better readers by giving them extra support and opportunities to practice.



An example of intensive reading intervention services might be a program where students work one-on-one with a teacher. The teacher will help them learn new reading strategies or provides extra reading practice. Another example is having a small group of students who will meet with a reading specialist to improve their reading skills together.



Your school will use a literacy screener to assess for reading skills, including characteristics of dyslexia.

This screener will be given three times a school year and helps inform instruction.

When a child is having difficulty with reading, the school will notify the student's parent or guardian within 15 days and create an individual reading improvement plan with parents within 30 days.



Kindergarten-Second Grade Children

At the end of the school year, school staff must meet with the child's parent or guardian, prior to the last 45 calendar days of the school year, if the child is still having difficulty with reading.

Following the meeting, the parent or guardian decides on the next steps.



Third Grade Children

At the end of the school year a meeting will be held prior to the last 45 days of the school year, for third graders struggling with reading.

The child will not go to fourth grade unless the parent or guardian signs a waiver and agrees that the child will attend 20 hours of reading services during the summer between third and fourth grade.



How will I know how my child scored on the reading assessment?



Alaska Reads
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Your child will take this assessment 3 times a year. If your child has a score that places them in the benchmark or above benchmark range, their instruction will continue on without the need for intensive intervention.

Benchmark	MINIMAL RISK <20% chance of not achieving at/above 40th percentile	Core Support
Above Benchmark	NEGLIGIBLE RISK <10% chance of not achieving at/above 40th percentile	Core Support

Your child will take this assessment 3 times a year. If your child has a score that places them in the below benchmark or well below benchmark range, their reading instruction will change to better meet their reading needs.

Well Below
Benchmark

AT RISK

>20% chance of not achieving
at/above 20th percentile

Intensive Support
At risk for reading difficulties including dyslexia

Below
Benchmark

SOME RISK

>20% chance of not achieving
at/above 40th percentile

Strategic Support

Amplify Home Connect Letters

mCLASS Home Connect
1st Grade, Beginning of Year Assessment
ALLYSON TAYLOR

Barnet District Owen Elementary
Last assessment: September 13, 2019
Next assessment: December 2, 2019

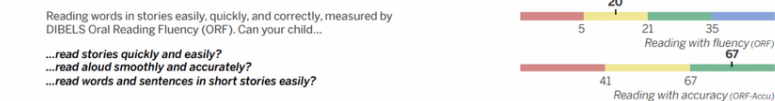
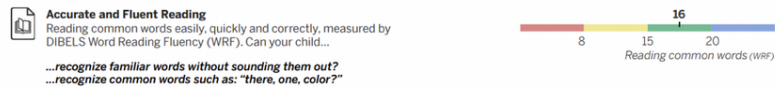
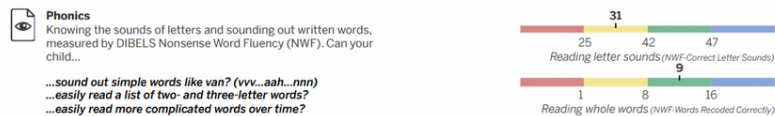
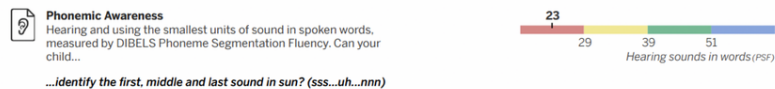
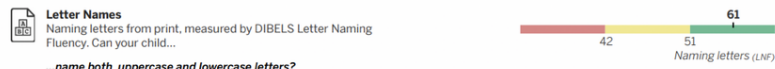
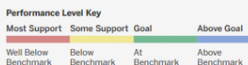
Why is ALLYSON being assessed?

The teachers and administrators at our school want ALLYSON to read successfully. As part of this commitment, we use DIBELS® 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates ALLYSON's performance on the literacy skills necessary to become a successful reader.

339 DIBELS Composite Score
Has Met Goal

What do the below assessments mean?

ALLYSON has met grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.



This score aligns with the information on the previous slide.

The school is required to screen your child and their reading skills, including characteristics of dyslexia, as required by the AK Reads Act.

Amplify Home Connect Letters

ALLYSON TAYLOR

1st Grade, Beginning of Year



Activities for ALLYSON

Even if you have just a few minutes each day, you may be surprised by how much you can help ALLYSON learn to read. Here are some activities we recommend based on ALLYSON's most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match ALLYSON's interests or to fit your schedule.

Where ALLYSON needs support



Phonemic Awareness

Hearing and using the smallest units of sound in spoken words

Find Specific Sounds

Have your child and other family members listen for words with a specific sound in family conversation or on television and radio programs, such as words that start with the s sound or that end with the k sound. Have your family members share their heard words and list them on a piece of paper.

Break the Words Apart

Help your child take spoken words apart and put them together. Have your child separate the sounds in simple three-letter words, listening for beginning, middle, and ending sounds. For example, pronounce *mom* as follows: *mm-o-mm*. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say *sh-ee-p* and your child says *sheep*.

Shopping for Sounds

As you and your child shop, have your child separate the sounds in the name of each item you put in your shopping basket, listening for beginning, middle, and ending sounds; for example, for a bag, your child would say *b-a-g*. Next, ask your child to blend sounds together to make a word. Say words one sound at a time; for example, you say *m-i-l-k* and your child says *milk*; you say *c-a-n* and your child says *can*.

We are working hard to ensure that ALLYSON development is on target for success, and we thank you for your efforts at home. Together, we will help ALLYSON become a successful reader.

For more activities, visit our Home Connect site: <https://www.mclass.amplify.com/homeconnect>

This document includes activities of how you can help your child at home. You will get this 3 times a year.

**My child scored low in
reading.
What happens next?**



Alaska Reads
#akreads

An Excellent Education for Every Student Every Day

The school will let you know if your child is below benchmark in their reading skills by providing a Parent Notification Letter.

In this letter, you will be invited to a meeting with the team that will be working with you to create a plan that will help your child reach their grade level benchmark.

Your school district may have a slightly different form that has been approved by DEED.



Parent Notification Letter



Student Individual Reading Improvement Plan (IRIP) Template

School:

District:

Address:

Phone Number:

The school shall notify parents of reading deficiency no later than 15 days after identification.

Student Individual Reading Improvement Plan must be implemented no later than 30 days after identification.

Each school district shall offer intensive reading intervention services to students in grades kindergarten through three who exhibit a reading deficiency to assist students in achieving reading proficiency at or above grade level by the end of grade three. Complete the following:

Student Name:	Grade:	School Year:
Student ID:	Classroom Teacher:	Parents/Guardians:
Date of Identified Reading Deficiency: <i>(Using the approved literacy screener)</i>	Date Parent/Guardian was Notified of Deficiency: <i>(Notified within 15 days of identification)</i> Written Notification _____ Oral Notification _____	Date Plan was Implemented: <i>(Implemented within 30 days of identification)</i>

Section 1. Considerations:

Does this student have an identified disability with goals specific to reading addressed in an Individual Education Plan (IEP)? <small>* A total of 10 progress monitoring updates to parents per year is required; collaboration with reading specialist is strongly encouraged.</small>	Yes	No
--	-----	----

Did this student score at the lowest level overall on the literacy screening tool? Identified as <i>Intensive Support</i> by mCLASS with DIBELS® 8th Edition (composite score) or below the 20 th national percentile on department approved alternative literacy screener.	Yes	No
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If yes, also complete Section 6.



Alaska Department of Education and Early Learning: Student Individual Reading Improvement Plan (IRIP) Template

May 2023



At this meeting, the team will discuss the child's reading scores and create an Individual Reading Improvement Plan.

Part of this plan will include reading interventions that the school will provide during the school day and if a child is well below benchmark, the school will also provide out of school reading support.



Student Individual Reading Improvement Plan (IRIP) Template

School:	<input type="text"/>	The school shall notify parents of reading deficiency no later than 15 days after identification.
District:	<input type="text"/>	
Address:	<input type="text"/>	Student Individual Reading Improvement Plan must be implemented no later than 30 days after identification.
Phone Number:	<input type="text"/>	

Each school district shall offer intensive reading intervention services to students in grades kindergarten through three who exhibit a reading deficiency to assist students in achieving reading proficiency at or above grade level by the end of grade three. Complete the following:

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Did this student score at the lowest level overall on the literacy screening tool? Identified as <i>Intensive Support</i> by mCLASS with DIBELS® 8th Edition (composite score) or below the 20 th national percentile on department approved alternative literacy screener.	Yes	No
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If yes, also complete Section 6.



Alaska Department of Education and Early Learning: Student Individual Reading Improvement Plan (IRIP) Template

May 2023



This plan will also consist of goals that the child is working on, how often their progress will be checked and the interventions that the school is putting in place to help the child make growth in their needed areas.

The school will communicate with parents a minimum of 10 times throughout the school year to update them about their child's reading and goals.



For more parent resources, please visit:

<https://education.alaska.gov/Alaska-Reading-Resources/parent-resources>



Alaska Reads

#akreads

An Excellent Education for Every Student Every Day

Demographic / Enrollment (Headcount) Breakdown

As of 10/2/2023

	BES	KGH	BMS	SHS	PHS	RCH	Total
PK	11					0	11
KG	72					11	83
1	74					4	78
2		74				6	80
3		57				4	61
4		71				4	75
5		73				2	75
6			83			1	84
7			90			6	96
8			74			2	76
9				96	14	0	110
10				82	7	1	90
11				84	13	3	100
12				72	10	4	86
Bldg Total	157	275	247	334	44	48	1105



ASA conference:

Deidre attended Wed – Saturday: highlights included, but not limited to:

- Legislative panel shared: Rebecca Himshoot and other members of the Senate and House Education committees shared a common goal; support education through funding. They will be fighting hard with us all.
- Social Emotional Learning: panel of experts shared resources, Ricky Roberts presented on Building Resilience: Trauma Informed Restorative Practices,
- Literacy Leadership: Brent Conway shared about revisiting systems based on the Science of Reading.
- Alaska Municipal League lead a discussion with District and Municipal Leadership; John Leech attended online. It's great to have the support we do from the City of Sitka.

Legislative updates:

If anyone is interested in following legislation throughout the year you can text “public education” to 52886 and you will receive updates regarding movement or conversation on education or education related bills.

Funding regarding the letter received from DEED:

- Impact aid – Sitka receives impact aid, which is federal funding for districts that have students or organizations that live on government land/buildings (Forest Service, HUD housing, Coast Guard, Tribal lands). It is to compensate for those students that reside on that land. Alaska is the only state in Alaska that reclaims 90% of those federal funds. To claim those funds, the state must meet what is called the disparity test. All the incoming revenue minus the exceptions (pupil transportation, capital projects, daycare, etc.) need to fall within 25% of the budget to make sure that the state has met that disparity test. This is to ensure equitable funding to other districts that may not be able to collect tax.
- There is a second consideration which is local contributions: Any special revenue funds (non-instructional activities) should not count toward this disparity test nor be included in the revenues for the disparity test.
- As you know Juneau School District received a letter from the DEED, as well as Sitka, and several other districts across the state questioning funds that would put into question if the state would be able to meet the disparity test. Juneau SD has worked hard to challenge the letter.
- **Hopeful news:** The state is looking for clarity regarding legal regulation and statute to define what is considered non-instructional (funding outside the cap). It sounds like these items will not count as instructional (otherwise referred to under or inside the cap) and will not count against us nor the disparity test. Example: Prop 2 on the ballot is for “directly or by paying debt service on the maintenance, repair, replacement, and/or construction of school building infrastructure”, meaning that it will not go toward the general operations and therefore not considered instructional. We will receive more information once the state has this finalized.

Professional Development:

- AK READS requirements for teachers: Some have already started their classes and a large portion are signing up as a cohort for this winter's session. Our CLSD (literacy) grant provides us the opportunity to pay extra duty stipends.
- MTSS (Multi-Tiered Systems of Support) refresh team spent a day together reviewing our systems of intervention for K-12 students. Sitka SD has many of those systems in place and has for a while. The team is focusing their attention on documenting those interventions for better follow through as students move from school to school. They will be attending the Response to Intervention (RTI) conference and the Reading Symposium. The state covers those costs.
- Early Release: This Friday is our tech training and schools are focusing on digital citizenship. Other early release Fridays, teachers have been meeting as teams to review student data, plan for literacy events, develop school improvement plans, and more. Collaborative time is commonly thought to be the most beneficial to teachers. We have been having conversations about how to capitalize on this and continue to build leadership in our teachers.
- Administration: Principals have been meeting every other week, looking at procedures and school needs and establishing priorities for the future. Our recent discussion on Tuesday included professional development as leaders. It's important for us to improve our leadership skills to continue growth in our schools and our student achievement.

Baranof Renaming Committee: This committee has met twice and established our process and timeline. You will be seeing a public service announcement soon with a simple announcement to watch for a survey to participate in. This committee has had good attendance with broad representation. The board policy and AR has really helped in establishing the process.

Community organization visits: Before Steve was out, he supported me in getting to know community members and staff by including me in conversations. Since then, I have visited Sitka Tribe of Alaska, the Police Department, UAS Sitka, City of Sitka offices, and met with Sitka Sound Science Center. We greatly appreciate the strong partnerships and support from various organizations and community members and hope to continue to build those relationships.

Subs and Staffing: The increase in substitute pay has increased our substitute pool. We have 5 or 6 new subs that have completed or are in the process of completing their new hire packets. Administration have discussed improving our on-boarding procedures to ensure their success. **We are still in need of filling 8 paraprofessional positions. Spread the word.**

September 5, 2023

Dear School Board,

Bridgette Reynolds (PHS STEM teacher and AISES *American Indian Science and Engineering Society* advisor) is asking for approval to participate in the AISES national conference in Spokane, WA October 19-21, 2023.

The entirety of this trip will be paid for by SEALASKA Heritage Institute including airfare, lodging, conference fees, and food. The group of students travelling will have participated in Bridgette's Computer Science in Sheet'ká I class during the first academic session and will be sharing their E-textiles button robe and Virtual Reality Lingít Village recreation of Back street Clan houses that they created in the course. The course was previously approved by the superintendent and an MOA was signed in Spring of 2023 through the Seeding Innovations grant, a joint program with AISES and the Kapor Center. This project supports the creation of culturally relative computer science curriculum in schools that serve Native students.

This will be the students' first time attending an AISES conference out of state, however we travelled to Juneau in April 2023 for the regional conference. The plan is to continue attending both regional and national AISES conferences and have students present engineering projects and/or scientific research.

Thank you for your consideration,

Bridgette Reynolds PHS STEM teacher



September 20, 2023

Sitka School Board,

Sitka High School is requesting permission for three students to travel out-of-state to attend the AISES (Advancing Indigenous People in Stem) National Conference in Spokane, Washington. Student travel for this conference is a continuation from the Spring 2023 SHS T.E.K. (Traditional Ecological Knowledge) class where students traveled to Juneau and presented a variety of projects. Three senior students from last year's cohort were chosen to present at this year's national conference. Travel would require students to depart Sitka on the morning of Tuesday, October 17, and return on Sunday, October 22, missing 3.5 days of school. All expenses will be paid through Sealaska Heritage Institute. SHI has rented three homes for students and chaperones that are traveling, and there will be a male and female chaperone at each house. Since our T.E.K. teacher, Ms. Woolsey, is currently out on leave, Sarah Tobey from the Sitka Sound Science Center would be chaperoning the SHS students.

The AISES National Conference has been held annually since 1978 and is an unparalleled opportunity to connect companies with over 2,500 Indigenous high school juniors and seniors, college and graduate students, educators, workforce professionals and corporate, government, private foundation, nonprofit, and tribal partners for professional development, networking opportunities, research presentations, workshops, awards, and traditional Indigenous cultural events. The National Conference hosts the largest college and career fair in Indian Country with many companies also hosting hiring events by conducting onsite interviews. Job seekers are provided interview coaching and resume development, as well as career planning and other skills necessary to be successful in today's job market. For students considering college or graduate school, resources are provided to assist in financial planning, applying to college or graduate school, as well as information on the many STEM majors and careers available. AISES members and attendees from the U.S. and Canada make connections and they find the resources and services to advice and advance their academic studies and careers.

This would be a tremendous experience for our students, and we would like to thank Sealaska Heritage Institute and the Sitka Sound Science Center for offering and supporting this opportunity.

Thank you for your consideration,

Sondra Lundvick
Principal, Sitka High School