



Chugach School District

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Charlene Arneson, President – Gail Evanoff, Vice President
Nanci Robart, Member – David Totemoff, Member – Dave Dickason, Member

Vision/Mission Statement

Vision Statement: Our vision is to serve as a trusted collective voice for our district while promoting strong ethics, integrity, and an equitable and quality education for all of our students.

Mission Statement: Our mission is to provide visionary leadership through the establishment of a structure of strong ethics, accountability, and advocacy for the success of our students. We will pursue the advancement of student achievement and well-being through effective partnerships with staff, families, stakeholders, and our community members.

The school board would like to take this moment to respectfully acknowledge that we serve on the traditional lands of the Chugach people which includes the Sugpiaq and Alutiiq people.

UNAPPROVED AGENDA CHUGACH SCHOOL DISTRICT

DATE: Wednesday, August 19, 2026

PLACE: District Office

Teleconference Call-in Number: 1-206-858-8066
PIN: 576697

August 19 2026 Board Meeting

TIME: 9:30 AM

Board members present:
Charlene Arneson, Gail Evanoff,
Nanci Robart, David Totemoff, Dave Dickason

1. CALL TO ORDER	
2. ROLL CALL & ESTABLISHMENT OF QUORUM	
3. WORK SESSION	
a. 2-2-2 Survey Results Review	
2-2-2 Results	4
b. Strategic Planning	
26:27 Strategic Planning	
Chugach School District Strategic Plan	11
c. Board and CSA Goals for 26/27	
File_ CSD 25_26 Goals - Overview	15
d. Overview of 26/27 Grants	
CSD 26:27 Grants List	16
CSD Grant Opportunity Evaluation Rubric	18
e. Secure Rural Schools Grant Overview	
4. APPROVAL OF AGENDA	
5. PLEDGE OF ALLEGIANCE	
I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.	
6. MISSION/VISION STATEMENT, LAND ACKNOWLEDGMENT	
Vision Statement: Our vision is to serve as a trusted collective voice for our district while promoting strong ethics, integrity, and an equitable and quality education for all of our students.	
Mission Statement: Our mission is to provide visionary leadership through the establishment of a structure of strong ethics, accountability, and advocacy for the success of our students. We will pursue the advancement of student achievement and well-being through effective partnerships with staff, families, stakeholders, and our community members.	
Chugach School District Mission Statement: The Chugach School District is committed to developing and supporting a partnership with students, parents, community and business which equally shares the responsibility of empowering students to meet the needs of the ever changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups.	
Land Acknowledgment: The school board would like to take this moment to respectfully acknowledge that we serve on the traditional lands of the Chugach people which includes the Sugpiaq and Alutiiq people.	
7. APPROVAL OF MINUTES	
8. INTRODUCTION OF GUESTS and/or ANNOUNCEMENTS	
9. BOARD OF STARS	
10. REPORTS AND PRESENTATIONS	
a. CSA Report	
CSA Report	19
11. PUBLIC COMMENT ON AGENDA ITEMS	

12. BOARD COMMENT

13. ITEMS OF BUSINESS

- a. Chief School Administrator Evaluation
2026 CSA Eval 21
- b. Selection of Service Providers: Legal, Banking, Audit
Memo 26-06 28
Memo 26-07 29
Memo 26-08 30
- c. Secure Rural Schools Funding
Memo #26-5 31
- d. Student Handbook
Updated Student Handbook.docx 32
- e. Voyage Calendar - Informational
Voyage Schedule 2026-2027 46
- f. FAQs/Processes - Informational
- g. Organizational Chart / Roles / Point People
CSD Org Chart 26:27 48

14. OLD BUSINESS

15. NEXT BOARD MEETING TBD (Sept. 30?)

16. ADJORNMENT

Public Comment: A person wishing to be heard by the Board shall first be recognized by the president. Public comment on Agenda items are limited to individuals on the sign-up list at the time the meeting is called to order. The Chugach School Board welcomes public comment for up to 3 minutes per person, with a maximum of 30 minutes set aside for public comment. Public comment must comply with all Board policies including policies that prohibit public comment containing charges or complaints against any employee. School Board members and Administration will listen to comments, but may not respond.

Executive Session: The board reserves the right to enter into executive session on any agenda item as allowed for in State law. Executive sessions will be entered into only by motion and approved. The following subjects may be topics for executive session as permitted by law: (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 that the person may request a public discussion; (3) matters which by law, municipal charter, or ordinance are required to be confidential which includes, but is not limited to, confidential attorney/client communication. Action may not be taken in executive session except to give direction to an attorney on a specific legal matter or to a labor negotiator on pending labor negotiations. Motions to go into executive session should specify the subject of the proposed executive session without defeating the purpose of addressing the subject in private.

Start/Stop/Continue Survey (2-2-2 Survey) Summary

★ Introduction & Methodology

Purpose

Chief Administrative Officer Ty Mase initiated the Start/Stop/Continue Survey (2-2-2 Survey) to gather insight from employees, parents, students, community members, Board members, and organizational leaders connected to Chugach School District (CSD). The brief, open-ended survey asked respondents to identify two things the district should continue doing, start doing, and stop doing. The goal was to capture stakeholder perspectives that can inform strategic planning and continuous improvement efforts.

Survey Dates and Methodology

On May 14, CSD distributed an explanatory email and survey link to employees, parents, students, community members, Board members, and organizational leaders. Paper copies were also available at district offices. Respondents were informed that participation was voluntary, confidential, and administered by a third party. The survey was open for responses May 14 – June 7, 2026.

The survey was conducted, consolidated, analyzed, and summarized by Jane Bailey of 406 Educational Support Partners, LLC. Some responses were revised to remove names or personally identifiable information and to consolidate overlapping themes.

All responses were coded into **thematic categories** to support strategic planning. Within each category, statements are organized to reflect both strengths and opportunities for growth:

1. **Continue Doing** — practices respondents value and want preserved
2. **Start Doing** — new actions or improvements respondents recommend
3. **Stop Doing** — practices respondents believe should be discontinued

When a statement appeared multiple times, the number of references is noted in parentheses. This structure allows the Board and staff to quickly identify strengths, emerging needs, and potential adjustments as part of ongoing strategic planning.

Respondents

52 people responded to the survey. Some respondents identified in more than one category.

- 69% of respondents were parents/guardians
- 17% were certified staff, 15% were students
- 8% were community members
- 2% were Board members

Schools Represented

- 77% were from FOCUS Homeschool
- 15% were from Tatitlek Community School
- 8% were from Chenega Bay School
- 2% from Whittier Community School
- 2% from the District Office.

Section 1: No Feedback

Overview

Some respondents did not provide specific feedback in one or more categories. These “No Feedback” responses are summarized below.

- Start Doing — 5 respondents
- Stop Doing — 24 respondents
- Continue Doing — 4 respondents

Section 2: Competency-Based and Standard-Based System

Continue Doing

- Implement the competency-based system. (5)
- Support ongoing improvement efforts - simplifying processes, increasing efficiency, and supporting organizational growth. (3)
- Prioritize what is best for students, meeting students/families where they are, and the family feel of the work environment. (5)

Start Doing

- Make the grading and standards-based system easier for families and students to understand and access.
- Develop materials & processes to introduce new students & parents to standards-based (brochures, letters, handouts).
- Encourage accountability, rigor, and motivation for students to excel alongside peers, explore their options, and to discover their potential.
- Establish parameters to align standards with NCAA requirements.
- Evaluate new competencies for cultural appropriateness, consistent scoring, sufficient training in implementing, and assessing with inter-rater reliability (i.e., Lifelong Learner – vague, subjective, and may be contrary to Sugpiaq cultural values).

Stop Doing

- Give a diploma only when students have fulfilled state & CSD graduation requirements.

Section 3: Classes

Continue Doing

- Review curriculum.

Start Doing

- Adopt consistent reading and math programs across schools to ensure accountability and that all students are receiving strong instruction.
- Ensure every student can read, write, and do math with a minimum expectancy for their age with processes in place if a student doesn't meet benchmarks (check-ups, testing, tutoring, read aloud, discontinue allocation (FOCUS), etc.) (3).
- Offer online supplemental curriculum for Scienc/SS (Edmentum, IXL, etc.).
- Provide choices regarding course/curriculum to meet core content requirements.
- Expand opportunity to choose or build elective courses.

Stop Doing

- Discontinue allowing students to opt out of testing. (2)
- Stop requiring the mile run.

Section 4: Districtwide Events & Inter-School Experiences

Continue Doing

- Expand high quality inter-school experiences, projects, events, activities, opportunities, visits, etc. (Chenega Sea Week, Tatitlek Culture Week, cross-country, first aid, plays, hiking, kayaking, skiing, field trips, AFN, NYO, etc.). (6)

Start Doing

- Facilitate more district involvement with school trips and events (Whittier Science Week, Chenega Sea Week, etc.).

Section 5: School Board

Start Doing

- Record board meetings to increase transparency and access.
- Hold board meetings in communities to strengthen engagement and visibility across the district.

Section 6: Financial Processes

Start Doing

- Align materials deadlines with June financial deadlines to streamline processes and reduce confusion.
- Clarify points of contact for FOCUS submissions.

Section 7: Communication & Appreciation

Continue Doing

- Balance the needs and support of both homeschool and traditional rural schools differentiating expectations across settings. (2)
- Hire and retain great staff who share the district's vision. (4)
- Value and compensate teachers and staff well. (5)
- Provide healthy breakfasts and fresh fruit year-round. (2)
- Maintain strong communication through periodic emails with news and events. (3)
- Visit villages regularly to strengthen relationships.
- Maintain an open-door policy with all staff.

Start Doing

- Communicate legislative updates & how CSD is advocating.
- Consult with teachers, staff and parents before major decisions (who, what, when, why, and how). (6)
- Listen to feedback and needs and implement changes. (4)
- Establish and utilize a consistent process for communicating changes with transparency, organizational clarity, and training when necessary. (5)
- Define and communicate clear roles, responsibilities, decisions, and processes (DO, school staff, etc.). (6)
- Recreate the Board of Stars & put it on CSD FB page.
- Implement regular employee appreciation & build a culture of collaboration, recognition, and appreciation.

Section 8: Academic Counseling

Start Doing

- Assist seniors with scholarship counseling and opportunities. (2)
- Support student athletes by aligning coursework with NCAA standards to ensure eligibility for college athletics.

Section 9: Professional Development

Continue Doing

- Innovate with a student-first mindset.

Start Doing

- Strengthen training and oversight in reading instruction.
- Provide training and streamline onboarding for new staff (example provided: [Example](#)). (3)
- Offer at least one districtwide inservice for collaborative staff work. (2)

Stop Doing

- Replace weeklong teacher inservice with two shorter trainings. (4)
- Stop implementing changes without training.

Section 10: Technology

Continue Doing

- Continue using Stampli. (4)
- Subscribe to educational apps across grade levels and subjects to support standards.

Start Doing

- Add a Stampli feature showing current student allotments with financial records. (8)
- Improve the AIMS website to reduce glitches and make logging student progress easier.
- **Website Resources:**
 - Create and update subject specific resource lists. (2)
 - Create and update an online calendar of events, activities, due dates, and notable information (example provided: [Example 2](#)). (2)
 - Create and update tutorial videos (how tos, communication, etc.).
 - Remove outdated forms and processes and define clear roles, responsibilities, decisions, links, and staff contacts. (8)
- Streamline paperwork submission with autofill options for basic family information. (2)
- Provide a public computer in schools.
- Research a better phone system to improve call clarity.

Section 11: Accountability & Professional Expectations

Start Doing

Create clearer accountability practices when staff do not follow established expectations (ignoring communication, failing to respond, needing repeated reminders, late work, unprofessional communications, etc.). (2)

Section 12: Calendar & Scheduling

Start Doing

- Implement four-day school weeks. (2)
- Move shortened days to Wednesday to improve consistency and scheduling.

Section 13: FOCUS Homeschool

Continue Doing

- Maintain a curriculum room with rental equipment, supplies, and resources. (3)
- Retain advisory teachers to support families. (2)
- Maintain current staff in advisory teacher roles.
- Offer and expand in-person, non-vendor classes and events (cooking, art, electronic baby caretaking, end-of-year meal, prom with other homeschool groups, vocational/specialty classes, game days, activities, Camp Li-Wa, parent-interest events), especially in communities outside Anchorage. (15)
- Require only simple, limited numbers of work samples. (3)
- Build a sense of community and parent support through monthly events, check-ins, classes, celebrations, and the practice of community engagement funds. (6)
- Maintain a family-focused, helpful approach. (2)
- Continue the Outschool class grant.

Start Doing

- **Allotments:**
 - Increase allotments for larger purchases.
 - Separate internet allotment from the student/family allotment.
 - Allow reimbursements for state/borough parking passes.
 - Allow “family” receipts for shared items (internet, paper, memberships, etc.) or return to a family allotment. (2)
 - Extend reimbursement timelines beyond mid-year; ensure consistent processes and clear communication. (4)
 - Provide allotments as one lump sum rather than dividing by subject/curriculum.
 - Allow reimbursement of religious curriculum.
 - Allow reimbursement for classes taught by relatives.
 - Allow direct billing with more vendors. (2)
- **Staffing:**
 - Maintain a local FOCUS staff (student support/financial secretary) to approve materials in Stampli/AIMS and assist families. (8)
 - Consider a dedicated principal just for FOCUS.
 - Prioritize hiring and keeping collaborative, flexible, and student-centered staff

who work well with diverse beliefs, learning styles, and needs. (5)

- **Programs, Processes & Communication:**

- Advertise earlier (January instead of March/April).
- Prioritize a family-centered lens in gathering input, decision-making, and follow-through for new processes, deadlines, programs, and restructuring. (5)
- Simplify vendor-addition processes.
- Provide downloadable curriculum guides with grade-level resources, pros/cons, and more complete and descriptive vendor lists. (2)
- Organize a group graduation ceremony.
- Offer more tutoring opportunities.
- Increase involvement in graduation planning.
- Implement monthly check-ins to identify family needs. (3)
- Prioritize communication. (3)
- Improve Special Education and leaderships supports in the Valley.
- Assess feasibility of an Eagle River office.
- Address building layout concerns (ADA compliance, bathrooms, upstairs offices).

Stop Doing

- Don't change staff who process receipts or assign approval responsibilities to staff unfamiliar with classes/curriculum. Provide clear guidance when receipts are rejected. (6)
- Stop assuming parents want to use phone apps or maintain digital footprints for new programs.
- Stop requiring vaccination records/exemptions.
- Pause building changes until new staff can provide input.

Section 14: Voyage To Excellence School (VTE)

Continue Doing

- Continue, update, and expand VTE course offerings to ensure all students, regardless of location, can access these life-changing, career-building opportunities.

Start Doing

- Offer more drivers ed. phases.
- Host more Voyage school options for 8th graders (Intro CTE courses).

Chugach School District

Strategic Plan

Goal I: Student Focus –

Engage all students to embrace their education through effective relevant instruction, performance-based curriculum, and individualized education; to empower student ownership of their learning.

Strategy #1: Engage and empower students through individualized education strategies.

1. Student Learning Profiles
2. Individualized Learning Plan
3. Personal Graduation Plan
4. Performance-based advancement in each content area
5. Developmental Standards from preschool through post-graduation

Strategy #2: Engage and Empower Students through effective relevant instructional strategies.

1. Relevant / Local Standards
2. Balanced Instructional Model
3. Thematic Units
4. Holistic Education: Equally valued content areas
5. Engaging opportunities tied to Standards (Sports, Student VOICE, Voyage to Excellence, Further Education opportunities, etc.)

Strategy #3: Utilize appropriate student accountability measures to engage and empower students.

1. Authentic Standard Assessments
2. Districtwide Assessment Inservices for Inter-rater reliability
3. Multiple Format Assessments
4. Web-based Aligned Information Management System (AIMS) for students, parents and staff
5. Alaska State Exams: Standards-based Assessments; High School Graduation Qualifying Exam; English Language Proficiency Assessment; Alternate and Alternative Assessments; Terra-Nova and NAEP Assessments

Goal #2: Staff Focus –

Provide effective professional development and training, encourage collegiality, accountability, and the valuing of all staff members to increase **workforce** effectiveness and ownership.

Strategy #1: Incorporate effective staff training with team-building strategies to increase staff ownership and collegiality.

1. Provide up to 30 days individual and group trainings in a variety of locations.
2. Districtwide training for Generalist Teachers
3. Individual Training Proposal Process
4. Process Training: Outrageous Thinking; Balanced Instructional Model; Thematic Units; Individual Learning Plans; Student Learning Profile Assessment
5. Teambuilding Strategy Training
Staff Ownership of Standards Revision Process

Strategy #2: Utilize appropriate staff accountability measures to engage and empower the Chugach workforce.

1. Performance Evaluation Process
2. Highly Qualified Process
3. Performance Pay
Staff PIER Plans: Plan ~ Implement ~ Evaluate ~ Revise ~ Share/Survey
4. School and Program PIER Plans: Plan ~ Implement ~ Evaluate ~ Revise ~ Share/Survey

Strategy #3: Value Chugach staff through a variety of strategies and supports to increase job satisfaction and effectiveness.

1. Consistent hiring processes and retention efforts
2. Provide Deferred Compensation to encourage increased retention
3. Provide a variety of benefits to meet the needs of staff (retirement, medical/dental, life insurance, personal and sick leave, etc.)
4. Performance Pay based upon Performance Evaluation Process

Goal #3: Shared Leadership Focus-

Encourage shared leadership throughout all levels of the school district: Student Voice teams; Staff Leadership, Administrator Capacity Growth, and Board Leadership Trainings.

Strategy #1: Provide staff leadership opportunities at all levels within CSD.

1. School Site Leadership and Leadership Team

2. Mentorship Opportunities
Performance Evaluation Process Leadership component
3. Program Directors Leadership Roles

Strategy #2: Provide opportunities for CSD Board and Administrator Capacity Growth

1. School Board Retreat Training and AASB Trainings
2. Chugach Leadership Stability / Grow our own Leaders
3. Formalize and update Strategic Plan; School Board Policy Updates
4. School Board and Administrator 360° Evaluation Process

Strategy #3: Provide Student Leadership opportunities through student VOICE site and district team involvement

1. Outdoor Leadership Opportunities
2. VOICE Leadership Standards
3. VOICE Leadership Training Opportunities
4. Student member of School Board; Student member of Community Councils; Student member of Educational Advisory Councils

Goal #4: Financial and Facilities Focus

Embrace **financial and facility efficiencies** through conservative budgeting, assertive fund-seeking, and proactive maintenance and renovation of facilities.

Strategy #1: Encourage excellent stewardship of funding streams through conservative budgeting, as well as assertive grant-seeking efforts.

1. Annual Budget Process
2. Development of Competitive Grant Applications
3. Grant Management Alignment

Strategy #2: Employ efficient and timely maintenance and renovation of school facilities.

1. Annual CIP Proposal Development Process
2. SERRC Preventative Maintenance Process

Strategy #3: Ensure efficient supply order and usage processes are in place.

1. Annual "Next Year" Order Process complete by April
2. Annual Fuel and Air Charter Process
3. Streamline process for payables and payroll

Goal #5: Community and Communication

Valuing all stakeholders and their input on improving the Chugach School District through open and honest communications.

Strategy #1: Activate and sustain EACs for all sites and programs

1. EAC Membership: Recruitment and Approval process
2. Alignment of Educational and Community Services
3. Emulate Community Good Neighbor Spirit

Strategy #2: Provide communication through Student VOICE site and district team involvement.

1. Outdoor Leadership Opportunities
2. VOICE Leadership Standards
3. VOICE Leadership Training Opportunities

Strategy #3: Create and foster partnerships with community, regional, and statewide businesses and organizations that are aligned with, and support, CSD's shared vision and mission.

1. Partner with like-minded school districts for increased opportunities for students and staff, and grant funding collaboration efforts
2. Foster business partnerships for seamless transition opportunities for all students

Strategy #4: Provide regular stakeholder input and communication opportunities

1. Community and Stakeholder Input Surveys and Communication Process
2. School, District and Program Newsletters to Community and Stakeholders



CHUGACH SCHOOL DISTRICT

CSD 25/26 School Year Goals

Student Focus / Community & Communication

Goal #1: Increase exposure to career pathways (CSA/Admin Goal) – 10 Voyage Phases. T3 Grant secured, offering more potential to different career pathways.

Goal #2: More face-to-face interaction and increased community involvement (Board Goal)
Board meeting in Whittier, retirement dinner, graduation charters, event participation. Set Fall meeting for Tatitlek for ribbon cutting?

Staff Focus / Shared Leadership

Goal #1: Update Strategic Plan – Reflect on where we are and where we want to go (Board Goal) Admin recommendation to conduct another 2-2-2 to help guide the direction of the plan . Strategic plan was used in goal-setting process at the beginning of the year.

Goal #2: Better system for onboarding new staff, making everyone aware of benefits/special opportunities (CSA/Admin Goal) Onboarding processes and ADP developed to make onboarding much more consistent and streamlined (certified and classified staff)

Goal #3: System for individual PD – Meet individual needs of teachers and have incentives for growth (CSA/Admin Goal) Professional Development Point System created for teachers. Fall inservice was very much individualized.

Financial / Facility

Goal #1: CSD will increase partnerships by 2 more entities (CSA/Admin Goal) T3/UAF, AK Dept. of Fish and Game, Little Foxes, Project Grad, etc.

Goal #2: CSD will use cost/benefit and impact rubric for 100% of grant opportunities considered and will submit applications for those scoring at least “high” on alignment and net benefit (CSA/Admin Goal) See handout

Goal #3: Overall understanding of grants and what each supports program-wise (Board Goal)
See handout



26/27 School Year Grants

Grant Contact / Lead	Overview	Positions Covered	Targeted Expenditures
PEG Stephanie Burgoon / Tiffany Gifford	Covers district-wide Preschool Program. 65 Focus students	District-wide preschool personnel	\$377,661 Equipment, Software, Personnel, Allotments, Supplies
CHOICE ANEP Stephanie Burgoon	Supports Voyage Program through tuition rates for LYSD Students.	Large Portion of Voyage Staff Salaries	\$536,765 Tuition w/ LYSD, Training, Activities
Residential Stipend Stephanie Burgoon	\$1,200 per student count x10 months x 24 students = \$288,000 + travel	3 Cert Voyage Staff and classified salaries and Benefits	\$290,000 Tuition for CSD
CSLD Stephanie Burgoon	BBBSD partnership to support literacy development	FT Interventionalist- Whittier, (5) Extra Duties	Services Invoiced. Interventionalist, NTSS Conference
Forest Receipts/ Secure Rural Schools Ty Mase	Routine maintenance of school buildings (repairs, upkeep). Upgrades or renovations.	Maintenance staff can be charged to this grant.	2.1 See Forest Receipt List
SIP Molly/Steph	School Improvement Grant for Whittier, Chenega and Focus	Interventionalist help, extra duties	\$65,000 Tutoring, Interventions, Curriculum
ESEA Molly Lashier	Federal monies to support equitable access to high-quality education, for students w/ greater needs.	Molly % of salary, ParaPro TAT, 2 ParaPro WHT	\$64,735.00 Staff Travel
SPED VIB (252) / Title 619 Gail Greenhaul	All things SPED for brick and mortar sites	Speech, OT, School Psych, SPED Director	\$136,061.00 Travel, Supplies, Indirect
BAG Grant Ryan Schmidt	State funded monies to increase bandwidth	N/A	\$111,072.96 Pass through to GCI / Bandwidth
Erate Ryan Schmidt	Federal monies to support internet connectivity.	N/A	\$586,560 Pass through to GCI
Small Rural School Achievement Molly Lashier	SRSA funds must supplement, not supplant other federal, state, or local education funding, and expenditures have to	N/A	\$12,666 Academic Support, Tutoring and interventions, Staffing,

	be reasonable and necessary for the program purpose.		Professional Dev, Training and coaching, Student Enrichment, etc.
Quality Schools Molly Lashier	The Quality Schools Grant is determined by multiplying \$16 by the districts adjusted ADM.	N/A	\$13,320 Coded to inservice and PD costs
Perkins/Career Technical Chris Irvin	\$14,652.39 Chris salary \$6,300 benefits An additional 5K - all towards Chris (see GMS)	Chris Salary	\$22,000 All things CTE
T3 Stephanie Burgoon	The Teaching Through Technolog Program , (UAF) connects students, educators, and community partners through hands-on, technology-based learning.	Chugach Liaison Project Director (.20 FTE Certified – Stipend).	Services Invoiced. Summer Intensives, Install six makerspaces across LYSD and CSD, Provide advanced STEM pathways for students, T3 Liaisons at each site

CSD Grant Opportunity Evaluation Rubric

Chugach School District (CSD) will evaluate all potential grant opportunities using the following Cost/Benefit and Impact Rubric. This rubric will be applied to **100% of grant opportunities considered by the district**. Grant applications will be submitted only for opportunities that score **“High” in all categories..**

Criteria	Low	Moderate	High
Strategic Alignment	Limited or no connection to district priorities, mission, or student needs.	Some alignment with district goals or programs but not central to strategic priorities.	Strong alignment with district mission, strategic plan, or identified student needs.
Student Impact	Limited or indirect benefit to students or educational outcomes.	Moderate impact on student learning, services, or opportunities.	Significant positive impact on student learning, access, services, or outcomes.
Cost / Resource Burden	Requires substantial district financial match or significant staff time with little or no grant funding available to offset administrative or staff costs.	Requires moderate staff time or district resources; the grant provides some administrative or indirect funding but may not fully cover staff effort.	Minimal financial burden on the district. Grant funding includes sufficient overhead, administrative support, or allowable indirect costs to reasonably cover staff time and administrative effort required to manage the grant.
Implementation Complexity & Sustainability	Requires significant new systems, reporting requirements, staffing, or administrative processes that are difficult to maintain. Program is unlikely to be sustained after the grant period.	Requires some new processes or administrative oversight but is manageable with existing staff and systems. Long-term sustainability is uncertain.	Fits well within existing district systems and staffing. Administrative requirements are reasonable and the program is sustainable beyond the grant period if desired.
Net Benefit to District	Overall benefit is limited compared to the effort, cost, or obligations required.	Benefits may outweigh costs but with some uncertainty or moderate administrative burden.	Clear and substantial benefit to the district with costs and obligations well justified.



Whittier Community
School



Chenega Community
School



Tatitlek Community
School



FOCUS Homeschool

Date: August 19, 2026

To: Chugach School Board

From: Ty Mase

RE: Chief School Administrator's Report – August 2026

Legislative Funding Recap:

- Base Student Allocation (BSA): The FY2027 budget provides full statutory funding for the Base Student Allocation (BSA), totaling approximately \$1.29 billion statewide.
- One-Time District Funding: The budget also includes up to \$115 million in one-time funding for school districts (approximately \$129 per student). The final amount is contingent upon the state's FY2026 unrestricted General Fund revenues, which are tied in part to oil prices and will not be finalized until after the close of the fiscal year.
- Energy Relief: An additional \$29.1 million in one-time funding was appropriated to assist school districts with energy costs.

One-Time District Funding - Up to \$115 million will be distributed to school districts based on each district's FY2027 adjusted average daily membership (ADM). The final statewide funding amount will not be determined until August 31, 2026, after the State finalizes FY2026 revenues.

Projected Chugach School District allocation: **\$414,394**

Energy Relief Funding

The Legislature appropriated \$29.1 million in named recipient grants for school districts to offset energy costs. Awards were calculated using 30% of each district's highest reported energy expenditures from FY2024 and FY2025 audits and FY2026 budget submissions.

DEED will verify that each district has budgeted eligible energy expenditures equal to or greater than its designated award before issuing payment. Distribution is anticipated in early September 2026.

Projected Chugach School District allocation: **\$86,083**



Whittier Community
School



Chenega Community
School



Tatitlek Community
School



FOCUS Homeschool

Summer Capital Work:

- Tatitlek – Renovation is close to complete – just a few small items to wrap up
- Chenega is wrapped up completely
- DO Yard hydro seeded
- DO parking lot sealed/painted
- Flooring in Fairbanks
- Acquisition of commercial lease in Mat Su
- DO front entry stained

Welcome New Certified Staff:

1. Gracie Culbert – Focus Fairbanks
2. Anais Biesecker – Focus Fairbanks
3. Alexis Rosenbery – Focus Fairbanks

Important Dates to Remember / Fall Happenings:

- August 17 – Chenega Opens
- August 25 – Whittier Opens
- August 31 – Audit Week
- September 2 – Tatitlek Opens
- September 9/12 – AASB Fall Conference in Anchorage
- September 21/25 – Chenega Cultural Week
- September 24 - Serena's Birthday
- September 30/October 2 – Inservice (Anchorage)
- September 28-October 23 – Count Period
- October 6 – Elections
- November 5/7 – AASB Annual Conference

1. ASSESSMENT OF KEY SKILLS AND ABILITIES OF THE CSA

*** 1. The CSA is able to see the "big picture," think strategically, and communicate a vision for the District.**

CSA Comments

- | | | |
|--------------------------------------|---|---|
| ☐ Strongly Agree | ☐ Slightly Agree | ☐ Disagree |
| ☐ Agree | ☐ Slightly Disagree | ☐ Strongly Disagree |

*** 2. The CSA maintains positive, effective, and open communication with the Board.**

CSA Comments

Based on the above information and your knowledge of the CSA's performance, he maintains positive, effective, and open communication with the Board.

- | | | |
|--------------------------------------|---|---|
| ☐ Strongly Agree | ☐ Slightly Agree | ☐ Disagree |
| ☐ Agree | ☐ Slightly Disagree | ☐ Strongly Disagree |

*** 3. The CSA is able to make tough decisions in the best interests of the District and hold people accountable for their responsibilities.**

CSA Comments

Based on the above information and your knowledge of CSA's performance, he is able to make tough decisions in the best interests of the District and hold people accountable for their responsibilities.

- | | | |
|--------------------------------------|---|---|
| ☐ Strongly Agree | ☐ Slightly Agree | ☐ Disagree |
| ☐ Agree | ☐ Slightly Disagree | ☐ Strongly Disagree |

*** 4. The CSA is proactive and innovative in identifying issues and finding solutions.**

CSA Comments

Based on the above information and your knowledge of the CSA's performance, he is proactive and innovative in identifying issues and finding solutions.

- | | | |
|--------------------------------------|---|---|
| ☐ Strongly Agree | ☐ Slightly Agree | ☐ Disagree |
| ☐ Agree | ☐ Slightly Disagree | ☐ Strongly Disagree |

*** 5. The CSA conducts himself in a way that promotes openness, cooperation, teamwork, trust, respect, and fair dealing throughout the District.**

CSA Comments

Based on the above information and your knowledge of the CSA's performance, he conducts himself in a way that promotes openness, cooperation, teamwork, trust, respect, and fair dealing throughout the District.

☐ Strongly Agree

☐ Slightly Agree

☐ Disagree

☐ Agree

☐ Slightly Disagree

☐ Strongly Disagree

*** 6. The CSA presents ideas in one-on-one and group settings with confidence, conviction, and sensitivity to the diverse interests in the communities served by the District.**

CSA Comments

Based on the above information and your knowledge of the CSA's performance, he presents ideas in one-on-one and group settings with confidence, conviction, and sensitivity to the diverse interests in the communities served by the District.

☐ Strongly Agree

☐ Slightly Agree

☐ Disagree

☐ Agree

☐ Slightly Disagree

☐ Strongly Disagree

*** 7. The CSA has a customer-service orientation.**

CSA Comments

Based on the above information and your knowledge of CSA's performance he demonstrates a customer service orientation when engaging with students, parents, district and state-wide leaders.

☐ Strongly Agree

☐ Slightly Agree

☐ Disagree

☐ Agree

☐ Slightly Disagree

☐ Strongly Disagree

*** 8. The CSA is able to communicate effectively with employees at all levels in the District.**

CSA Comments

Based on the above information and your knowledge of teh CSA's performance, he is able to communicate effectively with employees at all levels in the District.

☐ Strongly Agree

☐ Slightly Agree

☐ Disagree

☐ Agree

☐ Slightly Disagree

☐ Strongly Disagree

*** 9. The CSA is able to communicate effectively with students, parents, employers, organizational leaders, and other community residents.**

CSA Comments

Based on the above information and your knowledge of CSA's performance, he is able to communicate effectively with students, parents, employers, organization leaders, and other community residents.

- ☐ Strongly Agree
- ☐ Slightly Agree
- ☐ Disagree
- ☐ Agree
- ☐ Slightly Disagree
- ☐ Strongly Disagree

*** 10. Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance relative to ASSESSMENT OF KEY SKILLS AND ABILITIES OF THE CSA.**

- ☐ Outstanding
- ☐ Average
- ☐ Above Average
- ☐ Needs Improvement

11. This space is provided for any comments you may have related to this section on ASSESSMENT OF KEY SKILLS AND ABILITIES OF THE CSA.

2. PERFORMANCE OBJECTIVES OF THE CSA

The questions that follow list performance goals associated with six (6) major responsibility areas. In each of these areas, the CSA has provided comments on his accomplishments.

*** 12. RESPONSIBILITY 1: Board Support**

Following are CSA statements and results to address **RESPONSIBILITY 1: Board Support**.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance related to **RESPONSIBILITY 1: Board Support**.

- | | |
|-------------------------------------|---|
| ☐ Outstanding | ☐ Average |
| ☐ Above Average | ☐ Needs Improvement |

13. This space is provided for any comments you may have related to RESPONSIBILITY 1: Board Support.

*** 14. RESPONSIBILITY 2: Programs and Services**

Oversees the planning, development, risk management, compliance, evaluation, and quality of the district's programs. Ensures that customer service orientation is a priority for all employees.

Following are CSA statements and results related to **RESPONSIBILITY 2: Programs and Services**.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance relative to **RESPONSIBILITY 2: Programs and Services**.

- | | |
|-------------------------------------|---|
| ☐ Outstanding | ☐ Average |
| ☐ Above Average | ☐ Needs Improvement |

15. This space is provided for any comments you may have related to RESPONSIBILITY 2: Programs and Services.

* 16. **RESPONSIBILITY 3: Strategic Leadership**

Following are CSA statements and results related to RESPONSIBILITY 3: Strategic Leadership.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance relative to RESPONSIBILITY 3: Strategic Leadership.

- | | |
|-------------------------------------|---|
| ☐ Outstanding | ☐ Average |
| ☐ Above Average | ☐ Needs Improvement |

17. This space is provided for any comments you may have related to RESPONSIBILITY 3: Strategic Leadership.

* 18. **RESPONSIBILITY 4: Finances and Facilities**

Following are CSA statements and results relative to RESPONSIBILITY 4: Finances and Facilities.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance relative to RESPONSIBILITY 4: Finances and Facilities.

- | | |
|-------------------------------------|---|
| ☐ Outstanding | ☐ Average |
| ☐ Above Average | ☐ Needs Improvement |

19. This space is provided for any comments you may have related to RESPONSIBILITY 4: Finances and Facilities.

*** 20. RESPONSIBILITY 5: Human Resources**

Following are CSA statements and results relative to RESPONSIBILITY 5: Human Resources.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance for RESPONSIBILITY 5: Human Resources.

- | | |
|-------------------------------------|---|
| ☐ Outstanding | ☐ Average |
| ☐ Above Average | ☐ Needs Improvement |

21. This space is provided for any comments you may have related to RESPONSIBILITY 5: Human Resources.

*** 22. RESPONSIBILITY 6: Representation**

Following are CSA actions and results related to RESPONSIBILITY 6: Representation.

Based on the above information and your knowledge of the CSA's performance, please indicate the summary rating below that you would give his performance for RESPONSIBILITY 6: Representation.

- | | |
|-------------------------------------|---|
| ☐ Outstanding | ☐ Average |
| ☐ Above Average | ☐ Needs Improvement |

23. This space is provided for any comments you may have related to RESPONSIBILITY 6: Representation.

*** 24. SUMMARY RATING OF CSA PERFORMANCE**

Based on all of the above information and your knowledge of the CSA's performance, select the rating that you believe reflects the overall performance of the CSA.

- | | |
|-------------------------------------|---|
| ☐ Outstanding | ☐ Average |
| ☐ Above Average | ☐ Needs Improvement |

25. This space is provided for any final comments you may have related to the overall performance of the CSA.

A large, empty rectangular box with a thin black border, intended for final comments. It is positioned below the question text. The box is currently empty, showing only the white background of the page.



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MEMORANDUM 26-06

To: CSD School Board
From: Ty Mase
Date: 8-19-26
Subject: Selection of Audit Firm for 26/27 School Year

BACKGROUND:

Board Policy requires the Board to select an accounting firm for the purpose of conducting the mandatory audit as outlined in the State Regulations. The accounting firm of Altman, Rogers & Company has provided this function for the past several years for the District. Approximate Cost: \$65,000

SUPERINTENDENT RECOMMENDATION:

It is recommended the Chugach School Board approve Memo #26-06 choosing Altman, Rogers & Company as the District's accounting firm for FY26/27.



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MEMORANDUM 26-07

To: CSD School Board

From: Ty Mase

Date: 8-19-26

Subject: Selection of Legal Firm for 26/27 School Year

BACKGROUND:

Each year, the Board is required to select an individual or firm to provide for the District's legal needs. In 2004, the District transitioned from its previous legal counsel to Sedor, Wendlandt, Evans & Filippi when John Sedor established his own firm. The firm now operates under new ownership as Clendaniel Heyman Campion LLC, with much of the same legal team. John Sedor continues to serve as CSD's primary legal contact.

Approximate Cost for FY 2026–27: \$20,000

SUPERINTENDENT RECOMMENDATION:

It is recommended the Chugach School Board approve Memo #26-07 approving Clendaniel Heyman Campion LLC as the District's Legal Representation for FY26/27



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MEMORANDUM 26-08

To: CSD School Board

From: Ty Mase

Date: 8-19-26

Subject: Selection of Banking Institution for 26/27 School Year

BACKGROUND:

The Board is required to select at least one banking institution annually for the purpose of conducting district banking and investing needs. The district has been with First National Bank of Alaska since 2018.

SUPERINTENDENT RECOMMENDATION:

It is recommended the Chugach School Board approve Memo #26-08 keeping First National Bank of Alaska as the District's banking institution for FY26/27.



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MEMORANDUM #26-5

To: Board of Education

From: Ty Mase

Date: 8-19-26

Subject: Approval to Expend Reallocated Secure Rural Schools Funds

Background:

The Chugach School District has received \$1,036,121.11 in Secure Rural Schools (SRS) funds. These funds are designated for operational expenses and major/minor maintenance projects. Board policy normally requires approval for individual expenditures over \$60,000. To ensure the district can use these funds efficiently and effectively, the board may provide approval for the full amount and delegate spending authority to the Chief School Administrator.

Proposed Motion:

"I move that the Chugach School District Board of Education approve the expenditure of the full \$1,036,121.11 in Secure Rural Schools funds for operational and maintenance purposes. The board authorizes the Chief School Administrator to manage and expend these funds in alignment with the purposes outlined, and to provide periodic reports to the board summarizing all expenditures made under this authorization."



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CHUGACH SCHOOL DISTRICT

Student Handbook of Rights and Responsibilities

2026–2027

Chugach School District
9312 Vanguard Drive
Anchorage, Alaska 99507
(907) 522-740



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Welcome

Welcome to the Chugach School District.

Our goal is to help every student learn, grow, take ownership of their education, and prepare for success in school and life. This handbook explains the basic rights, responsibilities, expectations, and procedures that apply to students at school and during school-sponsored activities.

This handbook summarizes Chugach School District Board Policies, Administrative Regulations, and applicable law. If this handbook conflicts with Board Policy, regulation, or law, the governing policy, regulation, or law takes precedence.

Students and families are encouraged to ask questions whenever something is unclear.

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1. Student Rights and Responsibilities
 2. Attendance
 3. Respect, Bullying and Harassment
 4. Dress and Personal Appearance
 5. Cell Phones and Personal Electronic Devices
 6. Technology and Digital Citizenship
 7. Academic Honesty and Artificial Intelligence
 8. Alcohol, Drugs, Tobacco, Nicotine and Vaping
 9. Weapons and Dangerous Instruments
 10. Activities and Student Travel
 11. Student and District Property
 12. Health, Safety and Emergencies
 13. Discipline
 14. Due Process and Appeals
 15. Academic Progress
 16. Students With Disabilities and Student Supports
 17. Who Do I Talk To?
 18. Student and Parent/Guardian Acknowledgment
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1. Student Rights and Responsibilities

Students have the right to:

- Be treated with dignity and respect.
- Learn in a safe and orderly environment.
- Be free from discrimination, harassment, intimidation, and bullying.
- Express ideas and opinions appropriately.
- Have student records protected as required by law.
- Receive fair treatment when disciplinary decisions are made.
- Ask questions, raise concerns, and use appropriate appeal procedures.

Students are responsible for:

- Treating others with respect.
- Attending school regularly and being on time.
- Participating in learning and making academic progress.
- Following reasonable directions from staff.
- Caring for school property and the property of others.
- Being honest in academic work.
- Following school rules at school and during school-sponsored activities.
- Reporting unsafe situations to an adult.

CSD Board Policy emphasizes a positive school climate, individual responsibility, cultural sensitivity, and respect among students and staff.

2. Attendance

Regular attendance is an important part of student success.

Parents/guardians are responsible for notifying the school when a student is absent. Students should work with their teachers to complete missed learning.

Excused absences may include health reasons, family emergencies, religious observances, or other circumstances approved by the Superintendent or designee. CSD policy defines truancy as absence from class without the knowledge or prior consent of the parent/guardian.

When a student returns from an absence, the school may verify the reason through a parent note, telephone call, or another reasonable method.

Students arriving late must follow their school's check-in procedures.



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“The School Board believes that regular attendance plays a key role in the success a student achieves in school.”

3. Respect, Bullying and Harassment

Everyone has the right to feel safe and respected at school.

Students may not:

- Bully, threaten, intimidate, or harass another person.
- Fight or physically assault another person.
- Use discriminatory, degrading, threatening, or abusive language or conduct.
- Use electronic communications to bully, threaten, embarrass, or harass another person.
- Encourage or participate in violent or unsafe behavior.

CSD prohibits harassment, intimidation, and bullying on school property, on school buses, at bus stops, and at school-sponsored activities or functions.

How to report a concern

If you experience or witness bullying or harassment, tell an adult. You may report to a teacher, Head Teacher, Principal, counselor, Superintendent, or another trusted staff member.

CSD policy encourages immediate reporting of harassment and requires complaints to be investigated. A student will not be required to resolve a harassment complaint directly with the person accused.

4. Dress and Personal Appearance

Students may express themselves through clothing and personal appearance as long as dress does not create a health or safety hazard or interfere with the educational process.

CSD Board Policy states that students have the right to make individual clothing and grooming choices, but those choices must not present a safety hazard or a distraction that interferes with learning.

Clothing, accessories, or images may not:



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- Promote alcohol, drugs, tobacco, violence, or illegal activity.
- Contain discriminatory, threatening, obscene, or inappropriate messages.
- Create an identified safety hazard.
- Substantially interfere with teaching or learning.

Appropriate footwear or safety equipment may be required for specific classes or activities.

5. Cell Phones and Personal Electronic Devices

Personal electronic devices include cell phones, smartphones, smartwatches, earbuds, tablets, laptops, cameras, and similar devices.

Students may possess electronic devices as allowed by CSD policy, but use may not interfere with learning, safety, or school activities. Teachers and administrators may determine when devices may be used for educational purposes.

Students may not use devices to:

- Bully, threaten, harass, intimidate, or discriminate against someone.
- Take inappropriate or unwanted photographs.
- Photograph or record in a restroom, locker room, or dressing area.
- Record a person who has asked not to be recorded.
- Record tests, assessments, homework, or class work without permission.
- Access another person's files, accounts, passwords, or data.
- Bypass District internet restrictions.

Students must follow staff directions regarding device use. Misuse may result in loss of the privilege to use the device and other disciplinary action.

6. Technology and Digital Citizenship

District technology is provided to support learning.

Students are expected to:

- Use District technology for appropriate educational purposes.
- Protect passwords and account information.
- Respect the privacy of others.



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- Follow copyright and academic-honesty requirements.
- Follow staff directions regarding technology.
- Report unsafe or inappropriate online content to an adult.

Students should understand that District equipment, networks, and accounts are school resources and may be monitored consistent with District policy and law.

Cyberbullying and electronic harassment are prohibited.

Chugach School District addresses internet safety, cyberbullying, privacy, device use, and responsible electronic communication together in its current handbook. That organization is useful for CSD because it gives students one clear place to find technology expectations.

7. Academic Honesty and Artificial Intelligence

Students are expected to submit work that honestly demonstrates their own learning.

Academic dishonesty includes:

- Cheating
- Copying another person's work
- Plagiarism
- Falsifying information or work.
- Submitting someone else's work as your own.
- Receiving or providing unauthorized assistance (to include AI).

CSD Board Policy states: "The Board expects that students will not cheat, lie or plagiarize."

Artificial Intelligence

Use AI to help you learn, not to replace your learning.

When allowed by the teacher, appropriate AI use may include:

- Brainstorming ideas.
- Asking for explanations.
- Practicing a similar problem.
- Improving grammar or organization.
- Getting feedback on work you created.



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Inappropriate use may include:

- Having AI complete an assignment for you.
 - Submitting AI-generated work as your own.
 - Using AI to answer a test or quiz without permission.
 - Using AI to avoid required reading, research, computation, analysis, or writing.
 - Failing to acknowledge significant AI assistance when required.
-

8. Alcohol, Drugs, Tobacco, Nicotine and Vaping

Students may not possess, use, sell, distribute, or be under the influence of prohibited drugs or alcohol while under school jurisdiction.

Students may not smoke, chew, possess, or use tobacco or nicotine products on school property, during school hours, at school-sponsored activities, or while under District supervision.

CSD policy defines tobacco to include tobacco in any form and nicotine-delivery devices.

For student clarity, this includes products such as:

- Cigarettes.
- Chewing tobacco.
- Electronic cigarettes.
- Vape devices.
- Nicotine-delivery devices.

Violations may result in discipline, parent/guardian notification, loss of privileges, and other actions allowed under policy.

9. Weapons and Dangerous Instruments

Students may not bring, possess, or use firearms, deadly weapons, dangerous instruments, or prohibited replicas at school, on District transportation, or during school-sponsored activities except when specifically authorized as permitted by policy.

Weapon violations may result in suspension, expulsion, and referral to law enforcement.



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CSD policy distinguishes firearms from other deadly weapons and dangerous instruments and establishes specific procedures for discipline and possible early readmission.

10. Activities and Student Travel

Activities, athletics, Adventure Based Learning, Voyage experiences, field trips, and other travel are important parts of the Chugach educational experience.

Participation is a privilege.

Students participating in activities or traveling with CSD are expected to:

- Make appropriate academic progress.
- Maintain appropriate behavior.
- Maintain regular attendance.
- Follow directions from teachers, coaches, chaperones, and administrators.
- Follow school rules throughout the trip.
- Represent their school and community appropriately.
- Follow safety expectations.

School rules remain in effect during District-sponsored travel.

Serious misconduct during travel may result in removal from an activity, loss of future travel privileges, discipline, or other consequences allowed by District policy.

11. Student and District Property

Students are expected to care for school property and the property of others.

Students may be responsible for loss or damage caused by misconduct as permitted by District policy and law.

Lockers, desks, District devices, and other District-owned property remain under District control. School officials may conduct searches as permitted by policy and law when necessary to investigate suspected violations or protect safety.

The contents of a student's portable electronic device may also be searched in circumstances allowed under BP 5138, including reasonable suspicion that a school rule or law has been violated.



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12. Health, Safety and Emergencies

Students should immediately tell a staff member about:

- An injury or medical emergency.
- A dangerous condition.
- A threat of violence.
- A weapon.
- Suspected abuse or neglect.
- A concern that someone may hurt themselves or another person.

CSD policy requires prompt response when an accident or illness threatens a student's safety, health, or welfare. CSD also requires all suicide threats to be taken seriously.

During an emergency

Stop. Listen. Follow staff directions. Stay with your assigned group. Do not reenter an evacuated area until authorized.

Individual schools maintain detailed procedures for fire, earthquake, weather, lockdowns, and other emergency situations.

13. Discipline

The purpose of discipline is to maintain a safe learning environment and help students make responsible choices.

When misconduct occurs, the school may consider:

- The seriousness of the conduct.
- Student and staff safety.
- The circumstances surrounding the incident.
- The student's age and needs.
- Previous behavior when appropriate.
- Applicable District policies and law.

Possible responses may include:

- Student/staff conference.



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- Parent/guardian contact.
- Restitution.
- Loss of privileges.
- Study hall or detention.
- Behavior supports.
- In-school suspension.
- Out-of-school suspension.
- Alternative educational arrangements.
- Referral to outside agencies or law enforcement.
- Recommendation for expulsion.

CSD policy provides that a Superintendent or principal may impose suspension when other means of correction have failed or when serious misconduct occurs. The Board may expel for severe or prolonged breaches of discipline.

Any crime committed by a student at school, on school grounds, or during a school-sponsored activity must be reported to law enforcement as required by policy and law.

14. Due Process and Appeals

Students have the right to fair treatment. Before significant disciplinary action is taken, students have due-process rights under District policy and law. CSD policy requires fair treatment of students facing suspension or expulsion and provides procedures for notice and appeal.

If you believe a decision is unfair:

1. Start with the teacher or staff member involved when appropriate.
2. Contact the Head Teacher or Principal.
3. If the issue remains unresolved, contact the Superintendent.
4. Additional appeal procedures may apply depending on the issue.

A student reporting harassment, discrimination, or bullying does not have to confront the person accused when District policy provides another complaint process.

15. Academic Progress

Chugach is a performance-based learning district.



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Students progress based on demonstrated learning rather than simply the amount of time spent in a class or grade.

Students and families should understand:

- What the student already knows and can do.
- What the student is currently working toward.
- What is needed to demonstrate proficiency.
- The student's plan for continued progress.

Chugach's educational philosophy specifically emphasizes performance-based learning, basic skills, character education, school-to-life transition, and technology-assisted learning.

16. Students With Disabilities and Student Supports

Chugach School District provides services to eligible students with disabilities consistent with state and federal law.

CSD's Child Find policy requires the District to identify children ages 3 through 21 who may need special education and related services.

Parents or staff who believe a student may need additional educational support should contact the student's teacher, Head Teacher/Principal, or District student-support staff.

For eligible students, an IEP team determines the student's program and educational placement.

Student discipline involving a student with a disability will be handled consistent with the student's IEP, Section 504 plan, District policy, and applicable law.

17. Who Do I Talk To?

Concern	Start Here
Classwork, assignments, or academic progress	Teacher
Attendance	Teacher / Head Teacher



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Concern

Start Here

Bullying or harassment

Any trusted staff member

Immediate safety concern

Any staff member immediately

Student discipline

Head Teacher / Principal

Discrimination or Title IX concern

Administrator / District-designated
coordinator

Special education concern

Teacher / Student Support staff

Activity or student travel concern

Sponsor / Head Teacher

Unresolved school concern

Superintendent

Students should never hesitate to ask for help.

Student and Parent/Guardian Acknowledgment

We have reviewed the Chugach School District Handbook of Rights and Responsibilities and understand that students are expected to follow District and school rules.

We understand that Board Policies, Administrative Regulations, and applicable law take precedence if they conflict with this handbook.

Student Name: _____

Student Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

School: _____



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Administrative / Board Review Notes

Not intended for inclusion in the student-facing handbook

I recommend keeping this as a separate internal page while the draft is being reviewed.

AI / Academic Honesty. Because CSD policy does not specifically address AI, I recommend updating BP 5131.9 or adopting an administrative guideline before treating every AI misuse as an independent disciplinary violation.

Cell phones. BP 5138 already contains detailed device rules and should be reviewed for whether the District wants to retain its existing grade-level/device-use structure. The handbook should reflect whatever rule the Board ultimately wants enforced consistently.

Dress code. The proposed handbook language is intentionally shorter and more neutral than the existing exhibit. Current E 5132 still contains specific requirements concerning indoor shoes, head coverings, undergarments, sunglasses, and other items. If the District wants the shorter handbook standard to fully replace those specifics, E 5132 should also be reviewed.

Attendance. I recommend removing the old fixed tardy-consequence chart from the handbook and allowing site procedures to address repeated tardiness, consistent with BP/AR 5113. The current Board Policy focuses on attendance, truancy prevention, family notification, and individualized attendance improvement.

Weapons. The old handbook language should not be carried forward verbatim. Current policy distinguishes firearms from other weapons and dangerous instruments, so the condensed section above more accurately points students to BP/AR 5131.7.

Bullying and harassment. The revised draft adds a clear reporting process because CSD policy already requires investigation and expressly provides that a student need not directly confront the accused person.

Nicotine/vaping. The revised language makes vaping explicit for student clarity. This is consistent with BP 5131.62 because the policy already includes “nicotine delivering devices.”

Special education/Child Find. Adding a short student/parent notice aligns the handbook more closely with CSD's existing Child Find and Special Education policies.

Suggested Word formatting: use the existing Shared Purpose graphic on the cover; CSD green for major headings; dark gray body text; 11-point Aptos or Arial body font; 16–18-point section headings; page numbers in the footer; and a small italic line at the bottom of each section listing the related policies. This should produce a polished handbook of approximately **10–12 pages**, depending on spacing and the size of the cover graphic.



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Top of Form

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2026-2027 Voyage School Phases

(subject to change)

September 2026

Outdoor Leadership/Hunter Education – September 14 to 25

Grades 9-12 - Applications due by August 28

October 2026

Driver's Education, STEAM, or Culinary Arts – October 5 to 16

Grades 9-12 - Applications due by September 11

First Trek – October 26 to 30

Grades 7-9- Applications due by October 2

November 2026

Sports Medicine/Nutritional Sciences – November 9 to 20

Grades 9-12 - Applications due by October 16

December 2026

Alaska History or STEAM – November 30 to December 11

Grades 9-12 - Applications due by November 6

January 2027

First Trek – January 11 to 15

Grades 7-9- Applications due by December 4

Community Health or Natural Resource Management – January 25 to February 5

Grades 9-12 - Applications due by December 18

February 2027

First Trek – February 15 to 19

Grades 7-9- Applications due by January 22

March 2027

Driver Education, Advanced Culinary Arts, or Emergency Trauma Tech. – March 1 to 12

Grades 9-12 - Applications due by February 5

Outdoor Leadership – March 29 to April 9

Grades 9-12 - Applications due by February 26

April 2027

First Trek – April 26 to April 30

Grades 7-9 - Applications due by April 2

All dates and content are subject to change.

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Follow us on Instagram at [@voyageschool_ak](https://www.instagram.com/voyageschool_ak)



2026-2027 Voyage School Phase Descriptions

Outdoor Leadership/Hunter Education (September)

- Learn wilderness safety and first aid
- Obtain Alaska Hunter Education certification and learn safe firearm handling practices
- Practice outdoor survival skills, wildlife awareness, and responsible hunting ethics
- Hiking and camping excursions

Culinary Arts (October)

- Obtain Food Worker certification
- Learn variety of methods for cooking and baking
- Explore careers in culinary arts

Driver's Education (October, March)

- For students needing a learner's permit or driver's license
- Practice driving in the Voyage Driver Ed cars
- Learn about vehicle ownership, insurance, and maintenance

STEAM (October, December)

- Explore careers in Science, Technology, Engineering, Arts, and Math
- Participate in STEAM projects

First Trek (October, January, February, April)

- For younger students new to Voyage Phases
- Focuses on teambuilding and communication
- Career exploration and planning for the future

AK History (November)

- For students needing AK History level/credit
- Complete state requirement for AK History

Sports Medicine/Nutritional Sciences (November)

- Learn about basic human anatomy as it relates to common sports injuries
- Learn to recognize and evaluate sports injuries
- Understand the role of nutrition in athletic performance and recovery
- Explore careers in sports medicine and nutritional sciences

Community Health (January)

- Learn about public health, wellness, and disease prevention
- Explore mental health, behavioral health, and healthy lifestyle
- Explore careers in community health

Natural Resource Management (January)

- Learn about conservation and sustainable use of natural resources
- Explore careers in environmental science, forestry, oil and gas, and wildlife management
- Gain hands-on experience with land, water, and ecosystem stewardship

Advanced Culinary Arts (March)

- Learn advanced techniques for culinary arts
- Explore recipes from around the world
- Obtain real world job experience in culinary arts

Emergency Trauma Technician (March)

- Earn an Emergency Trauma Technician certification
- Practice life-saving First Responder techniques
- Explore careers such as paramedic, law enforcement, fire fighter

Outdoor Leadership (March)

- Develop leadership and teamwork skills through outdoor activities (hiking, biking, backpacking, etc)
- Learn wilderness safety and survival techniques
- Learn Leave No Trace ethics through camping

CHUGACH SCHOOL DISTRICT ORGANIZATIONAL CHART 2026-27

Mission Statement

The Chugach School District is committed to developing and supporting a partnership with students, parents, community and business which equally shares the responsibility of empowering students to meet the needs of the ever-changing world in which they live. Students shall possess the academic and personal characteristics necessary to reach their full potential. Students will contribute to their community in a manner that displays respect for human dignity and validates the history and culture of all ethnic groups.

The Chugach School Board

Nanci Robart, Gail Evanoff, Bibo Chung, Deserae Stellwag, Shelby Carlson

The School Board is responsible for making Policy and employing a Chief School Administrator that implements those policies.

Chief School Administrator -Ty Mase

The Chief School Administrator ensures School Board Policies, State Statutes and Regulations are followed. Has responsibility for the operations of all schools; Standards-Based System Implementation; Human Resources; Teacher Recruitment and Retention; District Financial Resources; State and Federal Mandates; Curriculum and Administrator Oversight/Evaluations.

SPED Director Gail Greenhalgh (contractual)	District-Wide Admin/Personnel Marco Christian	Technology and Facilities Ryan Schmidt	Student Services Molly Lashier / Serena Jackson	Voyage/Curriculum Director Stephanie Burgoon	Chief Financial Officer Grant Yutrzenka
*Oversight of SPED *Service Providers	*Staff Evaluation *Mandatory Training *Teacher Orientation *Staff PD *Site Principal (TAT, CHE) *Focus Homeschool Admin. *UA M.E.d. Liason *Student Data and Reporting (AIMs)	*Technology Oversight *E-rate *Purchasing / Oversight of tech inventory *Maintenance & Facilities *Contractual Maint. *Site Work Orders *Janitorial *Compliance *Capital Imp. Projects	*Federal Programs *OASIS *English Learners *Indian Ed. & Migrant *ChildFind *EED Grants *Federal Programs *Assessment / Student Data *Impact Aid *District Test Coord. Onboard	*Voyage Programs / Phases *Choice / T3 Grant Management *Literacy / AK Reads *Teacher Orientation *Staff PD *Competencies Lead *Standards/Assessments *Whittier Principal *Preschool Admin	*Financial Oversight/ Processes *Health Insurance *Grants Management *Audits / Investments *Accounting *Empower *Payroll *Accounts Payable *Purchasing *St. Council Accounts *Contract Preparation

The Educational Advisory Committee

The EAC assists and promotes the development in each community and improves relationships between the School and Community. The EAC improves education and acts as a liaison / advisory board to the CSD School Board

CSD Point People: 2026-2027 School Year

Area:	Point People:
AIMS / Data Management	Marco/Serena
School-wide plans	Molly
Alaska Reads Act	Stephanie
Annual Calendars	Ty/Serena
Teacher Certification	Ty/Serena
Chugach Instructional Model	Marco/Stephanie
Counseling	Chris
Curriculum Resources	Marco/Stephanie
CSD Forms	Serena
Early Childhood/Preschool	Stephanie/Tiffany
EACs	Marco/Steph
Empower	Grant/Cindy
Facilities/Maintenance	Ryan/Ty
Federal Programs	Molly/Serena
FOCUS Homeschool	Marco
Grants	Ty/Grant
Health Insurance	Grant
Human Resources	Ty/Serena
State Mandatory Training	Serena
New Employee Orientation	Marco/Steph
ADP / Payroll	Cindy/Grant
Performance Evaluation Process	Marco/Stephanie/Serena
Purchasing	Grant/Cindy
School Board/Board Policy	Ty/Serena
Special Education	Gail
Staff Development	Ty/Marco/Steph
Standards & Assessments	Marco/Steph
State Testing	Molly
Student Records/Enrollment	Serena/Lela
Technology	Ryan
Travel	Serena
Voyage School	Stephanie/Ty
Year End Checkout	Ty/Marco/Stephanie
Stampli	

CSD Supervisors 26/27

Ty Mase - Chief School Administrator		
Stephanie Burgoon – Whittier, Voyage/Curriculum Director	Marco Christian – District-Wide Administrator	Grant Yutrzenka – Chief Financial Officer
• Andrea Korbe • Adeline Knavel • Masen Smith • Josh Hall • Jen Childress • Mike Briseno • Megan Maloney • Chris Irvin • Ryan Schmidt • Tiffany Gifford • Whittier and Voyage Classified	• Sue Parker • Camille Parry • Jed Palmer • Nicole Palmer • Seth Haines • Shannon O’Brien • Molly Lashier • Kat Lien • Christina Traeger • Mandy Andersen • Gracie Culbert • Anais Biesecker • Alexis Rosenbery • Lori Montes • Site (TAT/CHE) and Focus Classified	• Cindy Diggs – Business Manager • Lela Lazaros – Administrative Assistant (Financial)