

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, February 11, 2026 | 5:00 PM | District Office Board Room, 300 Kostrometinoff Street,
Sitka, AK 99835

Proposed Agenda

1. **Please Note: The agenda items are in no specific order.**
2. **Cell Phone Policy**
3. **Family Engagement**
 - 3.a. BP and AR 5124.1 Family Engagement
 - 3.b. BP and AR 6015 Parent and Family Engagement
4. **AR 6000 Concepts and Roles**
5. **AR 9230 Board Member Orientation**
6. **BB 9323 Meeting Conduct**
7. **Liaison Policy**
8. **REMOVE - AR 4161 All Personnel - Emergency COVID-19 Sick and Family Leave**
9. **REMOVE E4111 Candidate3 Review Form**

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.

BP 5138 STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES

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

(cf. 5030 - School Discipline and Safety)

(cf. 5145.12 - Search and Seizure)

Approval Date: June 10, 2010

Revision Date: December 2, 2014

Sitka School District

BP 5138 STUDENT USE OF WIRELESS COMMUNICATION DEVICES

The School Board recognizes that many students possess wireless communication devices. In the school setting, wireless communication devices are **permitted** so long as their use is consistent with this policy and does not interfere with the educational process, or with safety and security.

For the purpose of this policy, "wireless communication device" is defined as a portable device that has the capability to provide voice, messaging, or other data communication between two or more parties and includes cellular phones, smartwatches, wireless headphones, tablet computers, laptop computers, and gaming devices.

(cf. 5030, School Discipline and Safety)

Conditions of Use - Wireless Communications Devices

For all students (grades K-12) wireless communication devices should be powered off and stored in a secure place, such as the student's locker or a closed backpack, at all times during school hours. This includes passing periods and school sponsored and supervised activities (e.g., school assemblies, public ceremonies, etc.) that occur during the school day.

Students in grades K-8 may only use wireless communication devices before and after school hours. High school students (grades 9-12) may use wireless communication devices before and after school hours, as well as outside the school building during a student's lunch or free period. High school students should otherwise have devices powered off and put away during school hours.

Exceptions are allowed for students to use a wireless communication device for medical or translation purposes, in the event of an emergency, or when a teacher or administrator of the school grants permission to a student to use a wireless communication device for educational purposes. This policy is not intended to prohibit students from using laptop computers to participate in instruction. This policy is also not intended to limit the ability of students to participate in online classes.

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

(cf. 6159, Individualized Education Program)

The principal may establish, and school personnel may enforce, additional guidelines limiting or prohibiting the possession and use of wireless communication devices as appropriate to campus needs. The learning environment includes all times that a student is in school during the school day and when school sponsored and supervised group activities are held during school hours. This does not apply to extracurricular

Commented [JK1]: this paragraph is good and I think what we might want. Statement below covers exceptions too?

Commented [JK2]: this one too

Commented [DF3]: Comprehensive but flexible ...suggestion....show this to admin and get feedback on pros and cons

activities and events that occur outside of the regular school day. No student may use a wireless communication device in a manner, or at a time, that interferes with or is disruptive of other student's instructional time.

Commented [JE4]: I like this part too.

(cf. 6116, Classroom Interruptions)

Students will comply with this policy and with administrative and staff member directives regarding use. Students are required to turn wireless communication devices over to school personnel when requested. Students who refuse to do so are subject to disciplinary action.

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

The district assumes no responsibility for loss or damage to personal property of students, including wireless communication devices, whether in the possession of students or if confiscated by school personnel pursuant to this policy.

(cf. 6116, Classroom Interruptions)

Prohibited Conduct

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

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

(cf. 5131, Conduct)

(cf. 5131.4, Campus Disturbances)

(cf. 5131.41, Violent and Aggressive Conduct)

(cf. 5131.42, Threats of Violence)

(cf. 5131.43, Harassment, Intimidation and Bullying)

(cf. 5131.9, Academic Honesty)

(cf. 5137, Positive School Climate)

(cf. 6161.4, Internet)

(cf. 6161.5, Web Sites/Pages)

Searches

The contents of a wireless communication device may be searched to determine ownership, to identify emergency contacts, or upon reasonable suspicion that a school or district rule or the law has been violated.

(cf. 5145.12, Search and Seizure)

ADOPTED: 07/01/2017

REVISED: 07/2019

REVISED: 10/2023

REVISED: 06/10/25

Juneau School District

Model Policy

BP 5138 STUDENT POSSESSION & USE OF PORTABLE ELECTRONIC DEVICES, INCLUDING CELLULAR PHONES

Commented [DG1]: The model policy does not have an AR

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

(cf. 5030 – School Discipline and Safety)

Educational Uses

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

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

(cf. 6159 – Individualized Education Program)

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

Conditions of Use – Cellular Phones

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

(Option 1): High school students (grades 9 - 12) may use cellular phones and other personal portable electronic devices before and after school, during passing periods,

and during the student's lunch period. Elementary and middle school students (grades K-8) may use such devices only before and after school. Devices should be powered off and put away at all other times.

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

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

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

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

(cf. 6116 – Classroom Interruptions)

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

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

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

Prohibited Conduct

Possession of a cellular phone or other portable electronic device by students is a privilege. This privilege will be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of the device so as to violate the law or

any other school or district rule. In addition to those conduct rules set forth elsewhere, the following actions are strictly prohibited and may result in disciplinary action:

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

Exceptions and Permitted Use

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

(cf. 5131 – Conduct)

(cf. 5131.4 – Campus Disturbances)

(cf. 5131.41 – Violent and Aggressive Conduct)

(cf. 5131.42 – Threats of Violence)

(cf. 5131.43 – Harassment, Intimidation and Bullying)

(cf. 5131.9 – Academic Honesty)

(cf. 5137 – Positive School Climate)

(cf. 6161.4 – Internet)

(cf. 6161.5 – Web Sites/Pages)

Searches

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

(cf. 5145.12 – Search and Seizure)

Legal Reference:

ALASKA STATUTES

[14.33.300](#) *Wireless telecommunications device policy*

Revised 6/2025

AASB POLICY REFERENCE MANUAL

9/92

AASB Policy Reference Manual

BP 5124.1 FAMILY ENGAGEMENT

Note: This is not a required policy and may updated at the discretion of the Board.

The Sitka School District School Board recognizes families provide early and ongoing education to their children, and a strong collaboration between families and schools will ensure students continue to receive the supports they need to thrive and be prepared in school and beyond. The board also believes that partnerships with parents, guardians, and families are an important part of the educational program. Current research indicates a home to school partnership and greater involvement on the part of parents and families in the education of their children generally result in higher achievement scores, improved student behavior and reduced absenteeism. All parents, guardians, family members and foster caregivers have clear and active roles to contribute to the education of their children or foster children. All students can be successful when schools and families partner in children's education.

Sitka School District is committed to promoting family engagement as an integral part of the educational experience. Through family engagement we will:

- . Establish a welcoming and inclusive environment that actively encourages family involvement in their child's education.
- . Foster effective communication and collaboration between families, schools, and the community to support student success.
- . Provide resources, training, and opportunities for families to enhance their capacity to support their child's learning and well-being.
- . Provide resources, training, and opportunities for school staff to enhance their capacity to engage in meaningful partnerships with families.
- . Recognize and respect the diverse cultures, backgrounds, and perspectives of all families in our district.

By implementing this Family Engagement Policy, Sitka School District aims to strengthen the partnership between parents, guardians, families, schools, and the community, ultimately enhancing student achievement and fostering a supportive educational environment.

In addition, building administrators/designees of schools receiving Title I funds will jointly develop with and distribute to parents of children participating in Title I programs a written parent and family involvement policy and guidelines that increases family interest in partnership and involvement. The requirements of the policy and guidelines are consistent with Federal and State law.

(cf. 6171 – Title I Programs)

9/2023

ADOPTED June 19, 2024

Sitka School District

AR 5124.1 FAMILY ENGAGEMENT

Note: This is not a required administrative regulation and may be updated at the discretion of the Board.

The administration may train, support, and improve school and family partnership by integrating some of the following approaches:

Welcome and Inclusive Environment

- . Creating a welcoming and inclusive environment for parents, guardians, and families by providing clear and accessible information about school policies, programs, and activities;
- . supporting meaningful two-way communication between school and home that welcomes families into the school and learning environment;
- . hosting orientation events, open houses, and parent-teacher conferences to foster connections between parents, guardians, and families;
- . respecting and welcoming parents, guardians, and family members as partners in decisions affecting children and families, as well as visitors to the schools;
- . encouraging parents, guardians, and family members to be in the schools and help co-lead school-related activities;
- . encouraging school administrators to set expectations and create a climate conducive to parent, guardian, and family participation;

Communication and Collaboration

- . communicating with parents, guardians, and family members about Board policies and regulations, as well as how to navigate to them;
- . establishing multiple channels of communication to facilitate regular and meaningful dialogue between parents, guardians, families, and school staff, including newsletters, emails, school websites, social media, and other appropriate platforms;
- . providing parents, guardians, and families with timely and relevant information about their child's academic progress, attendance, and behavior. Progress reports, report cards, and parent teacher conferences will be utilized to maintain ongoing communication;
- . engaging in meaningful parent-teacher conferences to discuss student progress toward meeting academic content standards and other learning goals, individual instructional needs and student welfare issues;
- . providing opportunities for parents, guardians, and families to engage in decision making processes, such as through family surveys, focus groups, and participation in school improvement planning will be provided;
- . expanding parent, guardian, and family involvement in decision-making through parent groups and Board and school advisory committees;

Capacity Building

- . creating meaningful roles for parents, guardian, and family members to play in supporting, reinforcing, and assisting student learning;
- . promoting parent, guardian, family involvement in their child's learning through the provision of tools, strategies, and resources that families can use at home.
- . providing opportunities for parent, guardian, and family input in school programs and curriculum;
- . promoting the creation of authentic opportunities for families to support one another in school and with parenting that integrate the diverse knowledge, learning styles, and cultural backgrounds within the school community;
- . offering workshops, training sessions, and resources to support parents, guardians, and families in understanding the curriculum, effective parenting practices, and strategies to support their child's learning and well-being.
- . Collaborating with community organizations and agencies will be encouraged to provide additional support and resources for parents, guardians, and families, such as workshops on health and wellness, financial literacy, and college and career readiness.

School Staff Capacity

- . support meaningful roles for school staff in supporting and reinforcing meaningful partnerships with families;
- . supporting appropriate professional development opportunities that enable staff members to build stronger relationships and increase the effectiveness of school staff working on parent, guardian, and family involvement strategies;

Cultural Responsiveness

- . Striving to create an inclusive environment that celebrates and honors the cultural backgrounds, languages, and traditions of all families.
- . actively seeking input from parents, guardians, and families to inform culturally responsive teaching practices and curriculum development.
- . developing methods to accommodate and support parent, guardian, and family involvement for parents with special needs such as Special Education.
- . developing methods to accommodate and support parent, guardian, and family involvement for parents who are English Language Learners.
- . assessing the effectiveness of family and school partnership, including previously underserved parents, guardians, and families with special needs.

Monitoring and Evaluation

The effectiveness of this Family Engagement Policy will be periodically assessed and reviewed by the district. Feedback from parents, guardians, families, staff, and community members will be sought to identify areas of improvement and make necessary revisions to the policy.

9/2023

ADOPTED April 3, 2024

Sitka School District

BP 6015 PARENT AND FAMILY ENGAGEMENT

Overview

The Sitka School District views parents and family as full and integral partners in their children's education at school. Parent-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active and ongoing parent and family engagement, and to define how the district and schools will facilitate this.

This policy is designed to meet Federal requirements, as well as to reflect best practice in engaging families in helping to educate their children, because students do better when parents are actively involved in the education process, both at home and at school.

The Federal Elementary and Secondary Education Act (ESEA) emphasizes equal access to education to ensure that every student succeeds. The current version of ESEA was authorized by the Every Student Succeeds Act (ESSA), and signed into law on December 10, 2015. Section 1116 of Title IA of the ESEA requires that each district and school receiving Title I, Part A funds have a written parent and family engagement policy developed jointly with, agreed on with, and distributed to parents and family members of participating children.

(cf. 6171 - Title 1 Programs)

Joint Development

This policy was jointly developed with parents and family members. District and school administration requested input via focus groups and school parent advisory committees.

In general, the Sitka School District plans broadly for all programming, and then allocates resources, including Federal funding, as appropriate and available. Parents and family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

Technical Assistance

Sitka School District will provide the support necessary for schools receiving ESEA Title IA funding to implement effective parent and family engagement practices. The District Office supports schools in implementing effective parent and family engagement practices in the following ways:

- Developing draft school parent and family engagement policies and school-parent compacts that meet the requirements of Title IA and are consistent with District policy

- Reminding school principals of Title IA requirements and collecting evidence that schools have met those requirements
- Identifying effective family engagement practices and coordinating implementation of strategies across schools
- Identifying and designating resources to support implementation of effective parent and family engagement practices
- Consulting and coordinating school-based consultation with community partners, including Tribal partners, employers, business leaders, philanthropic organizations, and individuals with expertise in effective parent/family engagement practices

Coordination

The Sitka School District will coordinate parent and family engagement efforts made under the requirements of Title IA with other parent and family engagement activities taking place within the District. The District will also coordinate with local partners to provide additional supports and resources to families.

Annual Evaluation

Annually, Sitka School District will evaluate this policy on its content and effectiveness in improving the academic quality of Title I schools. This evaluation will include meaningful involvement of parents and family members of district students, and may identify:

- Barriers to parent/family engagement, especially for parents who are economically disadvantaged, disabled, racial or ethnic minorities, or who have limited literacy or English proficiency
- Ways to support parents and family members in assisting their children's learning, including engaging with school personnel
- Strategies to support successful school and family interactions.

Annual evaluation will take place as part of the annual District Strategic Planning Process, led by the Superintendent of Schools or designee and including input from parents/family, students, and staff.

Evidence-Based Strategies

The Sitka School District will identify evidence-based strategies to improve parent and family engagement in areas identified during the annual evaluation. The District will revise this policy and/or associated Administrative Regulations to reflect updated strategies as necessary, with ongoing consultation with parents and family members.

Building Capacity of Parents and Family Members

Sitka School District and its schools will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The District/schools will also provide training to families to develop the skills needed to help their children improve their academic achievement.

Building Capacity of School Staff

The Sitka School District will provide annual professional learning to teachers and staff in Title I schools, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs, and
- How to build ties between parents and the schools.

(cf. 6000 - Concepts and Roles)

Legal Reference

UNITED STATES CODE

Title I of the Elementary and Secondary Education Act, [20 U.S.C. §§ 6301-6514](#), as amended by the Every Student Succeeds Act ([P.L. 107-110](#))

ADOPTION DATE: April 7, 2021

Sitka School District

KEET GOOSHI HEEN ELEMENTARY

Overview

Keet Gooshi Heen views parents and family as full and integral partners in their children's education at school. Parent-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active parent and family engagement, and to define how Keet Gooshi Heen will facilitate this.

Joint Development

This policy was jointly developed with parents and family members. District and school administration requested input via focus groups and school parent advisory committees.

In general, the Sitka School District plans broadly for all programming, and then allocates resources, including Federal funding, as appropriate and available. Parents and family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

Annual Title 1A Meeting

Annually, Keet Gooshi Heen will host a Title IA meeting, at a time convenient for parents and family of children receiving Title IA funded services. The school will provide information on the Title IA program and request input on the programming and on this parent and family involvement policy.

Communication

Keet Gooshi Heen will provide families of participating children with the following, in an understandable format, at the annual meeting, parent conferences, or via mail or e-mail:

- Timely information about the school's Title IA programming
- A copy of or link to the school and district parent and family engagement policies
- A description of the curriculum and assessments used, and the achievement levels of the challenging State academic standards
- If requested by parents, the opportunity for regular meetings to give input into school planning
- Information on any programming provided to parents/families

Coordination

Keet Gooshi Heen will coordinate parent and family engagement efforts made under the requirements of Title IA with other parent and family engagement activities taking place

within the school. The school will also coordinate with the District and local partners to provide additional supports and resources to families.

Building Capacity of Parents and Family Members

Keet Gooshi Heen will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The school may also provide training to families to develop the skills needed to help their children improve their academic achievement.

Building Capacity of School Staff

Keet Gooshi Heen will provide annual professional learning to teachers and staff, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs, and
- How to build ties between parents and the schools.

SCHOOL-FAMILY-STUDENT COMPACT

The following compact was jointly developed with parents and families. District and school administration requested parent and family input via focus groups and school parent advisory committees.

The purpose is to define how schools, families, and students will share responsibility for academic achievement.

SCHOOL RESPONSIBILITIES

Provide high quality curriculum and instruction in a supportive and effective learning environment, including

- Evidence-based core academic and social emotional learning curricula
- Multi-tiered systems of support for both academics and behavior, intended to serve the diverse needs of all students
- Effective teaching practices
- Positive Behavior Interventions and Support
- Data-informed instruction and class placement

Host biannual parent-teacher conferences, at which this compact may be discussed. Conferences are held at the end of the 1st and 2nd trimesters.

Provide parents/guardians regular reports on their children's progress as follows:

- Report cards are sent out at the end of each trimester.
- MAP Parent Reports are provided to parents during parent/teacher conferences and at parent request.
- Scores on the State summative assessments given in grades 3-10 are mailed home in the first month after school starts each year.
- Teacher communication with parents is a critical part of ensuring student success in and out of the classroom and good attendance.

Provide parents reasonable access to staff:

- Keet Gooshi Heen Staff contact information may be found on our school's website
- Keet Gooshi Heen Administration may be reached at 747-8395
- Staff email addresses and phone numbers can be found in the staff directory on the district website at www.sitkaschools.org.
- Family members are invited to stop by the school from 7:30 - 4:00pm to make an appointment with staff.

Provide parents with opportunities to volunteer, observe, or participate in their children's classrooms, such as:

- Field Trips
- Classroom Help
- Girls on the Run
- Boys Run
- Spelling Bee
- Geography Bee
- Future Problem Solvers
- Project Fair

Facilitate meaningful, two-way communication between family members and school staff by:

- Attending parent/teacher conferences
- Phone calls

PARENT/FAMILY RESPONSIBILITIES

Parents and family members may support their children's learning in the following ways:

- Reading together every day
- Talking supportively about school at home
- Encouraging students to do their best and stick to it when school is hard
- Ensuring students eat a nutritious breakfast, either at home or at school

- Participating in decisions about their children's education
- Staying informed about school by reading notices sent home
- Participating in school and district planning and surveys
- Advocating for their children's needs at school
- Supporting regular and timely student attendance
- Supporting students in completing homework
- Ensuring students get a quality night's sleep

STUDENT RESPONSIBILITIES

Students can influence their own success by doing the following:

- Trying their best in academic work and behavior
- Asking for help when needed
- Coming to school willing to participate and learn
- Communicating with teachers, principals, family members, and/or other caring adults about school experiences
- Showing respect for themselves, the school, and others
- Believing in themselves
- Being Respectful, Responsible, Safe and Kind

Adoption Date: March 3, 2021

Sitka School District

BLATCHLEY MIDDLE SCHOOL

Overview

Blatchley Middle School views parents and family as full and integral partners in their children's education at school. Parent-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active parent and family engagement, and to define how Blatchley Middle School will facilitate this.

Joint Development

This policy was jointly developed with parents and family members. District and school administration requested input via focus groups and school parent advisory committees.

In general, the Sitka School District plans broadly for all programming, and then allocates resources, including Federal funding, as appropriate and available. Parents and family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

Annual Title 1A Meeting

Annually, Blatchley Middle School will host a Title IA meeting, at a time convenient for parents and family of children receiving Title IA funded services. The school will provide information on the Title IA program and request input on the programming and on this parent and family involvement policy.

Communication

Blatchley Middle School will provide families of participating children with the following, in an understandable format, at the annual meeting, parent conferences, or via mail or e-mail:

- Timely information about the school's Title IA programming
- A copy of or link to the school and district parent and family engagement policies
- A description of the curriculum and assessments used, and the achievement levels of the challenging State academic standards
- If requested by parents, the opportunity for regular meetings to give input into school planning
- Information on any programming provided to parents/families
- Information on how to access Schoology accounts

Coordination

Blatchley Middle School will coordinate parent and family engagement efforts made under the requirements of Title IA with other parent and family engagement activities taking place within the school. The school will also coordinate with the District and local partners to provide additional supports and resources to families.

Building Capacity of Parents and Family Members

Blatchley Middle School will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The school may also provide training to families to develop the skills needed to help their children improve their academic achievement.

Building Capacity of School Staff

Blatchley Middle School will provide annual professional learning to teachers and staff, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs, and
- How to build ties between parents and the schools.

SCHOOL-FAMILY-STUDENT COMPACT

The following compact was jointly developed with parents and families. District and school administration requested parent and family input via focus groups and school parent advisory committees.

The purpose is to define how schools, families, and students will share responsibility for academic achievement.

SCHOOL RESPONSIBILITIES

Provide high quality curriculum and instruction in a supportive and effective learning environment, including

- Evidence-based core academic and social emotional learning curricula
- Multi-tiered systems of support for both academics and behavior, intended to serve the diverse needs of all students
- Effective teaching practices
- Positive Behavior Interventions and Support
- Data-informed instruction and class placement

Host biannual parent-teacher conferences, at which this compact may be discussed. Conferences are held in November, during the 1st semester and in February of 2nd semester. Conferences are student-led, open house format. Opportunities for families to meet with grade level teams individually are also offered.

Provide parents/guardians regular reports on their children's progress as follows:

- Report cards are sent home twice a year, in January and May. Progress reports are sent home during parent-teacher conferences (see above) and additionally in April and May.
- The Measures of Academic Progress test is administered three times a year. The results of this assessment are mailed home in September, December and May. Results are provided only to the families of students and the school they attend.
- Scores on the State summative assessments given in grades 3-10 are mailed home in the first month after school starts each year.
- Grade level teams will call home and schedule meetings with families as needed.
- Grade level teams will discuss all/any appropriate options for student success
- Blatchley Middle School uses the online Schoology platform to help students and families stay abreast of assignments, grades, and homework. Each student and each family receives a personal username and password to access their account.
- Blatchley will provide individual training sessions on how to access Schoology during Parent Teacher Conferences and by appointment.

Provide parents reasonable access to staff:

- The best way for families to contact a specific school employee at Blatchley Middle School is to call the front office at (907) 747-8672, via the teacher's Schoology page, or by email.
- To contact an administrator at BMS call the above number or dial the Principal directly at (907) 966-1403 or the Assistant Principal at 966-1404
- Staff email addresses and phone numbers can also be found in the staff directory on the district website at www.sitkaschools.org
- Family members are invited to stop by the school from 8:00-3:30 to make an appointment with staff.

Provide parents with opportunities to volunteer, observe, or participate in their children's classrooms, such as:

- Discover Your Potential Week
- Chaperone after school activities (dances, sporting events, concerts)
- Come and eat lunch with your student(s)
- Help greet arriving students from 8:00-8:23 each morning
- Volunteer in the BMS Library
- Set up a time to visit a classroom by calling the main office at (907) 747-8672
- Attend one or all of the monthly family BBQ's

Facilitate meaningful, two-way communication between family members and school staff by:

- Weekly emails from administration to all families (including reminders about Schoology access)
- Teachers send notecards home regarding student successes
- Posting daily and weekly updates to Schoology
- Offering times to meet with grade level teams or individual teachers, by appointment, during parent-teacher conferences and/or any given day of the week. Call the main office at (907) 747-8672.

PARENT/FAMILY RESPONSIBILITIES

Parents and family members may support their children's learning in the following ways:

- Talking supportively about school at home
- Encouraging students to do their best and stick to it when school is hard
- Ensuring students eat a nutritious breakfast, either at home or at school
- Participating in decisions about their children's education
- Staying informed about school by reading notices sent home
- Participating in school and district planning and surveys
- Advocating for their children's needs at school
- Supporting regular and timely student attendance
- Supporting students in completing homework
- Limit access to evening electronics
- Check Schoology weekly
- Help ensure 8 hours of sleep each night

STUDENT RESPONSIBILITIES

Students can influence their own success by doing the following:

- Trying their best in academic work and behavior
- Asking for help when needed
- Coming to school willing to participate and learn
- Communicating with teachers, principals, family members, and/or other caring adults about school experiences
- Showing respect for themselves, the school, and others
- Believing in themselves
- Honoring the BMS code of, "Respectful, Responsible and Safe!"

Adoption Date: March 3, 2021

Sitka School District

PACIFIC HIGH SCHOOL

Overview

Pacific High School views parents and family as full and integral partners in their children's education at school. Parent-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active parent and family engagement, and to define how Pacific High School will facilitate this.

Joint Development

This policy was jointly developed with parents and family members. District and school administration requested input via focus groups and school parent advisory committees.

In general, the Sitka School District plans broadly for all programming, and then allocates resources, including Federal funding, as appropriate and available. Parents and family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

Annual Title 1A Meeting

Annually, Pacific High School will host a Title IA meeting, at a time convenient for parents and family of children receiving Title IA funded services. The school will provide information on the Title IA program and request input on the programming and on this parent and family involvement policy.

Communication

Pacific High School will provide families of participating children with the following, in an understandable format, at the annual meeting, parent conferences, or via mail or e-mail:

- Timely information about the school's Title IA programming
- A copy of or link to the school and district parent and family engagement policies
- A description of the curriculum and assessments used, and the achievement levels of the challenging State academic standards
- If requested by parents, the opportunity for regular meetings to give input into school planning
- Information on any programming provided to parents/families

Coordination

Pacific High School will coordinate parent and family engagement efforts made under the requirements of Title IA with other parent and family engagement activities taking

place within the school. The school will also coordinate with the District and local partners to provide additional supports and resources to families.

Building Capacity of Parents and Family Members

Pacific High School will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The school may also provide training to families to develop the skills needed to help their children improve their academic achievement.

Building Capacity of School Staff

Pacific High School will provide annual professional learning to teachers and staff, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs, and
- How to build ties between parents and the schools.

SCHOOL-FAMILY-STUDENT COMPACT

The following compact was jointly developed with parents and families. District and school administration requested parent and family input via focus groups and school parent advisory committees.

The purpose is to define how schools, families, and students will share responsibility for academic achievement.

SCHOOL RESPONSIBILITIES

Provide high quality curriculum and instruction in a supportive and effective learning environment, including

- Evidence-based core academic and social emotional learning curricula
- Multi-tiered systems of support for both academics and behavior, intended to serve the diverse needs of all students
- Effective teaching practices
- Positive Behavior Interventions and Support
- Data-informed instruction and class placement

Host biannual parent-teacher conferences, at which this compact may be discussed. Conferences are held in October and February of each year.

Provide parents/guardians regular reports on their children's progress as follows:

- Report cards are mailed out at the end of each semester.
- MAP assessment results are discussed at parent-teacher conferences in the Fall.
- Scores on the State summative assessments given in grades 3-10 are mailed home in the first month after school starts each year.
- When grades or attendance begin to lag for a student, parent contact is initiated by the student's teacher, and followed up by school administration if necessary.

Provide parents reasonable access to staff:

- Teachers can be contacted by calling their classroom phone, the main PHS number, and/or by school district email. This information is provided to parents at the beginning of each school year during welcome-back interviews.
- Administration can be contacted by calling direct office phone, the main PHS number, and/or by school district email.
- Staff email addresses and phone numbers can be found in the staff directory on the district website at www.sitkaschools.org
- Family members are invited to stop by the school from 8am to 4pm to make an appointment with staff.

Provide parents with opportunities to volunteer, observe, or participate in their children's classrooms, such as:

- Parents are always welcome to set up an appointment to observe classes and/or participate in activities or field trips.
- Parents are invited to design and teach Friday Enrichment classes in an area they are professionally qualified with the approval of PHS administration.
- There are a variety of needs at PHS that can be satisfied by parent volunteers. Parents are encouraged to contact PHS administration for more information.

Facilitate meaningful, two-way communication between family members and school staff by:

- PHS staff and administration maintain regular communication with parents throughout the school year through phone, email, and in-person meetings. Parents are invited to monthly Parent-Community-Council meetings and/or academic culmination events each quarter. Parents and families are encouraged throughout the school year to reach out to PHS staff with any questions, concerns or ideas.

PARENT/FAMILY RESPONSIBILITIES

Parents and family members may support their children's learning in the following ways:

- Encouraging your student to read every day and/or reading together

- Talking supportively about school at home
- Encouraging students to do their best and stick to it when school is hard
- Ensuring students eat a nutritious breakfast, either at home or at school
- Participating in decisions about their children's education
- Staying informed about school by reading notices sent home
- Participating in school and district planning and surveys
- Advocating for their children's needs at school
- Supporting regular and timely student attendance
- Supporting students in completing homework

STUDENT RESPONSIBILITIES

Students can influence their own success by doing the following:

- Trying their best in academic work and behavior
- Asking for help when needed
- Coming to school willing to participate and learn
- Communicating with teachers, principals, family members, and/or other caring adults about school experiences
- Showing respect for themselves, the school, and others
- Believing in themselves
- Tending to their mental health needs when necessary through self-care and reaching out to supportive adults.
- Persevering through difficult times by staying connected to school staff and reaching out when resources are needed.

Adoption Date: March 3, 2021

Sitka School District

SITKA HIGH SCHOOL

Overview

Sitka High School views parents and family as full and integral partners in their children's education at school. Parent-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active parent and family engagement, and to define how Sitka High School will help facilitate this.

Joint Development

This policy was jointly developed with parents and family members. District and school administration requested input via focus groups and school parent advisory committees.

In general, the Sitka School District plans broadly for all programming, and then allocates resources, including Federal funding, as appropriate and available. Parents and family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

Communication

Sitka High School will provide families of participating children with the following, in an understandable format, at a regular meeting, parent conferences, or via mail or e-mail:

- A copy of or link to the school and district parent and family engagement policies
- A description of the curriculum and assessments used, and the achievement levels of the challenging State academic standards
- If requested by parents, the opportunity for regular meetings to give input into school planning
- Information on any programming provided to parents/families

Coordination

Sitka High School will coordinate efforts with consideration of the requirements of Title IA and with other parent and family engagement activities taking place within the school. The school will also coordinate with the District and local partners to provide additional supports and resources to families.

Building Capacity of Parents and Family Members

Sitka High School will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The school may also provide training to

families to develop the skills needed to help their children improve their academic achievement.

Building Capacity of School Staff

Sitka High School will provide annual professional learning to teachers and staff, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs, and
- How to build ties between parents and the schools.

SCHOOL-FAMILY-STUDENT COMPACT

The following compact was jointly developed with parents and families. District and school administration requested parent and family input via focus groups and school parent advisory committees.

The purpose is to define how schools, families, and students will share responsibility for academic achievement.

SCHOOL RESPONSIBILITIES

Provide high quality curriculum and instruction in a supportive and effective learning environment, including

- Evidence-based core academic and social emotional learning curricula
- Multi-tiered systems of support for both academics and behavior, intended to serve the diverse needs of all students
- Effective teaching practices
- Positive Behavior Interventions and Support
- Data-informed instruction and class placement

Host biannual parent-teacher conferences, at which this compact may be discussed. Conferences are held once in each semester (typically October and February) and are scheduled in a variety of timeframes to attempt to accommodate family schedules.

Provide parents/guardians regular reports on their children's progress as follows:

- A parent portal is available through PowerSchool for student grades and attendance. The link to this portal is available on the Sitka High School website. Please call the high school for assistance with this portal. (907)-747-3263
- MAPS is administered twice per year for students in grades 9-11, and results are available to share with parents at conferences or upon request.

- Scores on the State summative assessments (PEAKS) given in grades 3-10 are mailed home in the first month after school starts each year.
- Sitka High School offers additional student assistance throughout the school day and after school tutoring on Monday-Thursday afternoons from 3:30-5:00pm in the SHS/STA Student Support Center/ Grandparents' House (Room 205).
- Sitka High School also provides the opportunity for additional support via Saturday School at least twice each semester (four times each school year).

Provide parents reasonable access to staff:

- Teachers may be contacted via email or by phone (each teacher has a telephone extension and voice mail).
- Administrators may also be contacted via email or by phone.
- Staff email addresses and phone numbers can be found in the staff directory on the district website at www.sitkaschools.org
- Family members are invited to stop by the school from 8:00am - 4:00pm to make an appointment with staff.

Provide parents with opportunities to volunteer, observe, or participate in their children's classrooms, such as:

- There are a variety of volunteer opportunities available to parents throughout the school year that include dances, activity events, concerts, performances, conferences, classroom activities, presentations, etc. If you feel that you have a particular area of expertise, please let the school know where you feel you could best contribute.

Facilitate meaningful, two-way communication between family members and school staff by:

- Providing "real-time" access to grades and attendance.
- Providing regular opportunities to meet with teachers and discuss student progress.
- Regular updates from the school on current and upcoming events.
- Periodic call-outs from the school regarding important upcoming events.
- Posts through various social and local media outlets listing upcoming events.

PARENT/FAMILY RESPONSIBILITIES

Parents and family members may support their children's learning in the following ways:

- Talking supportively about school at home
- Encouraging students to do their best and stick to it when school is hard
- Ensuring students eat a nutritious breakfast, either at home or at school
- Participating in decisions about their children's education

- Staying informed about school by reading notices sent home
- Participating in school and district planning and surveys
- Advocating for their children's needs at school
- Supporting regular and timely student attendance
- Supporting students in completing homework

STUDENT RESPONSIBILITIES

Students can influence their own success by doing the following:

- Trying their best in academic work and behavior
- Asking for help when needed
- Coming to school willing to participate and learn
- Communicating with teachers, principals, family members, and/or other caring adults about school experiences
- Showing respect for themselves, the school, and others
- Believing in themselves
- Exhibiting the values of Haa Latseen (Strength of Mind, Body and Spirit) - Being Engaged, Compassionate and Responsible

Adoption Date: March 3, 2021

Sitka School District

BARANOF ELEMENTARY

Overview

Baranof Elementary views families as full and integral partners in their student's education at school. Family-school partnerships improve schools, strengthen families, build community support, and increase student achievement and success. The purpose of this policy is to encourage active family engagement and to define how Baranof Elementary will facilitate this.

Joint Development

This policy was jointly developed with family members. District and school administration requested input through staff and family input, focus groups and surveys.

In general, the Sitka School District plans broadly for all programming and then allocates resources, including Federal funding, as appropriate and available. Family members will participate in developing the District ESEA Plan, Consolidated Grant Applications, and School Improvement Plans through the District Strategic Planning Process and school-based planning processes.

Annual Title 1A Meeting

Annually, Baranof Elementary will host a Title IA meeting, at a time convenient for families of children receiving Title IA funded services. The school will provide information on the Title IA program and request input on the programming and on this family involvement policy.

Communication

Baranof Elementary will provide families of participating children with the following, in an understandable format, at the annual meeting, parent conferences, or via mail or e-mail:

- Timely information about the school's Title IA programming
- A copy of or link to the school and district family engagement policies
- A description of the curriculum and assessments used and the achievement levels of the challenging state academic standards
- If requested by parents, the opportunity for regular meetings to give input into school planning
- Information on any programming provided to parents/families

Coordination

Baranof Elementary will coordinate family engagement efforts made under the requirements of Title IA with other family engagement activities taking place within the

school. The school will also coordinate with the District and local partners to provide additional supports and resources to families.

Building Capacity of Parents and Family Members

Baranof Elementary will build Title I parents' and family members' capacity for school engagement by providing assistance in understanding academic standards and assessments, how to monitor student progress, how to work with educators to support students, and the requirements of Title IA. The school may also provide training to families to develop the skills needed to help their children improve their academic achievement.

Building Capacity of School Staff

Baranof Elementary will provide annual professional learning to teachers and staff, to include:

- The value of parental contributions
- How to communicate to parents
- How to work with parents as equal partners
- How to implement parent programs
- How to build ties between parents and the schools

SCHOOL-FAMILY-STUDENT COMPACT

The purpose is to define how schools, families, and students will share responsibility for academic achievement and was developed with families through focus groups and surveys.

SCHOOL RESPONSIBILITIES

Provide high quality curriculum and instruction in a supportive and effective learning environment, including:

- Evidence-based core academic and social-emotional learning curricula
- Multi-tiered systems of support for both academics and behavior, intended to serve the diverse needs of all students
- Effective teaching practices
- Positive Behavior Interventions and Support
- Data-informed instruction and class placement

Host biannual parent-teacher conferences, at which this compact may be discussed. Conferences are held in late October or early November and also in late February or early March.

Provide parents/guardians regular reports on their children's progress as follows:

- Report cards are done on a trimester basis and handed out at Parent/Teacher Conferences. The final report card is sent home in students' school/home communication folders.
- Parents will be notified of students' universal screener scores in the fall, winter, and spring.
- Parents will be notified each day students are absent.
- When students are not making adequate progress, parents will be notified.

Provide parents reasonable access to staff:

- Teachers can be reached by calling their classroom number before or after school. You may leave a message and they will return your call. You can also reach them by sending an email. Staff directory is available at sitkaschools.org
- School Principal, Mrs. Lecrone, can be reached at 907-747-5825 or at lecronej@sitkaschools.org
- Staff email addresses and phone numbers can be found in the staff directory on the district website at www.sitkaschools.org
- Family members are invited to call the school at 907-747-5825 to make an appointment with staff

Provide families with opportunities to volunteer, observe, or participate in their children's school day, such as:

- Volunteering in the classroom or chaperoning field trips
- Setting up times to observe students in the classroom, specials or recess
- Inviting families to evening activities
- Including families in the development of yearly evening activities
- Participating in our school wide special activities (family BBQ, popcorn and movie in the gym, winter caroling, and cookie decorating party).
- Facilitating meaningful, two-way communication between family members and school staff by:
 - Holding monthly Baranof Family Meetings where staff and families discuss school needs and happenings, upcoming events, opportunities to volunteer, and group problem-solving.
 - Hosting monthly schoolwide assemblies which all families are encouraged to attend
 - Creating and distributing monthly newsletters
 - Replying to emails or voicemails in a timely manner

FAMILY RESPONSIBILITIES

Family members may support student learning in the following ways:

- Showing kindness and support for student, teachers, and Baranof Elementary School Staff
- Ensuring regular and timely attendance- try for no more than five tardies or absences in a year
- Establishing healthy bedtime routines that ensure student gets 8-10 hours of sleep each night
- Safeguarding student from exposure to violence and drug/alcohol abuse
- Monitoring and limiting student's time on TV, computer, iPad, and cellphones
- Attending the September Family Event
- Ensuring student eats a nutritious breakfast, either at home or at school
- Participating in decisions about student education and staying informed about school events by reading notices sent home
- Participating in school and district planning and surveys
- Advocating for student's needs at school
- Talking supportively about school at home
- Supporting student in completing homework and reading together every day
- Encouraging student to do their best and stick to it when school is hard

STUDENT RESPONSIBILITIES

Students can influence their own success by doing the following:

- Following school wide expectation-Be Safe, Be Kind, Be Respectful
- Coming to school willing to participate and learn
- Trying their best in academic work and behavior
- Asking for help when needed
- Communicating with teachers, principals, family members, and/or other caring adults about school experiences
- Showing respect for themselves, the school, and others
- Believing in themselves

ADOPTION DATE: March 3, 2021

Sitka School District

AR 6000 CONCEPTS AND ROLES

The Superintendent or Designee

- . Establishes procedures for the ongoing review, evaluation, and development of the district's curriculum on a rotational basis where all curriculums are reviewed once every five years.
- . Ensures the articulation of the district curriculum among educational levels.
- . Administers the district's educational program and reports to the Board on the accomplishment of the district educational objectives through testing and other types of appraisal.
- . Decides the general methods of instruction to be used.
- . Assigns instructors and schedules classes for all curricular offerings.
 - a. Assures adherence by staff to approved curriculum standards.

Implementation Date: April 1, 1997

Revision Date: June 10, 1997

Revision Date: February 2, 2016

Sitka School District

AR 9230 BOARD MEMBER ORIENTATION

The following are the specific topics to be covered or materials to be provided in the orientation of new board members. Orientation will be provided by the Superintendent, by the board president, by individual board members independently, and through board work sessions in October and November of each school year.

Superintendent will provide:

1. minutes from the board meetings of the previous six months
2. copy of and orientation to the board policy manual
3. discussion of policy versus regulation
4. copy of Board Member Handbook
5. review of Superintendent duties
6. copy of negotiated agreements with ~~Associated Teachers of Petersburg~~ Sitka Education Association (ATPSEA), ~~Petersburg District Support Personnel~~ Sitka Education Support Professional Association (PDSPESPA), and Superintendent's contract and resume
7. discussion of instructional standards and strategic plan
8. visits with other district management personnel (principals, food service director, business manager, and other district office staff)
9. copy of student handbook

Board president will provide:

1. discussion of mission statement and board goal(s)

2. Review of Liaison Policy

Individual board members will provide:

1. visits with incumbent board members
2. facilities tour with maintenance/custodial manager

October orientation work session will provide:

1. a session on interactive communication styles
2. an overview of the strategic plan
3. the School Board meeting process and the ~~reporting to~~ KFSK KCAW and newspaper?? plays in of board meetings
4. an overview of the Board master calendar
5. a review of the Board committees and board member interest in committee assignments

Commented [PR1]: or when member is appointed

Commented [AW2]: I wonder what is meant by instructional standards as there are many. We have the teaching standards by subjects and grade, also cultural standards, Or maybe just change the instructional standards to strategic plan.....

Commented [DJ3R2]: Good question. I'm thinking it's all the Alaska standards.

Commented [PR4]: handbooks plural?

Commented [PR5]: facilities tour should be under sup?

Commented [AW6]: Can this one be removed... Not sure what they are referring to. Maybe this is an overview of the regulations on what is confidential and what types of communications we should be responding to from the public??? Maybe we need to define what it is we want to do here as that is important to discuss, but not sure this wording is helpful.

- 6. a review of the responsibility of the board (BP 1140)
- 7. a review of the Board Bylaws
- 8. the process for decision making
- 9. a review of the Board self-evaluation process and goal setting by the Board
- 10. a review of the Superintendent evaluation and goal setting for the Superintendent
- 11. a review of the meeting effectiveness scale
- 12. an overview of the AASB fall conference roles and references for board members

Date: June 17, 2008

Petersburg City School District

Commented [PR7]: i think this is slated elsewhere?

Commented [AW8]: We do not use this.

Commented [DG9R8]: Timi did give us one and I think we used it one time. We can look at it again if we feel the need to.

Commented [AW10]: I think that it is important to give an overview of the AASB site and the resources that are available to new board members here. It took me a while to get used to looking at the AASB portal for information. It would be a good refresher for existing board members as well.

BB 9323 MEETING CONDUCT

The School Board desires to conduct its meetings effectively and efficiently. All Board meetings shall begin on time and shall be guided by an agenda prepared and delivered in advance to all Board members and other designated persons.

Parliamentary Procedure

Board meetings shall be conducted by the president in a manner consistent with adopted Board bylaws and generally accepted parliamentary procedures.

Quorum

A majority of the number of filled positions on the Board constitutes a quorum.

Unless otherwise provided by law, affirmative votes by a majority of the Board's membership are required to approve any action under consideration, regardless of the number of members present.

Abstentions

The Board recognizes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains because of a conflict of interest or for any other reason, their abstention shall be considered to concur with the action taken by the majority of those who vote, whether affirmatively or negatively.

(cf. 9270 - Conflict of Interest)

Public Participation

Note: [A.S. 29.20.020](#) requires the board provide reasonable opportunity for the public to be heard at board meetings.

Because the Board has a responsibility to conduct district business in an orderly and efficient way, the following procedures shall regulate public presentations to the Board.

1. The Board shall give members of the public an opportunity to address the Board ~~either before or~~ during the Board's consideration of the consent agenda and each agenda item.
2. At a time so designated on the agenda, members of the public also may bring before the Board matters that are not listed on the agenda of a regular meeting. The Board may refer such a matter to the Superintendent or designee or take it under advisement. The matter may be placed on the agenda of a subsequent meeting for action or discussion by the Board.

Commented [DG1]: A lot of districts have a total time limit on Persons to be Heard. They also require people to sign up ahead of the start of the meeting if they want to speak.

Commented [DG2]: I'm suggesting changes to the language.

Commented [PR3R2]: should we consider language saying for each action item moved to the table?

3.—A person wishing to be heard by the Board shall first be recognized by the president. They shall then identify themselves and proceed to comment as briefly as the subject permits, for up to three minutes. The time allowed for Persons to be Heard shall not extend beyond 45 minutes without board consent.

Commented [DG4]: We have a three-minute limit.

4.3. With Board consent, the president may modify the time allowed for public presentation or may rule on the appropriateness of a topic. If the topic would be more suitably addressed at a later time, the president may indicate the time and place when it should be presented.

5.4. No oral presentation shall include charges or complaints against any employee of the district, including the Superintendent, regardless of whether or not the employee is identified by name or by another reference which tends to identify. Charges or complaints against employees must be submitted to the Board under the provisions of Board policy and administrative regulations related to such complaints.

Commented [PR5]: I'm surprised to see this, my understanding is that the Sup and board members are not protected by this

(cf. 1312.1 - Complaints Concerning School Personnel)

(cf. 9312 - Executive Sessions)

6. No disturbance or willful interruption of any Board meeting shall be permitted. Persistence, by an individual or group, shall be grounds for the chair to terminate the privilege of addressing the meeting. The Board may remove disruptive individuals and order the room cleared if necessary.

(cf. 9320 - Meetings)

(cf. 9322 - Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES

[29.20.020](#) Meetings public

Adoption Date: October 10, 1995

Sitka School District

BB 9201 School Site Liaison

Each year upon organization of officers, the board shall appoint a member as a liaison to each school site ~~for one year~~. The role of the liaison shall be to attend special events at that school site as a representative of the board, when possible. Such events may include, but are not limited to, commencement ceremonies, family events, sporting events, and open houses. Board members should use the contact time with students, families, staff, and the community at large to engage and ~~assess~~ observe school climate.

Board members are encouraged to ~~participate~~ attend ~~in~~ any parent group meeting associated with their building assignments.

The representative to Xóots Elementary shall also serve as liaison to Xóots Yádi Preschool and Ventures programs.

The representative to Pacific High School will also serve as liaison to REACH homeschool program.

Board members should be cognizant that interactions with

staff should be generally informational of program and climate and ~~should not be considered oversight in nature~~.

E 9020 Board Standards (4.1 Advocacy)

BP 1311 Participation in Community Life

BP 5137 Positive School Climate

BP 1260 Visits to schools

BB 9271 Code of Ethics

Commented [DG1]: Place this next to BB 9200 - Board Members?

Commented [AW2]: Maybe we should add to share a recap of pertinent information discussed at the parent meeting during board reports, so the rest of board is aware of important conversations happening at the parent meetings.

Commented [PR3]: should a line in narrative reflect the we are beholden to this policy?

AR 4161/4261/4361 All Personnel - EMERGENCY COVID-19 SICK AND FAMILY LEAVE

Note: The following AR implements the federal Families First Coronavirus Response Act, which is in effect from April 1, 2020 through December 31, 2020, unless extended by Congress.

As a result of the COVID-19 pandemic, employees may have additional rights to sick leave and family leave under the provisions of the Family First Coronavirus Response Act (FFCRA). This AR shall be interpreted consistent with FFCRA.

Sick Leave for COVID-19 Qualifying Reasons

Employees are entitled to additional paid sick leave if the employee is unable to work (including an agreed upon telework plan) due to a need for leave because the employee:

- . is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
- . has been advised by a health care provider to self-quarantine due to COVID-19 concerns;
- . is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
- . is caring for an individual subject to an order described in (1) above, or self-quarantine as described in (2) above;
- . is caring for a child whose school or place of care is closed (or childcare provider is unavailable) for reasons related to COVID-19; or
- . is experiencing any other substantially similar condition as may be specified by the United States Department of Health and Human Services.

Duration of COVID-19 Sick Leave

A full-time employee is eligible for up to 80 hours of COVID-19 sick leave. A part-time employee is eligible for the number of hours of leave that the employee works on average over a two-week period.

Calculation of Sick Leave Rate of Pay

For leave reasons (1), (2), or (3), above: employees taking leave shall be paid at their regular rate of pay, up to \$511 per day and \$5,110 in the aggregate (over a 2-week period).

For leave reasons (4), (5), or (6), above: employees taking leave shall be paid at 2/3 their regular rate, up to \$200 per day and \$2,000 in the aggregate (over a 2-week period).

Procedure for Requesting Leave

Employees must notify their supervisor of the need and specific reason for leave under this policy. Employees should make the request for leave as soon as practically possible. Verbal notice will be accepted until written notice can be provided. Employees are required to provide documentation to confirm the type of COVID-19 leave for which they are eligible.

Interaction with Other Paid Leave

The employee may use COVID-19 paid sick leave under this policy before using any other accrued sick leave, family leave, annual leave, or other available leave. COVID-19 sick leave does not carry over to 2021. COVID-19 sick leave cannot be cashed out.

All other policies and procedures for use of sick leave remain applicable, except as specifically modified by this AR and the federal Families First Coronavirus Response Act.

(cf. 4161.1 - Sick Leave)

(cf. 4161.2 - Personal Leaves)

Family and Medical Leave Act Expansion to Care for Children due to Covid-19

The qualifying reasons for taking family and medical leave ("FMLA Leave") have been expanded to provide leave for employees unable to work because they must care for a child whose school or place of childcare is closed (or childcare provider is unavailable) for reasons related to COVID-19. This is a new qualifying reason for taking leave under the Family and Medical Leave Act. It is not an expansion of the total amount of leave availability under FMLA. Employees must have been employed for at least 30 days to be eligible for expanded FMLA leave.

(cf. 4161.4/4261.1/4361.4 - Family and Medical Leave)

Duration of Expanded Childcare FMLA Leave

Full-time employees are eligible for up to 12 weeks of leave at 40 hours a week, assuming the employees have FMLA Leave available. Part-time employees are eligible for leave for the number of hours they are normally scheduled to work over that period, again assuming leave is available. Employees are only entitled to 12 weeks of annual FMLA leave, regardless of the reason.

Rate of Pay for Expanded Childcare FMLA Leave

The first ten days of expanded childcare FMLA leave is unpaid. However, employees may take the COVID-19 paid sick leave during this time or substitute any accrued paid leave.

Note: The above provisions for paid leave under FMLA are only applicable when leave is taken because the employee must care for a child whose school or place of care is closed due to COVID-19 related reasons. FMLA has not been expanded to provide for paid leave for other qualifying reasons, such as personal illness of the employee or family member.

After the first ten days of expanded childcare FMLA leave, employees taking leave shall be paid at 2/3 their regular rate, up to \$200 per day and \$12,000 in the aggregate (over a 12-week period—two weeks of paid sick leave followed by up to 10 weeks of paid expanded family and medical leave under the Family and Medical Leave Act).

Procedure for Requesting Leave

Employees must follow the existing procedures for taking and requesting family and medical leave. Employees are required to provide documentation to confirm eligibility for expanded childcare FMLA leave.

(cf. 0400 - Personnel)

Legal Reference:

[Public Law No: 116-127](#) (03/18/2020)

Adoption date: July 27, 2020

Sitka School District

Classified/ Certificated Personnel

E 4111
4211

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CANDIDATE REVIEW FORM

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	Certificate Type	Cultural Sensitivity	AK Studies	Multi- cultural						+	0	-	+
CANDIDATE 1	Type ___ Endorsements		___ Yes ___ No	___ Yes ___ No	1. 2. 3.								
CANDIDATE 2	Type ___ Endorsements		___ Yes ___ No	___ Yes ___ No	1. 2. 3.								
CANDIDATE 3	Type ___ Endorsements		___ Yes ___ No	___ Yes ___ No	1. 2. 3.								
CANDIDATE 4	Type ___ Endorsements		___ Yes ___ No	___ Yes ___ No	1. 2. 3.								
CANDIDATE 5	Type ___ Endorsements		___ Yes ___ No	___ Yes ___ No	1. 2. 3.								

Sitka School District
Implementation Date: March 1, 1999