

**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, November 5, 2025 | 5:45 PM | Sitka High School Library, 1000 Lake Street, Sitka, AK**  
**99835**

### ***Proposed Agenda***

1. **Recognitions**
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 October 1, 2025
  - 6.b. October 14th Policy Committee Meeting Recap
  - 6.c. Minutes from October 15, 2025 Special Meeting
  - 6.d. Personnel Report
  - 6.e. REMOVE AR 6182 Home School Correspondence Program
  - 6.f. REMOVE E 6182 REACH Homeschool Program Policies and Procedures Handbook
7. **Persons to be Heard**
8. **Special Reports: Government to Government**
9. **School Highlights - PHS**
10. **Board Member Reports**
11. **Superintendent Report**
12. **New Business**
  - 12.a. Approve Annual Priorities for the School Board
  - 12.b. Approve Board's Annual Priorities for the District
13. **Future Agenda Items/Upcoming Events**
  - 13.a. November 13-16, 2025 AASB Annual Conference, Anchorage
  - 13.b. November 19, 2025 - Policy Committee | 5:00 p.m. | District Office Boardroom
  - 13.c. December 3, 2025 - Next Regular School Board Meeting | 5:45 p.m. | Harrigan Centennial Hall
14. **Final Comments from the Public**
15. **Final Comments from the Board**
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.

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

**Note:** The School Board reserves the right to go into executive session as and to the extent permitted by AS 44.62.310 and Board Bylaw 9321. An executive session may be called to consider the following subjects: (1) matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the District; (2) subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential; and (4) matters involving consideration of government records that by law are not subject to public disclosure. The motion to go into executive session must clearly specify the subject of the proposed session without defeating the purpose of addressing the subject in executive session.

**SITKA SCHOOL BOARD MEETING**

**October 1, 2025 – 6:00 p.m.**

**Sitka High School Library**

**Sitka School District**

*Superintendent: Dr. Deidre Jenson*

1. **RECOGNITIONS**

Haa Latseeni Students of the Month:  
XTS: Mayla Dill  
KGH: Amber Blumer  
BMS: Walden Murphy  
SHS: Justin Hames  
PHS: Marly Kaylor-Esser
2. **CALL TO ORDER**

The meeting was called to order at 6:00 p.m. by School Board President Phil Burdick in the Sitka High School Library.
3. **FLAG SALUTE**
4. **LAND ACKNOWLEDGMENT**
5. **ROLL CALL**

In attendance were board members Paul Rioux, Amanda Williams, Tom Williams, President Phil Burdick, and Student Representative Francis Myers. Steve Morse was absent and excused. The meeting was quorate.
6. **APPROVAL OF THE PROPOSED AGENDA AND CONSENT AGENDA**

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

The motion PASSED without opposition.

  - a. **MINUTES FROM SEPTEMBER 3, 2025**
  - b. **SEPTEMBER 15<sup>TH</sup> POLICY COMMITTEE RECAP**
  - c. **PERSONNEL REPORT**
  - d. **REVISION TO BP 0000 CONCEPTS AND ROLES, SECOND READING**
  - e. **REVISION TO BP 5111 ADMISSION, SECOND READING**
7. **PERSONS TO BE HEARD**

Sitka High School Sophomore Danielle Nilo came before the board to invite them to the Barkadas (Filipino Culture Club) Salo-Salo event October 25<sup>th</sup>, in celebration of Filipino-American History Month.

8. **SPECIAL REPORTS: GOVERNMENT TO GOVERNMENT**

**Connor Dunlap**, City of Sitka Maintenance Superintendent, reported to the board on the current status of the local Capitol Improvement Projects.

9. **SCHOOL HIGHLIGHTS - XÓOTS ELEMENTARY SCHOOL**

**Joe Montagna and Jacquie Hedrick** shared school highlights from the first few weeks at Xóots Elementary School.

10. **REPORTS AND PRESENTATIONS**

a. **AASB GRANT PARTNERSHIP UPDATES: PROJECT TRANSFORM**

**Maressa Alrich**, AASB's Trauma-Engaged Schools Manager, gave a brief presentation to the board regarding the Project Transform grant partnership with SSD. Project Transform is currently being implemented in Keet Gooshi Heen and Blatchley Middle School.

b. **SSD GRANTS UPDATE**

**Superintendent Jenson** informed the board of grants the district has been awarded and are currently monitoring.

11. **BOARD MEMBER REPORTS**

**Mr. Myers** shared that seniors are applying for college and scholarships. Student council elections were held. Fall sports are underway.

**Ms. Williams** shared that she has been active on the policy committee and has been attending AASB's board member webinars. She will be attending the upcoming KGH SHIP (parent advisory committee) meeting.

**Mr. Rioux** also serves on the policy committee and has written some draft language for a board bylaw concerning board liaisons to the schools. He also attended the first tech committee meeting. Mr. Rioux attended the AASB Trauma-Informed Policy Day in Anchorage, looking at board policies through a trauma-informed lens. Model policies will be developed by AASB. Mr. Rioux shared that he has been contracted by AASB as a Board Development Services Consultant, assisting school boards around the state in onboarding new members.

**Mr. Williams** reported that he met with Principal Rogers at Sitka High School who shared that the new food service program is working very well.

**Mr. Burdick** also attended the AASB Trauma-Informed Policy Day, and revised a new model policy on Tribal consultation. Following the policy day, Mr. Burdick attended the AASB Fall

Boardsmanship Academy and received a lot of information, including legislative updates, the governor's priorities, AASB's priorities and resolutions. The board will be discussing its self-evaluation to set goals at the upcoming board retreat. Mr. Burdick thanked outgoing board member Steve Morse for his participation and service on the board.

## 12. SUPERINTENDENT REPORT

### a. ENROLLMENT UPDATE

**Superintendent Jenson** shared that there are 1052 students enrolled in the district, however, that number includes 20 PreK students, who the district does not receive funding for.

### b. BUDGET UPDATE

**Business Manager Kathryn Hollis-Buchanan** reported to the board on the month's income and expenditures. She shared that the auditors are finishing their report; she anticipated that there would be two findings which have already been resolved. Standard Operating Procedures continue to be developed and revised and are now posted on the district website.

### c. SUPERINTENDENT UPDATE

**Dr. Jenson** shared with the board a number of items, including:

- Professional development: SERRC provided traumatic brain injury and executive functioning training
- Food service – now fully staffed, good feedback from students and staff
- State school board of education passed a motion to take no action on local contributions at this time
- Governor Dunleavy vetoed the Reading incentive grant and CTE funding. The state legislature may take up these issues in its upcoming session

## 13. NEW BUSINESS

### a. REVISION TO FY 2026 BUDGET

**Mr. Williams** moved, and **Mr. Rioux** seconded to approve the FY26 budget revision, as presented.

There was no public comment on this agenda item.

Board comment:

**Mr. Williams** thanked Ms. Hollis-Buchanan for her hard work on preparing the budget revision. **Ms. Williams** asked for clarification on the increased revenue and the fund balance.

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

b. **APPROVAL OF THE 2025 AASB RESOLUTIONS**

**Mr. Rioux** moved, and **Mr. Williams** seconded to approve the AASB 2025 Resolutions and renew the sunseting resolutions as presented.

The motion PASSED without opposition.

c. **ARIEL STARBUCK – APPROVAL FOR SPRING BREAK TRIP**

**Mr. Rioux** moved, and **Mr. Williams** seconded to approve Ms. Starbuck's request for travel to Guatemala over spring break, as presented.

The motion PASSED without opposition.

14. **CORRESPONDENCE AND INFORMATION**

There was no separate packet for correspondence and information for this meeting.

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

- a. **OCTOBER 14, 2025 - POLICY COMMITTEE 5:00 PM – DISTRICT OFFICE BOARDROOM**
- b. **OCTOBER 15, 2025 - SPECIAL SCHOOL BOARD MEETING AND WORK SESSION 6:00 PM – DISTRICT OFFICE BOARDROOM**
- c. **OCTOBER 24-25, 2025 - AASB BOARD TRAINING AND GOAL SETTING**

16. **FINAL COMMENTS FROM THE PUBLIC**

There were no final comments from the public at this meeting.

17. **FINAL COMMENTS FROM THE BOARD**

There were no final comments from the board at this meeting.

18. **ADJOURNMENT**

**Mr. Williams** moved to adjourn the meeting at 8:01 p.m.

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Phil Burdick, President

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Tom Williams, Vice President

## Dawn Georgia

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**From:** Dawn Georgia  
**Sent:** Monday, October 20, 2025 3:07 PM  
**To:** Amanda Williams; Deidre Jenson; Diana Fulton; Nutting, Hillary; Jamie Eells; Jessica Keaveny; Jill Lecrone; Paul Rioux; Roxann Gagner; Ryan Haug  
**Cc:** Phil Burdick  
**Subject:** October 14th Meeting Recap

### In Attendance

Diana Fulton  
Deidre Jenson  
Jamie Eells  
Jill Lecrone  
Roxann Gagner  
Paul Rioux  
Jessica Keaveny  
Amanda Williams

Jamie Eells requested that the policy committee remove AR 6182 – Homeschool Correspondence Program and E 6182 – REACH Homeschool Program Policies and Procedures Handbook. The committee agreed.

- The AR and E require frequent updating and serve better as part of the REACH Handbook, rather than part of board policy.
- Removal of AR and E 6182 will appear in the consent agenda for the November 5<sup>th</sup> school board meeting.

The policy committee had discussions about:

- revisions to AR 5112.2 – Pediculosis (Head Lice). It was decided to wait until more staff feedback could be provided. The discussion will continue in November.
- BP 3290 – Gifts, Grants, and Bequests – the committee agreed to replace SSD’s BP with the Fairbanks BP. The committee will continue to discuss this as it establishes an SSD donor recognition plan.

Kat Richards appeared before the committee to inform them of recommended changes to the district’s policies around administering of medication. The committee will consider her recommendations at a future meeting.

A Doodle Poll was sent out for selecting the November meeting date.

### **Gunalchéesh!**

#### **Dawn Georgia**

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Sitka School District  
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**SITKA SCHOOL BOARD MEETING**

**October 15, 2025 – 6:00 p.m.**

**District Office Boardroom**

**Sitka School District**

*Superintendent: Dr. Deidre Jenson*

1. **ADMINISTER OATH OF OFFICE**     **Paul Rioux, Courtney Amundson, and Francis Myers** took the Oath of Office prior to the start of the meeting.
  
2. **CALL TO ORDER**     The meeting was called to order at 6:03 p.m. by President Phil Burdick.
  
3. **FLAG SALUTE**
  
4. **LAND ACKNOWLEDGMENT**
  
5. **ROLL CALL**     In attendance were board members Courtney Amundson, Paul Rioux, Amanda Williams, Tom Williams, President Phil Burdick, and Student Representative Francis Myers. The meeting was quorate.
  
6. **APPROVAL OF THE PROPOSED AGENDA**     **Mr. Williams** moved, and **Mr. Rioux** seconded to approve the proposed agenda, as presented.  
  
The motion PASSED without opposition.
  
7. **PERSONS TO BE HEARD**     **Freddie Charbonneau** welcomed the new board members and thanked them for their service.
  
8. **NEW BUSINESS**     The election of board officers was led by Superintendent Jenson until a new President was selected.  
  
    **School Board President:**  
  
    **Mr. Williams** made the motion to nominate **Mr. Burdick** to School Board President.  
  
    There were no further nominations.  
  
    **Mr. Rioux** moved to close nominations for the position of School Board President.

**Mr. Williams** moved, and **Ms. Williams** seconded to appoint **Phil Burdick** to the office of School Board President.

The motion PASSED without opposition. Mr. Burdick presided over the remainder of the meeting.

**School Board Vice President:**

**Mr. Rioux** made the motion to nominate **Mr. Williams** to School Board Vice President.

There were no further nominations.

**Mr. Burdick** moved to close nominations for the position of School Board Vice President.

**Mr. Rioux** moved, and **Ms. Williams** seconded to appoint **Tom Williams** to the office of School Board Vice President.

The motion PASSED without opposition.

**School Board Clerk:**

**Mr. Williams** made the motion to nominate **Mr. Rioux** to School Board Clerk.

There were no further nominations.

**Ms. Williams** moved to close nominations for the position of School Board Clerk.

**Ms. Williams** moved, and **Mr. Williams** seconded to appoint **Paul Rioux** to the office of School Board Clerk.

The motion PASSED without opposition.

**b. CODE OF ETHICS**

The school board read through BB 9271 – Code of Ethics.

**c. LIAISON ASSIGNMENTS**

The board self-selected school liaison assignments, as follows:

Ms. Amundson – XTS

Ms. Williams – KGH  
Mr. Burdick – BMS  
Mr. Williams – SHS  
Mr. Rioux – PHS

d. **NOMINATION OF PHIL  
BURDICK TO THE AASB  
BOARD OF DIRECTORS**

**Mr. Williams** moved, and **Mr. Rioux** seconded to nominate **Phil Burdick** for one of the open seats on AASB Board of Directors, and to cover the associated travel and lodging expenses.

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

9. **ADJOURNMENT**

**Mr. Williams** moved to adjourn the meeting at 6:27 p.m.

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Phil Burdick, President

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Paul Rioux, Clerk

# Sitka School District Personnel Report

as of 11/1/2025

<b>Certified Employees Recommended for Employment</b>		
Name	Current Position	Date Effective
Shannon Elmquist	KGH SPED Teacher	TBA
<b>Certified Employees Left Employment</b>		
Name	Current Position	Date Effective
<b>Classified Employees Recommended for Employment</b>		
Name	Current Position	Date Effective
Julie Skordahl	XTS Secretary	11/03/2025
Samantha Martin	XTS SPED Paraprofessional	10/13/2025
Karen Ross	Food Service	10/13/2025
Terrance Andrews	BMS Paraprofessiona	10/15/2025
<b>Classified Employees Left Employment</b>		
Name	Current Position	Date Effective
<b>Classified Employees Changed Positions</b>		
Name	Current Position	Date Effective
Larissa Nellis	XTS Para to Ventures Coordinator	09/26/2025

## AR 6182 HOME SCHOOL CORRESPONDENCE PROGRAM

### REACH

Respecting Educational Alternatives & Choices in Homeschooling

#### HOMESCHOOL / CORRESPONDENCE PROGRAM

#### **Policies and Procedures Handbook**

(updated 4.24.17)

#### **Enrollment Requirements:**

- Must live in Sitka (Proof of residency may be required: AK Driver's license and a voter's registration card.)
- Sign a verification that student is not enrolled in any other public school in the State of Alaska.
- Take any assessment required by the Alaska Department of Education and Early Development for public school students.
- Participate in an initial planning meeting and complete these forms:
  - » Educational Learning Plan\* (ELP) see below **Due September 15**
  - » (4) Progress reports due October, January, March, and May.
- On months when progress reports or ELP's are not due, the REACH office will contact the family for an update (Nov., Dec., Feb., and Apr.)
- \$50.00 enrollment fee is required for each family at the beginning of initial enrollment. This fee is carried over until the student withdraws. This allows parents to borrow materials from the lending library. This enrollment fee is refundable when all materials are returned.

#### **Education Learning Plan (ELP):**

The ELP must be in place at the beginning of the school year and may be written either by the parent or with assistance from the REACH teacher. ELP's may be written at the initial planning meeting. ELP's must provide for a course of study for the appropriate grade level consistent with state and district standards and be specific in order to reflect the needs of the activities and materials being reimbursed. ELP's may be amended at any time. An ELP must have an on-going assessment plan that includes statewide assessments required for public schools under [AS 14.03.123\(f\)](#).

#### **Allotments:**

- **Allotments:** Parents/Guardians are allocated a specific amount of money to spend on curriculum materials that support the student's Educational Learning Plan (ELP). Allocated funds may be used to support a variety of activities related

to the child's ELP, as well as educational materials. Possible activities may include ballet, community schools' activities, swimming lessons, or music lessons. On-line courses and advisory services, which may be a part of purchased curriculum (example: Calvert and other approved curriculums like these have optional advisory services which offer additional support for the parent/student) are also options for allotment funds. All student activities should be outlined in the student's ELP. Non- consumable items from the lending library may be used without charge.

Used curriculum materials may be purchased at a reduced price (as available). Family accounts will be charged for consumed items from supply shelves. Tutoring is available for reimbursement, as long as service is *not* provided by a private school and is not a close relative of the student.

Parents must designate on the ELP, the tutored courses along with the tutor's name. Tutors must be pre-approved by the REACH office.

**Allotment Allocations:** Our allotments for full time (all classes with REACH) students are:

K-5 = \$1600  
6-8 = \$1800  
9-12 = \$2000

Partial enrollment allotments are available depending on the number of courses in which a student is enrolled. Partial allotment amounts can be determined by contacting the REACH office. Partial enrollment allotments may not be based on the amounts listed above and are determined on a case by case basis.

Per state requirements, allotment allocations may not be used to pay a family member for services (lessons, tutoring, or classes). Family members include: student's spouse, guardian, parent, step-parent, sibling, step-sibling, grandparent, step-grandparent, child, uncle or aunt.

To be eligible for full funding a student must enroll before September 30.

If an enrolled student withdraws before the end of the year, allotment funds will be pro-rated according to the number of days enrolled.

**Allotment Disbursements/Requirements:**

» Allotments are specifically assigned to a given student. (i.e. more than one student's allotment may not be combined.)

» Disbursements: **1/3** of the yearly allotment will be allocated at the beginning of the school year at the time the ELP is turned into the

homeschool office (due by **September 15**); the second **1/3** of the allotment is available after the first Progress Report is submitted in **October**; the last **1/3** of the allotment is available in **January**, after the second Progress Report is submitted.

Allotment funds may be used for activities that will be occurring in the summer, but may not be used to pre-pay activities for the up-coming school year.

If enrollment registration has been completed in the spring for the next fall and the Educational Learning Plan (ELP) has been turned in, activities reflected on the ELP, which occur after July 1, may be reimbursed.

### **Curriculum:**

**Curriculum material** shall be of the same quality offered by the district in all other programs and are in compliance with [AS 14.18.060](#).

[AS 14.03.090](#) states: Partisan, sectarian or denominational doctrines are prohibited with regards to use of public school funding. Therefore, curricular materials purchased by REACH must be neutral in religious perspective. (While REACH values a parent's choice in creating a complete education for their child, state law prohibits us from providing funding for religious materials/curriculum.) Additionally, courses purchased by parents that are religious in nature cannot count towards the Department of Education and Early Development's (EED) FTE calculation. EED guidelines require that at least 50% of REACH-supported coursework be in a core curricular area (i.e. math, English, social studies, science). Funding is based on the state guidelines with four courses constituting full-time enrollment.

Materials **that are re-usable** are the property of the REACH program and should be either returned when parents are no longer using them or when the student withdraws. These materials will be placed in the lending library.

**Ordering Procedures:** Materials may be purchased from a previously approved vendor list (a list is available on the REACH website) or from other vendors with approval from the REACH teacher. Materials must be approved as being a part of the student's ELP. Unfamiliar materials may need to be previewed by REACH teacher or Administration for purchase with allotted funds. Orders should be submitted to the REACH office for approval and then will be handled using the regular purchase order procedure. Allow 6-8 weeks for materials purchased through our office to arrive.

**Purchase order forms must be turned into the REACH office by March 30.**

**Reimbursement Procedures:** Parents may purchase materials directly from the approved vendors and submit receipts for reimbursement. Please follow the following guidelines:

\*Quarterly progress reports must be turned in before reimbursements can be distributed.

\*Prior approval is required and ensures timely and accurate reimbursement.

\*It is the responsibility of the parent/guardian to submit a list of specific materials that accurately reflect the student's ELP and which are neutral in religious perspective. Parents should list materials that they plan to purchase on a reimbursement form, or they may fill out the ordering form from the catalog and copy that for the REACH office. After receiving materials, parents should keep all original receipts/invoices and turn these into the REACH office along with the signed reimbursement form or catalog order form.

\*With multiple students in a family, *please group each student's expenditures*

\*Reimbursement for sales tax and internet fees are not allowed. See the REACH office if you have questions on this topic.

\*Reimbursements may take up to 30 days to process.

**All reimbursement forms must be turned into the REACH office by April 30, along with original receipts.**

### **General:**

**Immunizations/Birth Certificates:** All State of Alaska guidelines for immunizations apply to REACH students. Waivers for religious reasons are available. Birth certificates are required for all Kindergartners, First Graders, and any student new to the district. Kindergartners must be 5 years old by Sept. 1.

**Enrollment Period:** Students may enroll in the REACH program through the Alaska Department of Education and Early Development count period (September 30) to be guaranteed an allotment. Families, who move into the Sitka School District after September 30, may enroll, but may only be able to borrow materials from the lending library. Enrollment after Sept. 30 and any other financial support is by permission of the Superintendent of Schools.

### **Deposits/Fees:**

**Enrollment Deposit:** A \$50.00 refundable deposit is due upon enrollment and **is required** per family for REACH enrollment. (A sliding scale for financial hardship is available.) This deposit is refundable when materials

are returned and coursework is completed. This guideline includes single course enrollments.

**Computer for Loan Deposit:** The REACH office has a limited number of Windows laptop computers available for check-out. These lending library computers are available for a \$100.00 deposit. Computers should be returned in good working order. Any damage sustained, will result in a loss of deposit and possibly the replacement costs depending on the nature and extent of the damage/loss. (See attached Computer Reimbursement Form and Tech Device Reimbursement Contract)

**Private School Enrollment:** State Law allows students who are enrolled in a private school, to also enroll in REACH and receive supplemental assistance as needed. Students may not enroll for the same course with REACH and the private school. Private school tuition is not eligible for reimbursement.

"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." [Alaska Const. art. VII, § 1](#)

Example: Math and Science at private school paid by parents. Parent may choose to enroll in REACH for Social Studies, Language Arts, PE, and Art. This would work because at least 50% of coursework is in a core subject area and they are not the same classes as student is taking at private school. Contact REACH about these situations.

**Contact:**

- a. An **Initial Planning Meeting** is required to go over each student's Educational Learning Plan (ELP). At this time a list of curriculum materials and resources may be identified and approved by the REACH teacher. Curriculum material needs must be reflected in the ELP. It will be the parent's responsibility to complete this list on an ordering form following ordering procedures on (See #6 Ordering Procedures):
- b. **Regular Contact Meetings** are held depending on grade level of the student as outlined below:

K-9 grade parents:

- ELP's Due Sept. 15 or at time of enrollment, if after Sept. 15.
- Progress Reports and work samples Due: Oct. Dec., Mar., and May.
- Monthly Update by phone or email and initiated by REACH office Nov., Jan., Feb., Apr.

9-12 grade students/parents will meet at least weekly\*.

- ELP's Due Sept. 15 or at time of enrollment, if after Sept. 15.
- High school students and/or parents give updates on their progress and test in our office weekly. They may also be required to submitted hours weekly as well.

*\*"AT-RISK" students may be required to meet more frequently.*

A REACH teacher is available to team with parents in meeting their child's educational needs. Parents may choose to check in by phone, e-mail, by form, or in person.

### **Cumulative Records:**

1.) The REACH office will keep all student records including tests, ELP's, specific work samples along with progress report summaries (4 for the year). Parents may review cumulative files at any time. Cumulative folders are considered confidential. Yearly portfolios are kept on each student and should include:

2.) Portfolio Requirements:

Work Samples are due for each subject each quarter. Each progress report should have work samples attached for each subject. Work samples may include photos or photocopies of work or projects, specific workbook pages, or written work. A student's summary of completed assignments or journal entry is also acceptable.

### **Assessments/Screenings:**

Students are expected to take part in state mandated district assessments, which include:

- Kindergarten Development Profile
- Performance Evaluation for Alaska's Schools (PEAKS): English Language Arts and Math for students in grades 3-10 Science for students in grades 4, 8, and 10

**Progress Reports** (including work samples) are required of all K-12 students. (See also Portfolio Requirements above) and are due: **October, December, March, and May**

**Special Needs - Locating and Identifying Exceptional Children:**

Participants are encouraged to take advantage of all early screening tests in their district of residence. These are available for all pre-school aged children free of charge.

During initial contact with parents, discussion of the child's strengths and weaknesses will take place. REACH teacher will share suggestions and ways of working with the student to help with any deficit or strength area(s). If a concern is apparent or the child's learning needs are unable to be addressed without supplemental support, additional testing may be an option, which will likely involve working with a variety of Sitka School District staff.

Students who are certified as needing a special program (special needs or enrichment students) will be enrolled in Home School/Correspondence only if an IEP Team makes provisions for such services. Testing and placement must be done through the regular educational programs of the District. Members of the IEP Team will be comprised of individuals according to state special education law.

The steps for serving a student with special needs include:

- . Initial contact and discussion with the parent (as outlined above). This may include initial screening by a Sitka School District Special Education teacher. If a referral is deemed necessary, the Sitka School District will take the following steps:
  - a. Contact with a teacher who last worked with the student (if any).
  - b. A team will be formed (including, but not limited to: parent(s), REACH teacher, special education representative from Sitka, and a school district administrator.) This team will advise the parent in regard to homeschooling including interpreting test data, etc. The final decision to homeschool will be the parents.
  - c. The Sitka School District's Special Education Coordinator is available to make recommendations about needed accommodations and or services.
  - d. It is the parent's job to make sure students who receive special education services are brought to the proper location for these services. Services are usually provided at a Sitka School District school.

. **Extra-Curricular/Co-Curricular Activities:** Homeschool/Correspondence students who reside in Sitka may participate in extracurricular and co-curricular activities at Blatchley Middle School with permission by administration. Participation in extracurricular activities at the high school level is limited to students who are enrolled in at least 4 semester credits either through the REACH homeschool program, Sitka High School, or Pacific High (university classes may be used provided the transfer credit ensures the 4 semester credit minimum). Participation in extra-curricular activities at Keet Gooshi Heen and Baranof Elementary Schools will be determined on an individual basis and with permission by each school's administration.

Students participating in extra-curricular activities at Sitka High, and who are taking a REACH class, must be passing their REACH course(s) to be cleared at eligibility checks.

Extra-Curricular activities include: sports, drama & debate, academic decathlon, etc.

Co-Curricular activities include: school plays, music festival, spelling bees, geography bees, etc.

- . **Inner-Sitka Transfers:** Students currently enrolled in Sitka's educational programs (Baranof, Keet Gooshi Heen, Blatchley Middle School, Sitka High School, Pacific High) **may be allowed** to transfer to the REACH program with permission from REACH principal and the school principal. Parents are responsible for the cost of any curriculum which is needed if enrollment is after September 30. Alternatives to this policy will be considered on an individual basis and approved by the Superintendent of Schools.
- . **Students who are officially expelled** from the Sitka School District will not be allowed to enroll in the REACH program. Prior to an expulsion, REACH Home School/Correspondence may be offered as an alternative to expulsion, but only at the discretion of the administration, REACH teacher and with direct supervision by the parent/guardian.
- . **Notification of plans to withdraw** for any reason, including transferring to a different Sitka public school or moving out of the Sitka School District need to be shared with the REACH office. Materials borrowed from REACH need to be returned. Deposit(s) will be refunded as soon as possible. Cost of materials that are lost or damaged will be deducted from the deposit refunded. Materials that are re-usable are the property of the REACH program. All records will remain in our office until a request is made from another school. Parents agree that any materials purchased with REACH funds, must be returned to the REACH office following the withdrawal of student.
- . **Input:** Comment forms for parent/student feedback regarding the REACH Program/staff are available in the REACH office, at the Superintendent's office, or online at [www.sitkaschools.org](http://www.sitkaschools.org)

### **General Information Specific to Middle School and High School:**

- . **Full-time Plus Enrollment:** Any special circumstance under which a student is allowed to enroll in a REACH Homeschool/Correspondence course(s) (in addition to his/her full-time status at the middle school or a high school) requires prior approval of the REACH office and/or principal, or superintendent. The cost of full-time plus enrollment will be the price of all necessary materials for the specific course the student has chosen and a \$50.00 per class tuition fee. These fees will be paid prior to receiving materials and beginning the course. (Waivers may be granted at the discretion of the administration.)

**Full-time/Part-time Enrollment:** Students enrolled in the REACH program for the majority (50% or more) of their coursework **may** enroll as part-time students in the regular education programs of the Sitka District, as well. However, students enrolled in the regular education programs of the District for the majority of their course work may not enroll as part-time students in the REACH program unless they have received special permission from the principal and/or counseling office at that school. In both circumstances, prior approval by the administration of both programs is required.

Students approved for single class enrollment through the REACH program must pay the fees associated for that class. This includes materials cost, \$50.00 per course tuition through the REACH office, and a \$50.00 refundable deposit. Exceptions to the tuition and deposit are available for students who are wishing to study math in a way different than offered at Sitka High School, seniors who need a specific class to meet graduation requirements and transfer students who experience a hardship due to missing the US History rotation at Sitka High School. Administration approval may be required.

**High School Work:** High School students should complete all lesson work at home. Lessons will be graded by the parent/supervisor. Scores for lessons completed prior to each test should be given to the REACH office. Tests and finals will be taken in the REACH office. A certified, highly-qualified teacher will grade and evaluate final tests.

All scores for classes must be submitted by the advertised deadline. No classes will be allowed to carry over from one school year to the next without special permission.

Seniors will be expected to complete the class 2 weeks prior to semester's end, to meet deadlines for class rankings.

**NOTE:** Supervisors must be at least 21 years of age and possess a high school diploma or GED and may not be involved with the student romantically.

The REACH office reserves the right to deny access to students who do not have an acceptable supervisor or to students who have been unsuccessful with a correspondence course in the past.

### **High School graduation credit**

- Students may take a high school course through REACH prior to becoming high school age, with permission of the homeschool administrator, however, students will not be given high school credit, unless the course is started and completed after a student completes 8th grade. (Eligibility for high school extra-curricular activities will start when students are officially enrolled at

Sitka High or are listed as a 9th grader on enrollment records. Students may participate in 4 years of high school extra-curricular activities.)

- Students are able to "test out with credit" in classes. State adopted regulations allow students in grades 7 - 12 to challenge courses (test out of them) by demonstrating mastery of the course materials. Students will receive full credit for a course which is successfully challenged. Courses which may be challenged include: math, language arts, science, social studies, and world languages.

**Graduation Requirements** from the REACH Program shall be the same as for all other Sitka School District schools. A "*Sitka School District High School*" diploma will be awarded to each REACH student following completion of the graduation requirements.

- **23** credits minimum

Credit Requirements:

Language Arts: **4** Credits

Social Studies: **3** Credits (1 credit U.S. History, 1 credit American Government, ½ credit Global issues or 1 credit A/P Human Geography, ½ credit of Alaska History)

Mathematics: **3** Credits

Science: **3** Credits (1 credit Life Science, 1 credit Physical Science, 1 credit Science Elective)

Physical Education: **2** Credits (Must include ½ credit Health) and must pass Swimming competency.

Electives: **7** Credits

Vocational: **1** Credit

**Implementation Date: February 6, 1996**

**Revision Date: June 10, 1997**

**Revision Date: December 4, 2012**

**Revision Date: April 25, 2016 (typo fixed)**

**Revision Date: April 24, 2017**

**Sitka School District**

# **E 6182 REACH HOMESCHOOL PROGRAM POLICIES & PROCEDURES HANDBOOK**

## **Policies & Procedures Handbook**

### **REACH Homeschool Program Sitka School District**

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### **About REACH Homeschool**

REACH is Sitka School District's homeschool support program for families who reside in the City and Borough of Sitka, Alaska.

REACH provides educational support while honoring parental choice in curricular materials and methodology based upon the specific needs of each individual child. Each child's academic success and the success of the homeschooling parent/guardian are our priorities. REACH is dedicated to teaming with parents and guardians to provide the best educational experience for both part-time and full-time homeschool students.

In addition to offering allotment funds for educational materials, activities, and tutoring, REACH provides on-site certified teacher support for personalized assistance, dedicated high school liaison support, strong partnerships with district schools for classes and activities, and access to the Lending Library for curriculum materials and student laptop checkout.

*Comment forms for parent/student feedback regarding the REACH Program/staff are available in the REACH office, at the Superintendent's office, or online at [www.sitkaschools.org](http://www.sitkaschools.org).*

### **Enrollment Requirements**

- Reside in the City and Borough Sitka (proof of residency may be required).

- Complete enrollment online at [www.sitkaschools.org](http://www.sitkaschools.org) or at the REACH office.
- Sign verification that student is not enrolled in any other public school in the State of Alaska.
- Pay \$50.00 initial enrollment fee for use of Lending Library materials for duration of enrollment in REACH.
- Submit an Individual Learning Plan (ILP) on or before September 15<sup>th</sup> of the enrolling school year.
- Complete Progress Reports and submit work samples on a quarterly basis (October, December, March and May).
- Update REACH monthly on student progress via email, phone, scheduled meeting, and quarterly Progress Reports. At-Risk students check in weekly.
- Participate in all state and district mandated assessments particular to the student's grade level.

### **Immunization/Proof-of-Age Requirements for Enrollment**

All State of Alaska guidelines for immunizations apply to REACH students. Waivers for religious/medical reasons are available. Proof of age is required for all students in Kindergarten, First Grade, and any student new to the district. Kindergartners must be 5 years old by September 1<sup>st</sup> of the enrolling year.

### **Enrollment Period**

REACH maintains open enrollment for students throughout the school year. Students may enroll in the REACH program through the Alaska Department of Education and Early Development count period to be guaranteed allotment allocations.

Families who enroll by September 30<sup>th</sup> are eligible for full allotment allocations. Families who enroll *during* the October count period will be eligible for pro-rated allotment allocations at 5% for each verified day of enrollment during the count period. Families who enroll *after* the count period will not receive an allotment but will have full access to Lending Library materials, laptop checkout, and all other REACH services.

#### **Enrollment Timeline**

On or before September 30<sup>th</sup>  
*During* October count period  
*After* October count period

#### **Allotment Funds Eligibility**

Eligible for full allotment funds  
 Eligible for pro-rated allotment funds  
 Not eligible for allotment funds

### **Enrollment Deposit**

A \$50.00 refundable deposit is due upon enrollment for use of the Lending Library. This deposit is refundable when materials are returned and coursework is completed. This

guideline includes single-course enrollments. A sliding scale for financial hardship is available.

### **Full-Time Enrollment**

**Full-time enrollment status specifies a student is enrolled with REACH in at least 4 core courses (secondary students) or 4 hours per day (elementary students) and may not be enrolled in another public school in the state of Alaska.**

*Refer to AK State Regulations [4 AAC 09.040](#). Counting of correspondence students and part-time public school students.*

### **Core Courses**

Core courses are -

- English
- Mathematics
- Social studies
- Science
- Technology
- World Languages
- Course required by student's IEP if the student is receiving special education and related services under 4 AAC 52 *State of Alaska Correspondence Program Regulations*.

### **Part-Time Enrollment**

**Part-time enrollment status specifies a student is enrolled in another Alaska school district and REACH.**

Students enrolled in another Alaska school district may also enroll in courses through REACH, provided that at least 50 percent of the student's coursework taken through REACH is in core courses. State regulations prohibit students from enrolling in the same course(s) at both REACH and another school. Core courses must also be in two different subject areas.

*Refer to AK State Regulations 4 AAC 33.426. regarding core course requirements and Board Policy AR 5111.2 regarding part-time enrollment limitations.*

### **Shared-Student Enrollment**

**A student enrolled in both a Sitka School District school and REACH for 1 or more courses is considered a shared student.**

**A student enrolled full time in a Sitka School District school may only enroll as a shared student in REACH courses with approval from both the REACH Coordinator and principal and/or counselor.**

### **Information Specific to Elementary School Shared Students**

Full-time REACH enrolled Kindergarten - 5<sup>th</sup> grade students may attend Specials (Music, PE, Band, Science, Library) with no reduction to allotment funds.

Students enrolled full-time at a Sitka School District elementary school seeking to enroll in courses through REACH should contact the school principal for more information and scheduling options.

### **Information Specific to Middle School Shared Students**

Full-time REACH enrolled 6<sup>th</sup> - 8<sup>th</sup> grade students may enroll in courses at Blatchley Middle School. Allotment funds may be pro-rated dependent upon the shared course load.

Students enrolled as full-time students at Blatchley Middle School seeking to enroll in a course through REACH should contact the BMS counselor and principal for more information and scheduling options.

*Middle school students taking a high school-level course will not concurrently earn high school credit, rather the course would satisfy credit requirements for the current year of enrollment.*

### **Information Specific to High School Shared Students**

Full-time REACH enrolled 9<sup>th</sup> - 12<sup>th</sup> grade students may enroll in courses at SSD high schools. Allotment funds may be pro-rated dependent upon the shared course load.

Students enrolled as full-time students at a district high school seeking to enroll in courses through REACH should contact the high school counselor and principal for more information and scheduling options.

**The REACH Coordinator reserves the right to deny access to students who do not have an acceptable supervisor or to students who have been unsuccessful with a correspondence course in the past.**

### **General Guidelines for High School Shared Students**

- . Weekly check-in with the REACH High School Liaison is required.
- . Grades for REACH courses will appear on the student's transcript.
- . All REACH courses count toward sports/activity eligibility.

a) Eligibility for high school extra-curricular activities will start when students are officially enrolled at Sitka High School or are listed as a 9th grader on enrollment records. Students may participate in four years of high school co-curricular activities.

- . Students should work on homeschool courses in the SHS Library, SHS/STA Student Support Center, or other area agreed upon per the REACH Liaison.
- . Parents/guardians are responsible for grading course lessons and tests that do not require proctoring by REACH.
- . Tutors (if applicable) must be at least 21 years of age and possess a high school diploma or GED and may not be involved with the student romantically.
- . Specified tests and finals will be proctored by the REACH Liaison or REACH Coordinator

a) Proctored tests/finals will be graded and evaluated by a highly-qualified teacher certified in the subject area.

- . Timelines for all courses follow the semester schedule set by the Sitka School District.

a) Course will not be allowed to carry over to another school year without permission from the REACH Coordinator and the principal.

b) Seniors are expected to complete courses 2 weeks prior to the end of the semester to meet deadlines for class rankings.

## **Additional Enrollment Options**

### **Full-time Plus Enrollment (Middle and High School Only)**

Any special circumstance under which a student is allowed to enroll in a REACH Homeschool/Correspondence course(s) in addition to the student's full-time status at the middle school or high school requires prior approval of the REACH Coordinator and/or principal, or superintendent.

The cost of full-time plus enrollment will be the price of all necessary materials for the specific course the student has chosen and a \$50.00 per class tuition fee. These fees will be paid prior to receiving materials and beginning the course. *Waivers may be granted at the discretion of the administration.*

### **In-District Transfer**

Students currently enrolled in another Sitka School District school may transfer to REACH upon approval by both the REACH Coordinator and the corresponding school

principal. Parents are responsible for the cost of any curriculum which is needed if enrollment occurs after September 30. Alternatives to this policy may be considered on an individual basis and approved by the Superintendent of Schools.

### **Private School Dual-Enrollment**

State Law allows students who are enrolled in a private school to also enroll in REACH and receive supplemental assistance if eligible. Students may not enroll for duplicate courses with REACH and the private school. Private school tuition is not eligible for reimbursement.

*[Alaska Constitution, Article VII](#), § 1 states, "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."*

### **Pre/Post-Expulsion Enrollment**

Students who are officially expelled from the Sitka School District will not be allowed to enroll in the REACH program. Prior to an expulsion, REACH enrollment may be offered as an alternative to expulsion but only at the discretion of the administration and REACH Coordinator, and only with direct supervision by the parent/guardian.

### **Co-Curricular Activities**

Homeschool/Correspondence students who reside in Sitka may participate in Sitka School District co-curricular activities. Students in 9<sup>th</sup> - 12<sup>th</sup> grade may participate in all Sitka High School co-curricular activities.

Participation in 3<sup>rd</sup> - 8<sup>th</sup> grade co-curricular activities will be determined on an individual basis.

Co-Curricular activities include: sports, drama & debate, school plays, music fest, spelling bees, geography bees, etc.

### **High School Activities and Eligibility**

Participation in co-curricular activities at the high school level is limited to students who are enrolled in at least five semester credits (university classes may be used provided the transfer credit ensures the five semester credit minimum).

### **ASAA Eligibility**

REACH enrolled students participating in co-curricular activities at Sitka High School must meet all applicable eligibility requirements of Alaska School Activities Association's (ASAA) guidelines for alternative education students and those of Sitka High School, as the governing body of the school of eligibility.

### NCAA Eligibility

For students planning to participate in college athletics, eligibility is tied to specific academic requirements. While all REACH approved courses meet Sitka School District graduation requirements, some course offerings may not also meet NCAA eligibility requirements. Visit [NCAA.com](http://NCAA.com) for more information.

### High School Graduation Requirements

Graduation requirements from the REACH Program shall be the same as for all other Sitka School District schools. A *Sitka School District High School* diploma will be awarded to each REACH student following completion of the graduation requirements with a minimum of **23** credits.

#### Graduation Requirements

English	4 credits	
Social Studies	3 credits	1 credit of U.S. History 1 credit of American Government 1/2 credit of Global Issues 1/2 credit of Alaska Studies
Math	3 credits	Must pass Integrated Math 2 or equivalent
Science	3 credits	1 credit of Life Science 1 credit of Physical Science 1 credit Science Elective
Physical Education	2 credits	Must include 1/2 credit of health and must pass swimming competency
Vocational	1 credit	
Electives	7 credits	
<b>Total Credits</b>	<b>23 credits</b>	<b>Minimum required</b>

## Individual Learning Plan (ILP)

The Individual Learning Plan (ILP) is a state-required document that details the educational plan of the student for the enrolling school year and is **due on or before September 15th of the enrolling school year**. The ILP may be written by the parent/guardian or with assistance from the REACH Coordinator. ILPs may be amended throughout the year based on student need and certified teacher approval.

Individual Learning Plans must -

- Provide for a course of study appropriate to the student's grade level.
- Be consistent with state and district standards.
- Be specific in reflecting the necessity of the activities and curricular materials eligible for allotment allocation reimbursement.
- Provide the tutor's name and list of tutored courses. Tutors must be pre-approved by the REACH office.
- Specify an on-going assessment plan that includes statewide assessments required for public schools under [AS 14.03.123](#)(f).

## Progress Reports and Work Samples

A Progress Report is a state-required document **due quarterly in October, December, March, and May**. All students enrolled in courses through REACH are required to submit quarterly Progress Reports with work samples to be kept on file in the REACH office.

### Progress Reports

Progress Reports are a review of a student's work or progress in the courses listed on the Individual Learning Plan. Work samples for each subject/course are submitted with the Progress Report.

### Work Samples

Work Samples are due quarterly for *each* subject listed on the student's ILP and are submitted with the Progress Report. Only one work sample per subject area/course is required.

Work Samples should demonstrate academic rigor of targeted standards and be representative of the student's abilities in the subject area/course. Work Samples may include originals or copies of -

- Journal entries

- Essays
- Unit/section test
- Project/workshop summary
- Unit review
- Pictures of event/activity with description (PE, cooking, etc.)

## Curriculum

REACH supports parental choice in curriculum and will work with parents/guardians to find curriculum that both meets the needs of the student and adheres to regulations set forth by the State of Alaska and the Sitka School District.

### State of Alaska Regulations

- Curriculum material shall be of the same quality offered by the district in all other programs and be in compliance with [AS 14.18.060](#).
  - a. [AS 14.18.060](#) prohibits discrimination in textbooks and instructional materials.
- Curricular materials purchased by REACH must be neutral in religious perspective; state law prohibits REACH from providing funding for religious materials/curriculum.
  - a. [AS 14.03.090](#) states: Partisan, sectarian or denominational doctrines are prohibited with regards to use of public school funding.
- Courses purchased by parents that are religious in nature *cannot* count towards the Department of Education and Early Development's (EED) Full Time Enrollment (FTE) calculation.
  - a. EED guidelines require that at least 50% of REACH-supported coursework be in a core curricular area (i.e. math, English, social studies, science).
  - b. Funding is based on the state guidelines with 4 courses constituting full-time enrollment.

### Reusable Curriculum Materials Purchased with Allotment Allocation Funds

Curriculum materials that are reusable and purchased with allotment allocation funds are the property of REACH. These materials should either be returned when parents/guardians are no longer using them or when the student withdraws. These materials will be placed in the Lending Library.

### Allotment Allocations

REACH provides a fund account to parents/guardians for the purpose of meeting instructional expenses for the student enrolled in the program.

### Full-Time Enrollment Allocations

Parents/guardians are allocated a specific amount of funds per full-time enrolled student for curriculum materials and activities that support the student's Individual Learning Plan (ILP).

<b>Kindergarten - 5th Grade</b>	<b>6th - 8th Grade</b>	<b>9th - 12th Grade</b>
\$1600 per student	\$1800 per student	\$2000 per student

To be eligible for full allotment allocations, a student must -

- Be enrolled full-time with REACH
- Be enrolled before September 30<sup>th</sup> of the enrolling school year

### **Part-Time Enrollment Allocations**

Partial enrollment allotments may be available depending on the number of courses for which a student is enrolled and is determined on a case-by-case basis.

### **Allotment Disbursement/Reimbursement**

Sitka School District has established the following guidelines regarding the disbursement and reimbursement of allotment funds to qualifying families.

#### **General**

- Curriculum materials may be purchased directly by parents/guardians (see *Curriculum* section).
- Allotment allocations are specifically assigned to a given student; more than one student's allotment may not be combined for purchases.
- Per state requirements, allotment allocations may *not* be used to pay a family member for services (lessons, tutoring, or classes). Family members include: student's spouse, guardian, parent, step-parent, sibling, step-sibling, grandparent, step-grandparent, child, uncle or aunt.
- Tutoring services may *not* be provided by a private school.
- Allotment funds may be used for activities that will be occurring in the summer, but may not be used to pre-pay activities for the up-coming school year.
- If enrollment registration has been completed in the spring for the following school year and the Individual Learning Plan (ILP) has been turned in to the REACH office, activities reflected on the ILP and which occur after July 1 are eligible for reimbursement.
- Submit reimbursements for purchases from 1 July - 31 December by January 31<sup>st</sup>.
- Submit reimbursements for purchase from 1 January - 30 April by April 30<sup>th</sup>.
- The last day to submit for reimbursements during the school year calendar is April 30<sup>th</sup>.
- Reimbursements may take up to 30 days to process.

- . Unused allotment allocation funds carry over to the following school year for full- and part-time enrolled students.

### **Disbursement Timeline**

Allotment funds are dispersed as the following conditions are met -

- 1/3 available at the time the ILP is submitted to the REACH office
- 1/3 available after Progress Report #1 is submitted
- 1/3 available after December 31<sup>st</sup>

### **Reimbursement Eligibility**

The following are eligible for reimbursement -

- General supplies (notebooks, pencils, binders, etc.)
- Books (textbooks, workbooks, audio/e-books, etc.)
- Curriculum packages
- Tutoring
- Electronic hardware (laptops, cameras, etc. under \$499)
- Physical education & enrichment activities (sports fees, music lessons, etc.)
- Educational toys/games
- Subscription boxes (Tinker Crate, Little Passports, etc.)
- Magazine subscriptions (educational)
- Online subscription programs (educational)
- Online course and advisory services

*\*Sales tax is not eligible for reimbursement*

To be eligible for reimbursement -

- All items, activities, curriculum, tutor information, and subscriptions must be detailed on the student's ILP (excepting general supplies)
- Curriculum/books must be in compliance with Alaska state regulations (see *Curriculum* section)
- Obtain prior approval for any item, curriculum, or service not specifically addressed as eligible for reimbursement
- Expenditures over \$50 must be paid with credit card, check, or money order (not cash)
- Tutoring services information must include: subjects tutored, month tutored, hours, hourly rate, method of payment, and name of parent and student

### **Reimbursement Procedures**

- . Purchase materials directly and maintain original copies of receipts.

- . Fill out reimbursement form in REACH office by listing all materials purchased.  
*\*For multiple students in a family, please group each student's expenditures.*
- . Sign the reimbursement form and attach all receipts.

Receipts must -

- Include the name of seller/organization (such as official letterhead)
- Show proof of payment (such as credit card or copy of check/money order)
- Be itemized, or detailed to show sufficient proof of products purchased

### **Lending Library**

The REACH Lending Library offers a diverse selection of curriculum materials, manipulatives, games, teaching resources, and educational supplies for all grade levels. The **\$50 initial enrollment fee** allows parents/guardians to check out non-consumable items for the duration of their student's enrollment with REACH. The fee is fully refundable upon withdrawal from REACH and the return of all borrowed materials.

Consumable items such as workbooks and general supplies may also be purchased from the Lending Library. Allotment funds may be used for purchasing consumable items.

### **Computers and Laptops**

#### **Laptop Check-Out**

Laptops are available for check-out from the Lending Library and require a \$100 refundable deposit. Laptops come loaded with Microsoft applications and are maintained/updated by Sitka School District. Priority for check-out is given to full-time REACH students, with check-out to shared students dependent upon availability. Damage to laptops will result in a loss of deposit and possibly replacement costs, depending on the extent of the damage/loss. Contact the REACH office if a laptop will be needed during the summer months.

#### **Computer Reimbursement Program**

Families of full-time enrolled students may participate in the Computer Reimbursement Program which allows for incremental reimbursement of allotment allocation funds for the purchase of a computer/laptop over \$500 up to \$1500.

### **Tutors and Tutoring Services**

Tutoring services are not provided by REACH but the REACH office will assist families in finding a qualified tutor. Tutoring services are reimbursable provided all guidelines for reimbursement eligibility are met. See *Allotment Disbursement/Reimbursement*.

## **Contact Requirements**

Regular contact between REACH and the homeschooling family is an indicator for increased student success. The REACH Coordinator is available to team with parents/guardians in meeting each child's educational needs.

### **Initial Planning Meeting**

Parents/guardians of newly enrolled students will participate in an Initial Planning Meeting to discuss program options, requirements, and Individual Learning Plans. At this time a list of curriculum materials and resources may be identified and approved by the REACH Coordinator, as curriculum material needs must be reflected in the ILP.

### **Regular Contact Meetings**

Parents/guardians must regularly update REACH on student progress by email, phone, or scheduled meeting. Progress Reports may serve as the update for the corresponding month due.

Regular Contact Meeting requirements are outlined below:

#### **Kindergarten - 12th Grade Full-Time Students**

**Monthly** update by email, phone or scheduled meeting. Progress Reports may serve as the update for the corresponding month due.

#### **9th - 12th Grade Shared Students**

**Weekly check-in** with the REACH High School Liaison and **quarterly** Progress Report submission.

#### **At-Risk Students**

**Weekly, bi-weekly, or monthly** update by email, phone or scheduled meeting to be determined on an individual basis. Progress Reports may serve as the update for the corresponding month due.

## **Assessments/Screenings**

Students enrolled in REACH are required to take part in state-mandated district assessments. Students may also take part in other assessments offered by the Sitka

School District, such as MAP Growth. *Contact the REACH Coordinator for questions regarding participation in state-mandated district assessments.*

State-mandated assessments include -

- Alaska Development Profile (Kindergarten and new-to-district 1<sup>st</sup> grade students)
- Performance Evaluation for Alaska's Schools (PEAKS): English Language Arts and Math (grades 3 - 9)
- Alaska Science Assessment (grades 4, 8, and 10)

### **Cumulative Records**

The REACH office will maintain all student records including ILPs, Progress Reports and Work Samples. Parents may review cumulative files at any time. Cumulative folders are considered confidential.

### **Early Screenings and IEPs**

Parents/guardians are encouraged to take advantage of all early screenings in their district of residence, which are available free of charge and by appointment throughout the school year. Parents/guardians with concerns regarding a student's developmental or pre-academic progress or with questions regarding evaluation and provision of SpEd services will be directed to the District SpEd Director.

### **Students with IEPs**

REACH will enroll students with special education needs on the same basis as any other student. REACH will work in collaboration with the District SpEd Director and IEP team regarding accommodations and district-provided services.

### **Withdrawal**

Notification of plans to withdraw for any reason, including transferring to another school within the district, must be shared with the REACH office. All records will remain in the REACH office until a records request is made from another school. If an enrolled student withdraws before the end of the school year, allotment allocation funds will be pro-rated according to the number of days enrolled.

### **Withdrawal Process**

- . Fill out withdrawal form from REACH office
- . Return all Lending Library materials for deposit refund
  - a. Cost of materials that are lost/damaged will be deducted from deposit amount

- b. Materials that are reusable and were purchased with allotment allocation funds will be placed in the Lending Library

Revised 10/29/19

**Sitka School District**

Demographic / Enrollment (Headcount) Breakdown  
 As of 10/31/25

	XTS	KGH	BMS	SHS	PHS	RCH	Total
PK	31					0	31
KG	74					5	79
1	53					3	56
2		62				8	70
3		81				3	84
4		70				7	77
5		57				7	64
6			67			7	74
7			63			1	64
8			85			1	86
9				90	7	3	100
10				66	8	1	75
11				89	12	1	102
12				75	9	1	85
Bldg Total	158	270	215	320	36	48	1047

# Sitka School District Budget Report as of 10/30/25

## Monthly Revenue Report

Account	Current Budget	YTD Encumbrance	YTD Revenue	Remaining Balance	Percent Available
26-100-000-000-000-011 CBS	7,972,424.04	0.00	2,003,297.87	5,969,126.17	74.87%
26-100-000-000-000-040 MISC LOCAL REVENUE	60,000.00	0.00	1,542.81	58,457.19	97.43%
26-100-000-000-000-047 ERATE SCHOOLS	69,076.00	0.00	0.00	69,076.00	100.00%
26-100-000-000-000-050 QUALITY SCHOOLS	39,482.81	0.00	0.00	39,482.81	100.00%
26-100-000-000-000-051 FOUNDATION	12,192,537.00	0.00	3,275,415.00	8,917,122.00	73.14%
26-100-000-00-000-055 SUPPLEMENTAL AID	7,000.00	0.00	0.00	7,000.00	100.00%
26-100-000-000-000-056 TRS ON BEHALF	1,121,045.00	0.00	0.00	1,121,045.00	100.00%
26-100-000-000-000-057 TRS ON BEHALF	84,005.00	0.00	0.00	84,005.00	100.00%
320 - GUIDANCE	68,000.00	0.00	0.00	68,000.00	100.00%
26-100-000-000-000-110 IMPACT AID	0.00	0.00	0.00	0.00	#DIV/0!
26-100-000-140-000-040 CORRESPONDENCE	0.00	0.00	1,680.00	-1,680.00	#DIV/0!
<b>Report Total</b>	<b>21,613,569.85</b>	<b>221,992.63</b>	<b>5,281,935.68</b>	<b>16,331,634.17</b>	

## Monthly Expense Report

Accounts	Summarized By Function	Current Budget	YTD Expenditures	Remaining Balance	Percent Available
000 - REVENUES		0.00	193.14	-193.14	#DIV/0!
100 - REGULAR INSTRUCTION		9,048,585.00	2,108,518.29	6,940,066.71	76.70%
120 - BILINGUAL/BICULTURAL		98,271.00	26,670.55	71,600.45	72.86%
130 - ENRICHMENT		2,522.00	2,148.20	373.80	14.82%
140 - CORRESPONDENCE STUDY		414,833.00	68,837.55	345,995.45	83.41%
160 - VOCATIONAL EDUCATION		400,189.00	101,238.92	298,950.08	74.70%
200 - SPECIAL ED INSTRUCTION		5,221,283.00	1,168,182.04	4,053,100.96	77.63%
220 - SPECIAL ED SUPPORT		1,185,512.00	262,885.53	922,626.47	77.83%
300 - PUPIL SUPPORT		9,669.00	0.00	9,669.00	100.00%
320 - GUIDANCE		795,959.00	120,173.29	675,785.71	84.90%
330 - HEALTH SERVICES		134,371.00	23,684.03	110,686.97	82.37%
350 - SUPPORT SERVICES		63,800.00	36,746.90	27,053.10	42.40%
351 - IMPROVEMENT INSTRUCTION		43,000.00	14,100.55	28,899.45	67.21%
352 - LIBRARY SERVICE		8,000.00	0.00	8,000.00	100.00%
400 - SCHOOL ADMINISTRATION		1,302,991.00	299,768.24	1,003,222.76	76.99%
450 - SCHOOL ADMIN. SERVICES		880,974.00	215,845.34	665,128.66	75.50%
510 - DISTRICT ADMINISTRATION		127,052.00	43,557.81	83,494.19	65.72%
511 - SCHOOL BOARD		75,000.00	44,538.61	30,461.39	40.62%
512 - SUPERINTENDENT'S OFFICE		440,608.00	119,598.78	321,009.22	72.86%
518 - SAFETY AND SECURITY		1,000.00	0.00	1,000.00	100.00%
550 - DISTRICT ADMIN. SUPPORT		759,016.00	301,888.92	457,127.08	60.23%
556 - TECHNOLOGY SERVICE		583,980.00	223,061.05	360,918.95	61.80%
560 -		0.00	1,413.20	-1,413.20	#DIV/0!
600 - MAINTENANCE/OPERATIONS		1,831,310.00	623,533.94	1,207,776.06	65.95%
700 - Athletics		328,660.00	47,302.45	281,357.55	85.61%
900 - FUND TRANSFERS		150,000.00	0.00	150,000.00	100.00%
<b>Report Total</b>		<b>23,906,585.00</b>	<b>5,853,887.53</b>	<b>17,122,158.31</b>	

\*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. This recognition causes the total budget to appear inflated by 3,981,582 from the approved 2013 budget. The value is represented in the Revenue section as TRS On-Behalf (3,604,877) and PERS On-Behalf (376,705) and in the Expenditure section it is included in the various functions as a portion of benefits (3,981,582). No actual dollars pass through the District.



Dr. Deidre Jenson  
Superintendent Report  
11/5/25 Board Meeting

**Professional Development:** (Strategic Plan Strategy 4: We will produce a Professional Development/Mentorship/Induction program for SSD staff. Strategic Plan Strategy 1: We will Identify strategies to close learning gaps. Strategic Plan Strategy 2: We will Strengthen culturally responsive programming.)

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

- Almost all of our principals attended the Principal's Conference followed by sessions 3 and 4 of the Leadership Paradigm. There were two other districts that attended at the same time as well as our district office staff. This is assisting us in building understanding of each other's jobs and requirements to improve teamwork, communication, and ultimately efficiencies.

**Board Work Session on Assessment:** On Wednesday, October 15<sup>th</sup>, the school board had a work session looking at our data; AK STAR and Science, MAP, mClass, demographics, attendance, graduation, and discipline information as well as the gaps in our data.

**Board Retreat:** We reviewed our strategic plan during the board retreat. It is evident that we are addressing tasks that are laid out in the strategic plan, however, we did not look at the data to measure our progress on some of the tasks. I am hopeful that we will be able to have a more strategic focus on the Board's annual goals that we determined at the retreat.

**Grant work:** We are working on applying for a Farm to Table grant, and have begun organizing work and strategies for our Project Achieve Grant. Sitka Conservation Society has hired a part time employee to work with PHS students in the garden, as well as support the work in our food service with students and Indigenous foods. We still have not heard about the SVPP grant due to the government shutdown. The OPS Office, OJP, and OVW staff are on furlough status until further notice as well as the JustGrants office.

**Superintendent Travel:** AASB Board Conference: Nov. 12 – 16  
POW for Project United grant planning: Nov. 18<sup>th</sup>

# **Sitka School District 2021 Strategic Plan**

# **STRATEGIC PLANNING TEAM**

## **SSD Staff**

Caitlyn Woolsey  
Dianne Chong  
Frank Hauser  
Janna Ploetzner  
Jessica Keaveny  
Kate Mullin  
Mandy Summer  
Mike Vieira  
Phil Burdick  
Rebecca Himschoot  
Sondra Lundvick  
Tim Pike

## **Facilitator**

John Holst

## **Community Members**

Alana Peterson  
Andrew Hames  
Andrew Thoms  
Bennie Nabua  
Chris Washko  
Emily Fenno  
Gary Paxton  
James Brennan  
Janet Clarke  
Jill Kisaka  
John Leach  
Kat Richards  
Kate Johnson  
Lakrisha Brady  
Lisa Gassman  
Mary Suminski  
Paul Kraft  
Rachel Roy  
Stephen  
Eisenbeisz  
Stephen Harmon  
Susan Campagno  
Tatiana Perkins  
Vera Gibson  
Tristan Guevin

# **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.

# **BELIEFS**

## **We believe:**

- ❖ all students should have equitable access to and support through high-quality education.
- ❖ in removing barriers to community-wide educational opportunities.
- ❖ that understanding and honoring diversity enhances the ability to learn.
- ❖ every student should feel accepted, valued, and connected within the school and the community.
- ❖ our schools should be reflective of the needs of our changing world.
- ❖ that the highest quality education is a result of focusing on the whole child.
- ❖ our community has a vested interest in our mission.
- ❖ community partnerships are essential to our mission.
- ❖ in child centered education.
- ❖ in multicultural competency.
- ❖ in continuous, community-wide systemic improvement.
- ❖ we have a connection and responsibility to this land Haa Aaní and the people who have inhabited it since time immemorial.
- ❖ in preparing students to confront and overcome challenges.
- ❖ in fostering each student's unique ability to achieve their unique potential.
- ❖ In embracing failure as a part of lifelong learning.
- ❖ all students can find success.

# **GOALS**

**An expression of desired, measurable end results that the organization will achieve as it fulfills its mission.**

100% of Sitka school district students will have at least one year of measurable growth every school year.

100% of our students will graduate.

100% of all middle and high school students will have a post-graduation plan.

100% of students will have access to mental health supports.

# **PARAMETERS**

**Management pronouncements that establish the boundaries within which the organization will accomplish its mission.**

- We shall seek an equitable input of diverse voices that reflect our community.
- We will learn and grow from our past but not allow it to dictate our future.
- We will not allow the lack of funding to compromise the quality of our programs.
- Staff will be informed, involved, and valued.
- We must be intentional in including all aspects of diversity in achieving our mission.

# **STRATEGIES**

## **The broadly stated means of deploying resources to achieve the organization's Goals.**

1. We will Identify strategies to close learning gaps.
2. We will Strengthen culturally responsive programing.
3. We will Expand and strengthen partnerships.
4. We will produce a Professional Development/Mentorship/Induction program for SSD staff.
5. We will develop an internal and external District communication plan.
6. We will expand opportunities and remove participation barriers for students.

# Action Plan

PLAN NUMBER 1

DATE: 10/5/2021

Strategy #1: We will identify strategies to close learning gaps

Specific Result (Objective): Embed social emotional learning with consistency and fidelity Prek-12

#	Action Step	Assigned to:	Time Frame	Due Date:	Completed Date:
<b>1</b>	<b>Identify current status of SEL implementation PK-12</b>	<b>Superintendent</b>			
1a	Identify an independent evaluator to lead an assessment of current SEL practice at each building (and budget to pay for them) <ul style="list-style-type: none"> <li>This person must have expertise in SEL practices in schools</li> </ul>	Learning Supports Director (LSD)	2022-23 School Year		
1b	Develop a plan to assess current SEL practice at each building (Second Step, Positive Action, School Connect) <ul style="list-style-type: none"> <li>Include curriculum fidelity inventories</li> <li>Create or identify a way to inventory embedded practices that may or may not tie to curricula (the teachers who “just know”)</li> <li>Identify areas of consistency and inconsistency- between teachers/classrooms/subject areas, and vertically between grade levels and buildings</li> <li>Assess teacher and principal knowledge and/or belief barriers around SEL</li> <li>Look at SCCS and CRESEL evaluation data to see if there is any relevant information there- maybe DBW</li> <li>Try not to reinvent the wheel- this seems like a lot, but the work has probably already been done</li> </ul>	Independent evaluator			
1c	Assess current SEL practice at each building	Independent evaluator			
1d	Identify minimum standards of fidelity for effectiveness for scripted curricula <ul style="list-style-type: none"> <li>Presumably this already exists as part of the curricula/training</li> </ul>	Building level SEL point people			

1e	Collate and publish results <ul style="list-style-type: none"> <li>• Share with principals and building staff before making it public</li> <li>• Be honest about strengths and opportunities for growth</li> </ul>	LSD	Fall 2022		
<b>2</b>	<b>Identify desired degree of implementation of SEL throughout SSD</b>	<b>Superintendent</b>			
2a	Form committee	Superintendent			
2a	Co-create a vision statement for the outcome: What does it look like and feel like, to students, staff, parents, visitors? <ul style="list-style-type: none"> <li>• Include definition of SEL</li> <li>• Make desired outcome clear</li> <li>• Include staff, students, family and community stakeholders</li> <li>• Consider using a facilitator</li> </ul>	Committee			
2b	Define consistency and where it's most important: language, practices, dosage, laterally between teachers/classrooms/subject areas, and vertically between grade levels and buildings	Committee			
2c	Present results and get XX% buy-in for the vision from teachers and principals (find out what percentage it takes for change to be effective) <ul style="list-style-type: none"> <li>• The work is different- if there is already buy-in you can go straight to implementation; if you don't have enough then you have to provide professional learning to get people to the buy-in</li> </ul>	Principals & building representative			
<b>3</b>	<b>Identify gaps between current and desired states</b>	<b>Administrative Team</b>	<b>Fall 2022</b>		
<b>4</b>	<b>Identify actions that will address gaps between current and desired states, such as</b> <ul style="list-style-type: none"> <li>• Professional learning</li> <li>• Grading policies and practices</li> <li>• Accountability policies &amp; practices</li> <li>• School/District level policy review</li> <li>• Scheduling ("make room" for SEL)</li> <li>• Resource allocation (time, money, space)</li> </ul>	<b>Building-level team</b>	Winter 2022		
4a	Prioritize actions by scoring the potential strategies. For example: on 1) ease of implementation and 2) potential impact. 1=easy to do with current structures and resources or high impact, 3=significant restructuring needed or low impact. Multiply the two scores and sort, with the lower numbered items to be done first.	Building-level team			

4b	<p>Connect actions explicitly to any/all existing plans, such as</p> <ul style="list-style-type: none"> <li>• School improvement</li> <li>• Title grant plans</li> <li>• Accreditation</li> <li>• GT Plan</li> <li>• Disproportionality</li> </ul>	Lead staff on each of these plans			
4c	Publish the results and action plan, including school board presentation	Superintendent			
4d	Implement plans with fidelity	Everyone	ongoing		
4e	<p>Provide differentiated support and hold people accountable for their roles through coaching, professional learning, mentorship, plans of improvement/evaluation &amp; support system</p> <p>[CONNECTION TO PROFESSIONAL DEVELOPMENT (STRATEGY 4)]</p>	District Office holds principals accountable, principals hold building staff accountable			
5	<p><b>Periodically (annually?) reassess implementation using the same measures and update the plan until the vision is achieved</b></p> <ul style="list-style-type: none"> <li>• Ensure diverse stakeholders have opportunity to weigh in</li> </ul>	<b>Superintendent &amp; Administrative Team</b>			
Responsible (buck stops here?)					

# Action Plan

PLAN NUMBER 2

DATE: 10/23/2021

Strategy #1: We will identify strategies to close learning gaps -- Identify or develop measurement tools to assess progress towards SSD goals

Specific Result (Objective): Ensure a robust, accessible, and transparent data system

The SSD data system must ensure that all staff have access to the reliable data they need, when they need it, in a format they can quickly and easily understand, in order to make evidence-based instructional, staffing, and resource decisions. Data within the system and used for decision-making must be accurate, up-to-date, and should include information beyond standardized test scores (such as SEL indicators, behavioral indicators, and other objective measures of learning).

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
<b>Action 1</b>	<b>Invest in human capacity</b>				
1a	Identify a district-level data leader who “owns” the data systems at a high level, from both an educational and a technical standpoint. This is not a position per se but a designation of responsibility and a commitment to prioritize this work. This person should understand what systems are in use, how to access needed data (even if this involves asking another person for it), how different systems work together, and how data flows throughout the system. This person would typically be responsible for accessing and presenting data on district-level goals to various stakeholder groups. This person would also direct the ongoing evolution and customization of the data systems to better meet user needs. Training should be provided as needed, but especially in the areas of data analysis and visualization.	Superintendent	Jan. 2022		
1b	Provide initial and ongoing data usage and collection training for secretaries, administration, and faculty. Link to PL Action Team plans <ul style="list-style-type: none"><li>- Regularly survey users to identify needs</li><li>- Ensure opportunities are differentiated to meet learners’ needs</li><li>- Hire internal or external experts, or enroll staff in classes, as needed</li><li>- Create a system for training new secretaries and other support staff</li><li>- Provide data system training for newly hired teachers and administrators and updates/refreshers for existing staff</li></ul>	Data leader	Jan. 2022 plan in place; ongoing training		

1c	Provide education data training for existing IT Data Systems Specialist position-ensure the person in this position has both technical and educational usage expertise	Data leader	Spring 2022		
1d	Provide data equity training to data leader and anyone designing systems, analyzing/interpreting/presenting data, or measuring impact. Organizations providing this include We All Count and the Urban Institute (and probably others)	Data leader	Spring 2022		
<b>Action 2</b>	<b>Invest in systems capacity</b>				
2b	<p>Ensure data integrity (accuracy, reliability, completeness)</p> <ul style="list-style-type: none"> <li>- Support secretaries in completing each building's Secretary Manual and keeping it up to date</li> <li>- Ensure that data collection practices are in line with best practices *link to what we mean by this*</li> <li>- Ensure student social identity data is accurate (i.e. race, SES, other federally required categories; in particular, race needs to be revisited due to historical practices, for specifics speak to the team)</li> </ul>	Data leader		Aug. 2022	
2c	<p>Ensure existing data systems allow users to capture and access data at a variety of levels and in addition to the traditional measures of attendance and test scores. Collect data with a purpose in mind- how will it be used- not for its own sake. Consider cost:benefit ratio for any new data collection. This may include</p> <ul style="list-style-type: none"> <li>- Behavioral incidents, interventions, and screening- start here</li> <li>- Academic screening, interventions, progress</li> <li>- Classroom level "street data"</li> <li>- Grades (standards-based, letter, and GPA)</li> <li>- What else?</li> </ul>	Data leader	Spring 2022; ongoing		
2d	<p>Ensure we are accurately collecting data that will allow us to measure the SSD Strategic Goals:</p> <ul style="list-style-type: none"> <li>- graduation,</li> <li>- gaps as defined in Plan 2, including social identity (aka demographic) data</li> <li>- access to mental health supports,</li> <li>- post-secondary planning grades 6-12</li> </ul>	Superintendent and/or Data leader	Spring 2022		
2e	<p>Develop help desk for data support (like the new tech help desk)</p> <ul style="list-style-type: none"> <li>- Someone to ensure staff have the data when they need it</li> <li>- Help staff know how to access &amp; use the data we have</li> </ul>	Data leader	Aug. 2022		

<b>Action 3</b>	<b>Increase transparency with respect to data</b> Informing the community and being honest about opportunities for improvement builds trust				
3a	Link to internal/external communication strategy plans (Strategy 5) and committee, especially website overhaul	Superintendent			
3b	Create a public Data Central web page that includes: <ul style="list-style-type: none"> <li>• Data related to of the Strategic Goals (dashboard?)</li> <li>• Links to other places the district reports data, such as the Office of Civil Rights, Report Cards to the Public (already there but kinda buried), etc.</li> <li>• Look at what other districts do as exemplars (e.g. Anchorage data dashboard), explore best practices, consider cost v. benefit</li> <li>• Embed user feedback: "Don't see what you need? Click here!"</li> </ul>	Data leader		Aug. 2022	
3c	Find out what different stakeholders (Board, staff, parents, USCG, community, businesses, Tribe, students, etc.) want to know and to what level of detail, and make it public, while of course protecting student privacy	Strategy 5 committee?	Fall 2022		
<b>Action 4</b>	<b>Embed data-based decision making</b>				
4a	Prioritize resource allocation (time, money, capacity, space, legislative priorities, goals, etc.) based on data, with the goal of closing achievement/opportunity/learning gaps	Board, Superintendent	Spring 2023		
4b	Set expectations that decisions are made based on data at all levels throughout the district. Adopt a format for continuous improvement (see Plan 4). Hold people accountable	Superintendent and everyone	Fall 2022	Spring 2023	
4c	Provide training/support for data-based decision making - link to continuous improvement & professional learning plans	Admin team	Fall 2022	Spring 2023	
Responsible (buck stops here?)					

# Action Plan

PLAN NUMBER 3

DATE: 10/23/2021

Strategy #1: We will identify strategies to close learning gaps

Specific Result (Objective): Identify existing learning, achievement, and opportunity gaps

Rationale: We can't identify strategies to close learning gaps unless we know how we define gaps and where they currently exist.

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
<b>1</b>	<b>Identify perspectives critical to the learning and opportunity gap discussion</b> This committee recommends the Great Schools Partnership definitions of <a href="#">learning</a> , <a href="#">achievement</a> , and <a href="#">opportunity</a> gaps and would like this strategy to focus on all three. Include sometimes overlooked groups such as gifted learners, ELL families, etc...		Winter 2022		
1a	Nominate a working committee for next steps. The committee must include people who know how to effectively collect information, and who have social connections to groups that may not typically be represented in school leadership, such as Filipino, English Language Learners, Alaska Native, USCG, and economically disadvantaged families. Take care that this is not the committee of "usual suspects"	<b>Admin Team + SSD Family Engagement Coordinator</b>		March 2022	
<b>2</b>	<b>Identify perceived and experienced learning/achievement/opportunity gaps, from diverse perspectives including student, family, community as well as SSD staff</b>				
2a	Make an outreach plan to ask what opportunity/learning/achievement gaps are perceived/experienced in SSD. Outreach may take whatever form is deemed most effective-community conversation (First Alaskans Institute protocol), focus group, survey, etc. It may be useful to look at previous community conversation harvests and focus group notes to see what information we already have and to avoid asking the same people for the same information multiple times and (still) not doing anything about it. There must be a plan to share whatever data/findings and improvement plans that arise from this data collection with the people who contributed it.	1a Committee		Spring 2022	

2b	Implement the plan, collate and share the findings	1a Committee	Spring 2022	Fall 2022	
<b>3</b>	<b>Compile data related to learning, opportunity, and achievement gaps</b> <ul style="list-style-type: none"> <li>- Quantify the potential gaps identified in Step 2</li> <li>- Where possible, match existing data to potential gaps identified above</li> <li>- Develop plans to collect data where none exists</li> </ul>	<b>District Data Leader</b>	Summer 2022		
<b>4</b>	<b>Prepare and publish document of Sitka-specific gaps</b>	<b>Working committee</b>	Fall 2022		
4a	Present and publish the gap findings in a way that honors the contributors. Create a way for people to submit ideas for solutions, as the data is presented or as the discussions continue over the semester. Should not be one-and-done. Use as an opportunity to gather input- could use a tool like the one used in Leave Your Print.	<b>Working committee</b>	Fall 2022		
<b>5</b>	<b>Develop criteria to prioritize gaps to address first-</b> for example, those that affect the most students, or students with the least advantage, or the largest gaps, or all the gaps that can be addressed effectively by the same intervention, or the “low hanging fruit” that can be addressed effectively with relatively low-resource interventions	District Admin Team?	Fall 2022	Winter 2023	
<b>6</b>	<b>Explore and recommend evidence-based practices</b> that are likely to close the gaps identified as priorities, monitor effectiveness of interventions/actions taken (can we connect this to continuous improvement- here are the gaps, teams, pick a thing and go after it?)	Learning Support Director and building principals	Winter 2023	Spring 2023	
6a	Pilot recommended ideas	Building principals	Fall 2023		
<b>7</b>	Build those practices into budget, plans, professional learning, etc. Measure implementation fidelity as well as effectiveness		Spring 2023	Spring 2024	
Responsible (buck stops here?)					

# Action Plan

PLAN NUMBER 4

DATE: 11/23/2021

## Strategy #1: We will identify strategies to close learning gaps

### Specific Result (Objective): Create a district-wide culture of continuous improvement.

Rationale: Adopting a defined model for practicing Continuous Improvement will support all of the strategic action plans, because it provides a common language and structures for making evidence-based systemic change. The needs will change, but this is the framework we will use to address all of them moving forward. At this time, this plan would be strongest paired with quantitatively identifying learning gaps as described in Action Plan 2.

#	Action Step	Assigned to:	Time Frame	Due Date:	Completed Date:
<b>1</b>	<b>Select Continuous Improvement Model</b>	<b>Superintendent</b>			
1a	Create a district wide committee to select a model (Does it have to be the same at all buildings? Yes, because it creates a common language and process for district wide, departmental, etc. work) <ul style="list-style-type: none"> <li>All principals</li> <li>Teacher reps from all buildings- ask for volunteers then draft</li> <li>District admin</li> <li>Support staff</li> </ul>	Superintendent			
1b	Generate a list of evidence-based CI models (this is already started in our Teams), create summaries or a comparison chart including information on effectiveness, training time and costs, documented use/success cases, (other variables?)	District admin rep to committee	Winter 22		
1c	Learn about the different models available (could divide up and jigsaw)	Committee			
1d	Select a model	Committee	Spring 22		
1e	Ensure there is building leadership enthusiasm (more than buy-in) for changing practices. Ensure administrators know they will be held accountable for doing so. This kind of work dies if leadership doesn't embrace it. Provide professional learning in change management as needed.	Superintendent	Spring 22		

<b>2</b>	<b>Obtain/Provide professional learning in the model</b>				
2a	Identify and build leadership and organizational structures recommended by the selected continuous improvement model	Superintendent	Summer 22		
2b	Identify professional learning necessary to implement the model with fidelity, including assessing readiness for change and remediating as necessary	District admin	Summer 22		
2c	Identify the resources (time, money, staff, etc.) required to provide that training to the staff who need it. Identify best practices in providing the training- i.e. scheduling, teaming, etc.	Admin Team		Summer 22	
<b>3</b>	<b>Implement the model</b>				
3a	Schedule the necessary training for the various roles required by the selected model	Admin Team	Spring 22		
3b	Implement the training as described in the selected model, with fidelity	Superintendent & Admin Team	22-23		
3c	Hold staff accountable for providing the training and for participating in it. Provide additional learning opportunities to those who missed it or who need more learning/support.		Spring/ Summer 23, ongoing		
3d	Provide training for new teachers and ongoing refreshers for administration and staff as needed		ongoing		
3e	Assess the effectiveness of the implementation- fidelity check annually/regularly				
Responsible (buck stops here?)					

# Action Plan

PLAN NUMBER 1

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	The public will find the site to be easily searchable.				
2	The website will be updated weekly				
3	The website will include current events and media coverage				
4	Will embed in-district social media feed				
5	Links to resources and support (such as forms and data, instructions to how to check your child's grades)				
6	Each school and the district office will have their website linked to the school district's website				
7	Accessible to all				
8	Secure				
9	Will have an updated transportation portal				
10	Livestream video feeds including athletics, activities, school board meetings, etc.				
11	The calendar should be displayed on the main webpage				
12	Alert capable				
13	The tech committee will review annually				
14	The website will have an identified caretaker				

# Action Plan

PLAN NUMBER 2

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Each school building website, at a minimum: <ul style="list-style-type: none"><li>• will also be updated weekly</li><li>• will include current events</li><li>• will include current pictures of student activities and classroom successes</li><li>• will host teacher webpages</li></ul>	Building Principals			
2	The district office website will have: <ul style="list-style-type: none"><li>• Links to the school board</li><li>• Employment information</li><li>• Links to federal program</li></ul>	Dawn Georgia			
3	Yearly Training	IT Director			
4	Each website will have a designated caretaker				

# Action Plan

PLAN NUMBER 3

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Buildings will communicate together about: <ul style="list-style-type: none"><li>• Academic interventions that have been tried for each student</li><li>• Behavioral interventions that have been tried</li></ul>	LSD			
2	District will maintain an early warning system	LSD			
3	District will establish and maintain standing curriculum committees which will include at least one member from each building, for example: <ul style="list-style-type: none"><li>•Mathematics</li><li>•Social Studies</li><li>•Language Arts</li><li>•Science</li><li>•Technology</li><li>•Arts</li></ul>	Superintendent / SEA			
4	Each committee will communicate the outcome to the staff and professional development time will be given for that communication to happen				

# Action Plan

PLAN NUMBER 4

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Establish a steering committee that will guide the communication and implementation of the district's vision and goals.	Superintendent			
2	The committee will consist of: <ul style="list-style-type: none"><li>• A secondary teacher</li><li>• An elementary teacher</li><li>• One classified staff</li><li>• One administrator</li><li>• One student</li><li>• One secondary parent</li><li>• One elementary parent</li><li>• The superintendent</li></ul>				
3	They will meet twice a year, once in the beginning of the year and once in the middle of the year to evaluate their progress.				

# Action Plan

PLAN NUMBER 5

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	The district will email out the school board agenda with a link to the meeting minutes	Dawn Georgia			
2	A monthly newsletter that contains upcoming events, happenings, progress toward our goals, etc.	Dawn Georgia			
3	The superintendent will hold quarterly meetings with the staff	Superintendent			

# Action Plan

PLAN NUMBER 6

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	A universal sub plan template will be created	Business Office			
2	A sub login with controlled access to resources	Business Office			
3	Substitute training must be provided to communicate expectations <ul style="list-style-type: none"><li>• Could be a virtual training with incentives</li><li>• A video library to be created that reflects the expectations of each building</li></ul>				

# Action Plan

PLAN NUMBER 7

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	District wide universal LMS with annual training.	Committee already established			
2	The district will identify a consistent communication platform to be used by teachers, parents, and students				
3	Annual training provided.	PLC/DO			

# Action Plan

PLAN NUMBER 8

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Each building will have a designated point of contact for external providers to facilitate timely communication	Building principals			
2	The district will communicate the two-year school calendar with the community in the local media	DO			
3	The district will survey, annually, their community partners as to the efficacy of their communication and use the results to guide future communication	DO			

# Action Plan

PLAN NUMBER 9

DATE:

Strategy #5: We will develop an internal and external District communication plan

Specific Result (Objective): Communication with parents

#	Action Step	Assigned to:	Start Date:	Due Date:	Completed Date:
1	Attendance call-out system for every building	IT Director			
2	At the secondary level, a weekly link to student's grades is sent	Secretary			
3	Weekly email communication from each building about upcoming events	Building principals			
4	Create/maintain an alert system for acute occurrences	IT Director			
5	The secondary level will explore methods to increase parent-teacher communication and will report their findings to the school board	Communication Committee			
6	The district will send out a monthly newsletter to the parents	School Board/DO			