

Chugach School District

9312 Vanguard Drive
Anchorage, AK 99507-5355
(907) 522-7400 Phone
(907) 522-3399 Fax

www.chugachschooldistrict.com



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, September 30, 2026

PLACE: District Office

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

September 30, 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. APPROVAL OF AGENDA
4. PLEDGE OF ALLEGIANCE
5. 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.

6. APPROVAL OF MINUTES
7. INTRODUCTION OF GUESTS and/or ANNOUNCEMENTS
8. BOARD OF STARS

Christina and Kat

I would like to nominate Kat Lien and Christina Traeger for a Board of Star recognition for all of work they have done to support Mat-Su Focus.

Kat and Christina have truly gone above and beyond, especially with the move into the new facility. They have put in countless hours purchasing supplies and furnishings, putting things together, organizing, moving, problem-solving, and doing whatever needed to be done to make the new space welcoming and ready for our students, families, and staff.

Their positive attitudes, hard work, and willingness to jump in wherever needed are greatly appreciated! Thank you, Kat and Christina, for everything you have done and continue to do for Mat-Su Focus!

Seth Haines

I would like to nominate Seth Haines for a Board of Star for all that he does for Fairbanks Focus.

Seth is always willing to step up and go above and beyond for his staff, families, and the Fairbanks facility. This year, he has really shined as a leader with three new certified staff joining his team. Seth has spent a lot of time training, mentoring, and supporting them, making sure they feel confident and have what they need to be successful.

Seth genuinely cares about his team and the families they serve, and it shows in everything he does. We really appreciate his leadership, dedication, and all the extra effort he puts into making Fairbanks Focus a great place to work and learn.

Marco

I would like to nominate Marco Christian for a Board of Star for the incredible amount of time and effort he puts into supporting our district.

It is undeniable that Marco puts in the work. He travels, attends meetings, solves problems, puts out fires, and somehow manages to do it all with a smile on his face. As an administrator, Marco is never afraid to roll up his sleeves and jump in wherever he is needed.

His positive attitude, work ethic, and willingness to step in and help do not go unnoticed. We/I truly appreciate everything Marco does for CSD!

To: Alaska Sea Kayakers
 From: Whittier Community School Staff & Students

We would like to thank the amazing people at ASK for their continued support and generosity in providing our students with the opportunity to experience kayaking. We are so grateful for the gear you lend, the time you donate, and the kindness you show in working with our students. Thanks for making our community a great place and supporting our students!

To: PWS Regional Citizens' Advisory Council
 From: Whittier Community School Staff & Students

Thank you for coming and putting on the "Master of Disaster" program for our elementary and middle school students. We appreciate your time, effort, expertise and partnerships with other local entities to provide this experience for our students. Thank you to your staff and volunteers for making this event possible!

9. REPORTS AND PRESENTATIONS

- a. CSA Report
 CSA Report - 9-30 5

10. PUBLIC COMMENT ON AGENDA ITEMS

11. BOARD COMMENT

12. ITEMS OF BUSINESS

- a. CSD Frequently Asked Questions and District Processes (informational)
 CSD_FAQs_Organized_Handbook 14

- b. AASB Policy Revisions - First Reading (Discuss)
 Fall-2026-AASB-POLICY-REFERENCE-MANUAL-UPDATE-SERVICE.docx 35

- c. AK Star Assessment Result Overview

- d. Executive Session

13. OLD BUSINESS

14. NEXT BOARD MEETING - NOV. 5? TBD

15. ADJORNMENT

16. Work Session - Strategic Planning and Board Goals

- a. Staff Highlights and Luncheon
- b. 2-2-2 Survey Results Review
 File_ 2-2-2 Results 39

- c. Strategic Planning
 File_ Chugach School District Strategic Plan-1 46
 26_27 Startegic Planning(3)

- d. Board and CSA Goals for 26/27
 File_ File_ CSD 25_26 Goals - Overview 50

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.



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:

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 State finalized FY2026 revenues and the projected Chugach School District allocation (one-time funding): \$414,394

Energy Relief Funding - Projected Chugach School District allocation: \$86,083

Forest Receipts – Secure Rural Schools Funding Recap:

HydroSeed	DO		\$1,744
New Vans	Voyage and WHT		\$226,181
Gutter Cleaning	DO		\$912.20
Parking Lot	DO		\$9,440
Paint Entry	DO		\$5,903.05
MatSu lease	MatSu	3 years	\$185,454
Flooring	FBNX		\$15,662
Post Fix	FBNX		\$4,500
Carpet Clean	FBNX		\$1,568
Carpet Clean	DO		\$3,543
Mat Su Furniture	Mat Su		\$1,750
		TOTAL:	\$456,657



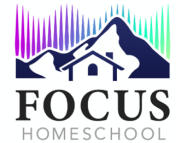
Whittier Community
School



Chenega Community
School



Tatitlek Community
School



FOCUS Homeschool

PENDING		
Plumbing Overhaul	WHT	\$350,000
Housing Remodel	TAT	\$200,000
Boiler Work	WHT	\$200,000
Kitchen Upgrades	WHT	\$20,000
Roof Replace	TAT	300,000
Retain Wall	WHT	\$20,000
Gym paint/pads	WHT	\$50,000
Boiler replacement	FBNX	\$20,000
Gym floor	WHT	\$30,000
Roof Replace	DO	\$50,000
Signage	MatSu	\$5,000
Supplies	Mat Su	\$20,000
Housing Remodel	CHE	\$100,000
Bunk Beds	VTE	\$15,000
	TOTAL:	\$1,380,000.00
	Contingency:	\$175,519.00
Payment #1		\$976,054.92
Payment #2		\$1,036,121.11
TOTAL		\$2,012,176.03

Capital Work Update:

Scope of Work Completed Chenega:

General

1. New metal roofing with 2x10 over framing, new R-40 insulation, rubberized membrane over entire roof and new plywood decking.
2. New exterior doors.
3. 15' extended roof eave directly outside classrooms to prevent snow shedding against classroom exterior doors.
4. Replacement of kitchen equipment.
5. New Gym flooring



**Whittier Community
School**



**Chenega Community
School**



**Tatitlek Community
School**



FOCUS Homeschool

6. New Vinyl tile and sheet vinyl flooring throughout school.
7. New paint on walls and doors throughout the school.
8. New cabinetry in classrooms including new sinks.
9. New suspended acoustic tile ceilings
10. New toilets, urinal, shower heads, toilet partitions and counters
11. Replace drinking fountains
12. Replace the exterior grating at the Main Entry with concrete slab with ADA accessible curb ramp incorporated.

Mechanical

13. New Fire Sprinkler System.
14. Replace galvanized water piping with polymer plastic.
15. Replace the boiler system and associated equipment.
16. Replace Heating and Ventilation system throughout school.
17. New exterior "Conex" with Fire Pump and Fuel Pump north of school building.

Electrical

18. New Stand-By Generator in weatherproof enclosure north of school building.
19. Replace existing electrical service entrance and branch circuits.
20. Replace receptacles and switches.
21. Provide inaccessible receptacles in areas used by children 7 years and younger.
22. Provide occupancy and daylight sensors for lighting where appropriate.
23. Replace Category 5 telecommunications wiring with Category 6

Site Work

24. New fill material along and against north side for proper drainage.
25. New grading along the east side, regrade the driveway and establish a ditch along the road.

Scope of Work Completed Tatitlek:

Structure (Exterior)

- Replace high slope roof with aluminum metal panels,
- Remove siding and replace with mechanically seamed metal panels, add insulation
- Add bracing, moment frames, or shearwalls at the lower level (playground area)
- Increase footing dimensions and replace timber poles with steel moment frames.
- Remove and replace windows with energy-efficient fiberglass
- Remove and replace exterior doors with fiberglass doors with thermally broken frames and ADA-compliant thresholds.



**Whittier Community
School**



**Chenega Community
School**



**Tatitlek Community
School**



FOCUS Homeschool

- Remove and replace stairs with code-compliant stairs, signage, and path to the playground and remove and replace entrance decks.

Structure (Interior)

- Paint doors.
- Remove and replace carpeting, sheet vinyl, and rubber base.
- Remove and replace the gym floor.
- Patch, repair, and paint GWB walls.
- Paint GWB ceiling, replace gym ceiling, and seismically brace acoustic tile ceiling.
- Replace casework throughout.
- Replace shelving in the gym storage room with shelving with a higher load rating.
- Rearrange Vocational Building equipment to allow proper clearances.

Site/Civil

- Provide secondary containment including a drainage valve and pipe or ditching for draining accumulated precipitation.
- Extend roof drain downspouts to drainage outlet points away from the building.
- Repair gabion baskets.

Mechanical

- Provide food preparation sink and remove and replace range hood with hood equipped with the required rating and fire suppression.
- Provide automatic gas shut-off valve to cooking equipment.
- Repair or replace the fume hood in the science room.
- Provide seismic straps for the water heater.
- Replace the control system with direct digital controls for fully automatic operation.
- Remove and replace boilers with new three-pass near condensing boilers
- Remove and replace the hydronic piping system.

Electrical

- Remove and replace service entrance equipment and branch panels.
- Remove and replace receptacles and switches.
- Provide GFCI receptacles as required.
- Provide inaccessible receptacles for areas occupied by children 7 years old or younger.
- Add receptacles as required for all equipment in use.



**Whittier Community
School**



**Chenega Community
School**



**Tatitlek Community
School**



FOCUS Homeschool

- Provide exterior GFCI weatherproof receptacles.
- Remove and replace all interior and exterior lighting (including the Vocational Building) with energy-efficient LED lighting.
- Provide occupancy and daylight sensors as appropriate.
- Repair or replace emergency lights and exit signs as required.
- Remove and replace Category 5 cabling with Category 6
- Remove and replace the fire alarm panel and devices for a manual system along with ADA-compliant signaling devices.
- Remove and replace the generator system and associated apparatus.

Welcome New Certified Staff:

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

Classified Staff:

1. Lincoln Tulimascalii – Voyage Overnight
2. Carter Wilcox – Voyage Facilitator
3. Gabby Parry – Chenega Interventionalist
4. Heather Reiss – Mat Su Focus Activities and Preschool
5. Trinity Vlasoff – Tatitlek Aide, Custodial
6. Talya Robart – Tatitlek Aide

Contractual Service Providers:

1. Gail Greenhalgh - SPED Director
2. Katy Cross – Speech Pathologist
3. Allison Perotti - School Psych

Important Dates to Remember / Fall Happenings:

- September 30/October 2 – Inservice (Anchorage)
- September 28-October 23 – Count Period
- October 6 – Local Elections
- November 5/7 – AASB Annual Conference



Whittier Community
School



Chenega Community
School



Tatitlek Community
School



FOCUS Homeschool

Mat Su Focus has a new home:

After years of working out of their homes, our Mat Su team finally has their own space...

Enrollment continues to climb, and having a dedicated location will give our staff, students, and families the room and resources they need as the program continues to grow.





Whittier Community
School



Chenega Community
School



Tatitlek Community
School



FOCUS Homeschool





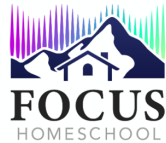
**Whittier Community
School**



**Chenega Community
School**



**Tatitlek Community
School**



FOCUS Homeschool





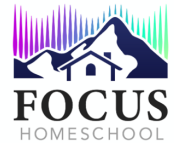
**Whittier Community
School**



**Chenega Community
School**



**Tatitlek Community
School**



FOCUS Homeschool





CHUGACH SCHOOL DISTRICT

CSD Frequently Asked Questions and District Processes

Organized Employee Handbook

Contents

Topics are grouped by function so administration / staff can find information based on what they are trying to do.

1. Working at Chugach

Chain of Command • Onboarding / Offboarding • Residency and Remote Work (See BP/AR 4180) • Occasional Remote Work • Employees Bringing Children to Work • Housing / Deposits • Required Annual Trainings and Certification • Certified Evaluations (as per the CBA)

2. Pay, Benefits & Professional Growth

Talent Scout Stipend - FAQs • Cell Phone Stipend • In Lieu of Benefits • Overtime • Per Diem • Mileage Procedures / Practices • CEUs • Teacher Professional Development Points System

3. Operations & District Resources

Purchase Authorization and Procurement • District Vehicle Policy • Personal Use of District Vehicle Agreement (see form) • Electronic Calendars • Facility Use • Grant Cost/Benefit and Impact Rubric • Media Relations • Fundraising • School Closures

4. Students & Schools

Preschool • Age of Admission • Early Entrance • Criteria for Retention • Alaska Performance Scholarship • Acquiring College Credit Through CSD • Student Count Period • Early Release Days

5. Safety, Compliance & Legal

Family Educational Rights and Privacy Act (FERPA) • Reporting Abuse • Background Check Procedures • Volunteers and Visitors • Pets in Schools • Service Animals • Sex Offenders on Campus • Notice of Trespass • Accidents • Restraint/Seclusion

6. Travel & Activities

Field Trips & Student Travel • Flexible Compensation Leave for Student Travel Days • Extra Duty Contracts

1. Working at Chugach

Employment expectations, onboarding, supervision, workplace arrangements, housing, training, and evaluation.

Chain of Command

Please see the administrative flow chart (appendix). Concerns should go through the appropriate channels before coming to the Superintendent. In many cases, site-based phone calls will be redirected to the principal if the site administrator has not been brought into the loop.

Onboarding / Offboarding

Please notify Serena immediately of any prospective hires, transfers, resignations, or retirements so the appropriate onboarding or offboarding checklist can be initiated. Timely communication helps ensure all employment, payroll, technology, benefits, and district property processes are completed without delay. See onboarding and offboarding checklists in the appendix.

Residency and Remote Work (See BP/AR 4180)

The District requires its employees to report to their designated work location. However, the Superintendent may decide that the best candidate for a certificated or administrative position may not reside or plan to reside within the boundaries of the district. Pursuant to BP 4180/4280/4380, the Superintendent may seek approval from the Board to hire or continue the employment of such a candidate.

Procedure: Any employee seeking to remote work or telecommuting must enter into a written remote work agreements. A request for remote work or telecommuting will be evaluated based upon the following factors:

- The essential job duties of the employee's position;
- The employee's reasonable likelihood to be able to successfully perform the essential job duties and responsibilities from an alternate work site; and
- The supervisor's reasonable likelihood to ensure the employee completion of the essential job duties and responsibilities at an alternate worksite.

Remote work or telecommuting is not designed to be a substitute for childcare or care of a dependent family member. Any employee approved for remote work or telecommuting is obligated to perform the essential job duties and responsibilities of the employee's position.

A remote work agreement must be in writing, and signed by the employee, the superintendent, and be approved by the Board. The agreement must specify the number of days and hours worked each week. During working hours, the employee shall be accessible by phone and email within a reasonable time period during the agreed upon work schedule based on Alaska Standard Time. The district will not pay for voice and/or data communication charges.

Unless otherwise specified in the written agreement, a remote work employee is responsible for providing office equipment and workspace and is responsible for maintenance and repair of any office equipment. Out-of-pocket expenses for office supplies will not be reimbursed unless the employee obtains prior, written authorization from a supervisor. Any district materials in the alternate work site remain the property of the district and must be kept secure and confidential. Any materials containing

student records or personnel records must be maintained in a lockable file cabinet or other location that cannot be accessed by any family, guests, or other occupants at the approved alternate worksite.

The district assumes no liability for injuries occurring in the employee's approved alternate worksite outside the agreed-upon work hours. The district is not liable for loss, destruction, or injury that may occur in or to a remote work employee's alternate work site. This includes family members, visitors, or others that may become injured within or around a remote work employee's alternate work site.

It is the responsibility of a remote work employee to determine any income tax implications of a remote work agreement. All employees are encouraged to consult with a qualified tax professional to discuss any potential income tax implications from remote work agreements.

Occasional Remote Work

Occasional remote work differs from a formal Remote Work or Residency arrangement and is not intended to replace an employee's duty to report to their designated worksite.

The District recognizes that limited remote work may be appropriate in circumstances such as temporary building closures, unsafe travel conditions, illness not requiring leave but preventing onsite presence, or other approved operational needs. Occasional remote work is a privilege, not an entitlement, and remains at the discretion of the supervisor and Superintendent.

Eligibility and Approval

Employees must request occasional remote work from their supervisor prior to working from home unless circumstances make advance notice impossible. Supervisors may approve remote work only when the employee can complete meaningful, essential tasks that support the employee's work responsibilities.

Expectations for Employees Working Remotely

Accessibility

- Employees must be accessible by phone, email, and any required communication platform (Zoom) during their scheduled work hours (Alaska Standard Time).
- Employees must participate in virtual meetings and maintain the same level of responsiveness as if on-site.

Work Hours and Productivity

- Employees are expected to adhere to their regular work schedule unless modified by the supervisor.
- Employees must complete assigned tasks, meet deadlines, and maintain accurate time reporting.
- Employees must accurately record time worked in accordance with District payroll procedures.

Employees Bringing Children to Work

1. Purpose

CSD's policy for classified employees bringing their children to work requires balancing the needs of the district with the well-being and safety of both the employees and their children.

The purpose of this policy is to provide guidelines for employees who may need to bring their children to the workplace. This policy is designed to ensure that the workplace remains safe, productive, and professional while accommodating the presence of employee children.

2. General Policy

While Chugach recognizes that unforeseen circumstances may arise that necessitate bringing a child to work, it is important to maintain a work environment that is conducive to productivity and free from distractions. The following guidelines apply:

Work Environment: The presence of children should not disrupt the work environment or interfere with the employee's duties. A designated space must be set aside for parents who need time to be with their child.

Health and Safety: Employees are responsible for the safety and supervision of their children while at the workplace. Children must remain in designated areas and may not enter areas where their presence may pose a safety risk or violate confidentiality.

Approval Process: Employees must seek approval from their supervisor before bringing a child to work. The supervisor will assess whether it is appropriate, considering the nature of the employee's work, the work environment, and any potential impact on colleagues.

3. Responsibilities

Employee Responsibilities:

- Seek prior approval from your supervisor.
- Ensure the child is supervised at all times.
- Bring activities or materials to keep the child occupied.
- Ensure that the child follows all workplace rules and policies.
- Leave the workplace if the child becomes disruptive or if their presence is interfering with work duties.

Supervisor Responsibilities:

- Evaluate requests on a case-by-case basis.
- Consider the impact on the work environment and other employees.
- Provide guidance on appropriate locations within the workplace where the child can be present.
- Address any concerns with the employee should the child's presence become disruptive.

4. Liability

Chugach School District is not liable for any injuries or accidents that may occur to the child while on company premises. Employees are fully responsible for their children's safety and well-being during their time at school.

Housing / Deposits

The Chugach School District is proud to provide eligible staff with District-owned housing at no cost. Employees are expected to care for District housing and promptly report maintenance needs or accidental damage.

Employees occupying District housing are required to provide a refundable \$1,000 security deposit. The deposit will be returned upon move-out, less documented costs for damage beyond normal wear and tear, excessive cleaning, missing property, or damage resulting from neglect.

Accidents that are promptly reported will not, by themselves, be considered neglect. If documented damages exceed the security deposit, the employee is responsible for the remaining balance. To the extent permitted by law and applicable agreements, the employee may authorize the District in writing to deduct the balance from wages or other compensation.

Required Annual Trainings and Certification

All employees are responsible for completing required annual trainings through SafeSchools and maintaining their teacher certifications required for their position. Supervisors should monitor completion to ensure compliance with district, state, and federal requirements.

Certified Evaluations (as per the CBA)

The purpose of the Teacher Evaluation process, procedures and criteria shall be the improvement of professional performance. If a teacher fails to meet the District's approved standards, employment with the District will end.

All teachers employed shall be advised as to the evaluation process, procedures and criteria that are provided for in this policy.

The following process and procedures will be used by the evaluator:

- Each teacher will be given a copy of the evaluation process, procedures and criteria before being evaluated.
- A minimum of two observations will be conducted by the evaluator before the annual written evaluation is completed for the non-tenured and tenured teacher.
- Every non-tenured/tenured teacher will have a formal observation conducted, with a follow-up conversation, by November 1.
- Every non-tenured/tenured teacher will have a second formal observation conducted, with a follow-up conversation, by April 15.
- Every non-tenured/tenured teacher will have a formal evaluation, with a follow-up conversation, by April 15.
- All evaluation reports shall be in written form.
- Input from parents, students, and community will be considered in assessing the overall performance of a teacher.

A post-evaluation conference between the teacher and evaluator will follow the completion the annual evaluation. At this time, the evaluation report will be discussed and the teacher and evaluator will each sign and date the evaluation report. The teacher will have the right to respond in writing to the evaluation report. This will become part of the written evaluation report and be forwarded to the Superintendent to be placed in the teacher's personnel file. The teacher shall have ten (10) days to respond in writing.

2. Pay, Benefits & Professional Growth

Compensation, benefits, reimbursements, mileage, continuing education, and professional learning.

Talent Scout Stipend - FAQs

What is it? When CSD has an opening and ties a stipend to it, you can bring forth someone previously unknown to the district for consideration. If hired, the district will compensate you for the stated amount of the stipend.

What it isn't? We don't necessarily want folks advertising or attending job fairs on our behalf (unless prearranged). Sharing a posting via social media is fine... Bringing forth someone like a CSD student teacher, tutor, or former employee in most cases will not count.

Why do we do it? If we can forgo job fairs and put that money into the pockets of our staff – we all win. Plus, “Known” entities are always a plus!

Who can participate? Current staff (certified and classified)

Negotiable Items? When we are pressured to fill a position, it will likely have a higher stipend. We also want to take into consideration if the person is a “known” entity, if they agree to the position as posted, etc.

What do I have to do? Simply have the person apply and have them mention you. OR you can let us know beforehand that they will be applying...

Note - past practice for brick and mortar positions has been to offer \$2,500 per position and another \$2,500 if the teacher works out and signs for another school year.

Cell Phone Stipend

The Cell Phone Stipend (\$50) is provided to employees whose positions require them to maintain a personal mobile phone for district business and who are designated by the Superintendent to provide operational or emergency response outside of their regular work schedule. The stipend is not intended to compensate employees for routine communication that can occur during the normal workday; Zoom lines/phones are provided for this.

In Lieu of Benefits

Contractual Language: 201.4 An employee will receive \$25,000 per year for opting out of CSD health insurance coverage provided through District employment. An eligible opt out payment is one that is available only to employees who provide reasonable evidence that the individual (employee) as well as any other individuals who the employee expects to claim a personal exemption for in the affected taxable year or years (the employee's expected tax family) has or will have minimum essential coverage (other than Chugach S.D. coverage). The in lieu of payments (the opt out) will be paid over the duration of the plan year.

Married Couples: Teaching couples will individually be eligible for the opt-out. This pilot provision will sunset and will be of no force or effect as of June 30, 2026.

Overtime

All classified overtime has to be approved by the Superintendent or designee and is warranted only under special circumstances. Certified staff are not eligible for overtime.

Per Diem

Per diem rates for in-district - \$60 a day. Per diem for Anchand outside of the district is based on Federal GSA rates. If a meal is provided (excluding continental breakfasts) you are not eligible for per diem for that meal.

Mileage Procedures / Practices

The mileage reimbursement rate for travel using a personal vehicle in the performance of assigned duties will be based on federal IRS rates and regulations pertaining to mileage.

What counts as business mileage (IRS Definition):

In simple terms, any time you drive from one place of work to another, it is considered business travel. You can be traveling between worksites and meeting locations, of course.

If you have a separate office where you perform most of your work, going from your home to your office is your commute. If your office is in your home, then any traveling you do for business would be considered business mileage.

We Ask That You

- Use district-owned and insured vehicles whenever possible, especially when transporting students.
- Order supplies in advance to reduce the need for last-minute store runs.
- Consolidate travel (errands, trips to the DO, etc.) and limit single-purpose trips.
- Compare the cost of time and mileage to commercial services. Mileage, shipping rates, purchasing online, and commercial travel should be compared for the most economical option.
- Feel safe in whatever conditions you are driving. Very little we do requires us to drive when conditions are poor. In addition, drive what is most suitable for the conditions, which in some cases might not be a district vehicle.

Acquire preapproval for special trips for a single purpose/items or trips over 75 miles.

CEUs

806.10 Credit Evaluation:

Advancement into all columns may be made with approved graduate credits that are part of an approved and documented plan of graduate study from an accredited college or university. Advancement may also be made to these columns with credits or CEUs (Continuing Education Units) other than those earned in an approved graduate study program by petition to and approval of the Superintendent.

Petition to and approval of the Superintendent criteria:

CEUs limited to non-district sponsored CEUs: Only CEUs earned through professional development that is not sponsored by the District may be applied toward salary schedule advancement. CEUs obtained through district-sponsored professional development may still apply toward EED recertification (which requires six semester hours every five years) but do not qualify for movement on the salary schedule

Teacher Professional Development Points System

Purpose: The purpose of this program is to encourage and support individualized professional growth for educators within the Chugach School District. By empowering teachers to pursue meaningful learning experiences that align with district goals and personal growth plans, the program reinforces the district's commitment to continuous improvement and instructional excellence. The inclusion of superintendent

approval and a required trip report provides a structured balance between flexibility and fiscal responsibility.

Annual Allocation: Each certified staff member receives 1 PD Point per year, valued at \$1,000 (pilot the program and then consider expanding to include paraprofessionals)

Eligible Uses: PD Points may be used for professional learning opportunities that contribute to growth in the field of education, including but not limited to:

- College coursework or credit-bearing classes
- Alaska Staff Development Network (ASDN) trainings or webinars
- In-state or out-of-state conferences, workshops, or symposiums
- Professional school visits for job shadowing or collaboration

Rollover Policy:

Unused PD Points may roll over for up to three years (maximum accumulation of \$3,000).

After three years, balances reset to the annual \$1,000 allocation.

Approval Process:

Staff members submit a Professional Development Request Form outlining the proposed activity, alignment with district goals, and estimated costs.

All requests must receive CSA approval prior to expenditure or registration.

Post-Activity Requirement:

Upon completion, participants submit a Trip Report summarizing the experience, key learnings, and potential applications to classroom or district practice.

Reimbursement or direct payment is contingent upon the submission of the trip report and proof of attendance or completion.

3. Operations & District Resources

Purchasing, vehicles, facilities, calendars, grants, media, fundraising, and school operations.

Purchase Authorization and Procurement

The District utilizes Stampli as its purchasing and accounts payable platform for all purchase requests, approvals, and invoice processing. All purchases must be submitted through Stampli and receive the appropriate approvals before committing district funds or placing orders. Following established purchasing procedures helps ensure compliance with district procurement requirements, budget controls, and audit standards.

District Vehicle Policy

- Only employees of the district who are 21 or older, with a current AK Driver's License should operate CSD vehicles. A copy of the driver's license must be on file at the site.
- Off road usage is strictly prohibited.
- Personal use must be approved by administration
- Fluids, air pressure and overall vehicle condition must be checked monthly by school staff.
- Any damage to a school vehicle (or mechanical issues) must be reported to the Maintenance Director immediately!
- Possession of alcohol or drugs by anyone in the vehicle is strictly forbidden.
- School vehicles should be kept clean and orderly.
- During winter months, vehicles must be warmed up before driving.
- Please help us keep our vehicles in the best shape possible! Our dollars need to be going into our classrooms not for vehicle replacement.

Personal Use of District Vehicle Agreement (see form)

While Chugach School District (CSD) wants to support employees who may need to borrow a district vehicle for personal use, there are inherent liabilities and responsibilities associated with this privilege that must be understood and acknowledged. The use of a district vehicle for personal purposes is subject to the conditions outlined below to help ensure the safety of the driver, protect district property, and minimize liability for both the employee and the District.

- I will be the sole authorized driver of the vehicle. No other individual is permitted to operate the vehicle.
- I possess a valid driver's license and have provided proof of current personal automobile liability insurance.
- I certify that I maintain personal automobile liability insurance. I understand that it is my responsibility to verify with my insurance carrier that my policy provides coverage while operating a CSD vehicle for personal use.
- I will operate the vehicle in a safe and lawful manner and comply with all traffic laws.
- I am responsible for all fuel costs, traffic citations, parking violations, and any other costs incurred during my use of the vehicle.
- I will immediately report any accident, damage, theft, or mechanical problems.
- I will return the vehicle in clean condition and with the same fuel level.
- I understand that this authorization applies only to the dates and purpose listed above and does not establish an ongoing privilege to use district vehicles.

To the extent permitted by Alaska law, I agree to indemnify, defend, and hold harmless Chugach School District, its Board of Education, officers, employees, and agents from and against any claims, demands, damages, liabilities, losses, costs, or expenses, including reasonable attorney's fees, arising out of or resulting from my personal use of the district vehicle.

Employee Certification: I certify that I have read and understand this agreement and agree to comply with its terms. I further certify that the information I have provided regarding my driver's license and personal automobile liability insurance is accurate.

Electronic Calendars

For staff with a flexible schedule (admin., homeschool teachers, etc.) district electronic calendars should be maintained via Google Drive and kept current throughout the year. Accurate calendars support communication, scheduling, and coordination across the district while providing supervisors with visibility into staff availability.

Facility Use

A reminder that our schools are truly "community schools," and we encourage the appropriate use of our facilities by community organizations and groups. Requests for the use of district facilities must be submitted using the District's Facility Use Request Form and receive the appropriate approval prior to use. Facility users are responsible for providing appropriate supervision during their event, leaving the facility clean and in good condition, and complying with all terms and conditions outlined in the Facility Use Request Form.

Grant Cost/Benefit and Impact Rubric

All new grants will use a cost/benefit and impact rubric and CSD will only submit for grants scoring "High" on the rubric scale. See rubric in appendix.

All grant applications need to be reviewed and approved by administration and larger, federal grants should be reviewed by the Board.

Media Relations

If a reporter calls on a positive event at the school, it is always good to put our best foot forward and release positive stories to the press. If they are calling about something that could be seen as a negative or district-level story, simply tell them that you will call them back. Check in with the DO for guidance.

Like all other visitors, media representatives must register in the school office when coming on campus during school hours.

The Superintendent or designee shall coordinate the release of information concerning the district and the actions of the Board. Staff and student interviews conducted on school grounds must be approved by the superintendent or designee.

During crisis situations, all media inquiries shall be routed to the Superintendent or designee, who shall prepare and update an official statement responding to the particular situation as events unfold.

The district shall not release information which is private or confidential as identified by law and the Board policy or administrative regulation.

Fundraising

A reminder that all raffles or games of chance need to be approved and a gambling license number secured. All online fundraising efforts should also be approved by administration.

School Closures

The Principal in cooperation with the district office is authorized to close school in the event of hazardous weather, epidemics, or other emergencies, which threaten the health or safety of students or staff members.

All emergency closing must be reported immediately to the Superintendent who shall follow through with State mandated paperwork. REFER TO CSD'S CRISIS RESPONSE BINDER.

4. Students & Schools

Enrollment, student programs, academic progression, scholarships, college credit, count period, and instructional time.

Preschool

A child who is three years of age or who will become three years of age before September 1st of the current school year may enter a public school preschool of the District. Unless grant funding allows, there must be a minimum of three students by the start date of the current school year for a preschool program. There is no early entrance provision for preschool however, children need to be fully potty trained before enrolling.

Age of Admission

A child who is five years of age on or before September 1 may be admitted to kindergarten. A child who is six years of age on or before September 1 may be admitted to first grade.

The Board authorizes the admission of under-school-age students who are at least four years of age at the beginning of the school year and who demonstrate the mental, physical, and emotional readiness to perform satisfactorily in the educational program offered. Students admitted under this provision, except those enrolled in an approved early education program, are expected to advance through the curriculum or grade level by the following school year. The Superintendent or designee is authorized to make early entrance determinations.

Students under school age who were previously legally enrolled in a public school in another district or state shall be admitted at the grade level determined by the Superintendent or designee.

Early Entrance

BP 5111 – Admission: “A child six years of age on or before September 1 may be admitted to first grade.”

However, CSD does allow early entrance for children under normal school age:

“The School Board authorizes the admission of students under school age who exhibit the ability to perform satisfactorily, including advancement through the curriculum or grade level by the following year. The Superintendent or designee is delegated authority to make early-entrance determinations.”

There is also an important exception for transfer students: an under-school-age child who was already legally enrolled in a public school in another district or state must be admitted, with the Superintendent or designee determining the appropriate grade level.

In summary: Early entrance is permitted, but it is not automatic.

Superintendent’s Criteria for Early Entrance:

1. To be considered for early entrance students must turn 5 years old during the first academic semester of the current school year for Kindergarten. Before applying, initial AGS assessments need to clearly show that the student in question is beyond grade level in all areas.
2. Requests for early entrance screening will not be accepted after the second week of school.

3. To be admitted through early entrance procedures the child must meet the District's predetermined benchmarks on an early entry screening exam.

Process for Early Entrance:

1. Parents must contact the Site Administrator for information concerning early entrance.
2. The Site Administrator will explain the state law, board policy and the requirements for consideration for early entrance and the criteria for early entrance placement.
3. The parent will request and complete an Early Entrance and Screening Application available from the Site or District Office Administrator.
4. If the child meets the Superintendent's criteria (see above), they will be given the Early Entrance Screening tool by a trained District Office Administrator or a qualified designee.
5. The District Office Administrator or a qualified designee will write a summary detailing the results, which will be made available to the parent/guardian.
6. The District Office Administrator or a qualified designee will meet with the parent/guardian in person or via telephone, explain the results, and inform the parent if the child will or will not be granted provisional placement.
7. If the child meets the criteria for early entrance and is enrolled in kindergarten, it is important that parents and staff recognize that this is still a provisional placement. The parent and the staff should re-evaluate the child's placement within four weeks to see if the child is making the transition smoothly.
8. A team of individuals to include the classroom teacher, parent(s), Site Administrator, District Office Administrator or a qualified designee will meet to discuss the provisional placement and make a recommendation on whether to continue or discontinue placement in the program to the Superintendent or Chief School Administrator.

Criteria for Retention

Students must be Kindergarten – Fourth Grade

Must have a documented parent request

Must have a documented teacher request

Early entrance students cannot be considered

Snapshot must show that the student is clearly behind in core academic areas

Testing data should be gathered and documented to show academic difficulties

Show documentation of a lack of education (absences)

Document any concerns with the student's maturity level

For the most part, younger students are not retained but instead put on interventions and monitored for catch-up growth. A reminder, under our competency-based system, retention means very little as far as the education a student receives.

Alaska Performance Scholarship (APS)

The Alaska Performance Scholarship (APS) provides an opportunity for Alaska students to earn scholarship funding for postsecondary education or career training by completing a rigorous high school program and meeting academic or assessment requirements.

Eligibility Requirements:

Rigorous High School Curriculum

Students must complete one of the three Alaska Performance Scholarship curriculum options (Options A, B, or C) established by the Alaska Commission on Postsecondary Education (ACPE). These options include specific coursework requirements in core academic subjects, with Options B and C allowing certain approved Career and Technical Education (CTE) courses to satisfy some requirements.

Students should work with their teacher to ensure they are meeting the requirements of their selected APS curriculum option.

Minimum GPA or Qualifying Assessment Score

Beginning with the Class of 2024, students may qualify for an APS award by meeting either the minimum cumulative GPA **or** the qualifying assessment score.

Award Level	Minimum GPA	Qualifying Assessment*
Level 1	3.50	ACT 25, SAT 1210, or WorkKeys 18
Level 2	3.00	ACT 23, SAT 1130, or WorkKeys 15
Level 3	2.50	ACT 21, SAT 1060, or WorkKeys 12

*Students only need to meet the GPA **or** the qualifying assessment score for the desired award level.

Application and Use of the Scholarship

To receive APS funding, students must:

- Submit the Free Application for Federal Student Aid (FAFSA) each year they plan to use the scholarship or complete the APS Alternative Application for eligible non-Title IV institutions.
- Enroll in an approved Alaska postsecondary institution or eligible CTE training program.
- Begin using the scholarship within eight years of graduating from high school.

Students may receive APS funding for up to eight semesters (or the equivalent in an eligible program of study).

Annual Award Amounts

- Level 1: Up to \$7,000
- Level 2: Up to \$5,250
- Level 3: Up to \$3,500

Award amounts are established by the State of Alaska and are subject to legislative appropriation. For the most current eligibility requirements, approved curriculum options, qualifying assessment scores, and participating institutions, visit the Alaska Commission on Postsecondary Education (ACPE) website at <https://acpe.alaska.gov>.

Acquiring College Credit Through CSD

A student must finish with the CSD content strand in which they would like to take a course. The course should be approved by the site principal before registration. Students will have to pay for the course in advance and will be reimbursed after successful completion of the course. Transcripts and proof of payment must be submitted for reimbursement.

Program Specifics:

A grade of 70% or higher is required for reimbursement.

Within reason, students will be reimbursed for credits, fees and supplies.

Student Count Period

The 2026 Alaska Student Count Period runs for 20 consecutive school days, September 28 through October 23, 2026 (ending on the fourth Friday in October). During this window, schools verify enrollment and participation for all students. The student count is a critical component of the State's school funding formula and directly impacts the resources available to support our students and programs.

To be included in the student count, students must:

- Be officially enrolled in Chugach School District.
- Be actively participating in their educational program during the count period (attendance for brick-and-mortar students; documented participation for correspondence students).
- Meet all applicable state enrollment and documentation requirements (age).
- Kindergarten students count as a full FTE while preschoolers do not count.

Rather than being based on a single day, Alaska calculates ADM by averaging eligible student enrollment over the entire 20-day count period. Because of this, accurate enrollment records, attendance, participation, and documentation throughout the count period are essential. The resulting ADM is a key component of the State's school funding formula and directly impacts the resources available to support students and schools.

Early Release Days

Alaska law establishes minimum instructional day requirements. Kindergarten must receive at least 2 hours of instructional time, grades 1–3 must receive at least 4 hours of instruction (exclusive of intermissions), and grades 4–12 must receive at least 5 hours of instruction (exclusive of intermissions). When planning early release days, schools must ensure these minimum instructional time requirements are met.

5. Safety, Compliance & Legal

Student and staff safety, privacy, reporting duties, background checks, visitors, animals, access, and incident response.

Family Educational Rights and Privacy Act (FERPA)

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, parents or eligible students can't review the records. Schools may charge a fee for copies.

Reporting Abuse

In response to the crucial need for intervention in child abuse and neglect cases, Alaska, like all other states, requires by law* that educators formally report confirmed and suspected child abuse and neglect.

IF YOU ARE AWARE of or have a reasonable suspicion of the existence of abuse or neglect you are required to report that information to the nearest office of the Department of Health & Social Services, Office of Children's Services. It is not your responsibility to determine whether your suspicions are correct, or to investigate those suspicions. Communication with the District Office during this process is paramount.

Background Check Procedures

BP 4112.5/4212.5/4312.5 SECURITY CHECK - All Personnel

The School Board desires to hire personnel whose background and behavior exemplifies a standard deemed appropriate for individuals working with children. Effort will be made to investigate the background of applicants prior to hire in the district. This investigation will include questions related to an applicant's background and criminal history and may include a fingerprint check. Falsification of information during the interview or on the application shall be grounds for immediate removal from consideration for a position or dismissal from a currently held position.

(Adopted: March 2, 2006)

AR 4112.5/4212.5/4312.5 SECURITY CHECK - All Personnel

1. No individual will be hired by the district until a background investigation has been completed. Under emergency circumstances, the Superintendent can waive this requirement to allow someone to work until the investigation is complete.
2. No person who has ever been convicted, or plead guilty or no contest (including forfeiture of bail) to a crime involving sexual abuse will be hired by the district.
3. No person who has been convicted, or plead guilty or no contest (including forfeiture of bail) to (1) a felony or (2) a crime or other violation involving a controlled substance or violence within the five years preceding the application, will be hired by the district. If more than five years have elapsed since the crime or violation, a person may apply pursuant to the following paragraph.
4. Applications from persons who have been convicted, or plead guilty or no contest (including forfeiture or bail) to any crime or violation (excluding minor traffic violations) not covered in (2) nor (3) will be

considered by the Superintendent on a case by case basis and notice given to the School Board prior to hire or being hired by the district.

5. If charges are pending, no action will be taken on the individual's application until disposition of the charges.

District Procedure for Non-Personnel – to include Service Providers, Volunteers, Contracted Services, etc.

- Anyone who works with, and is left unsupervised with, CSD students should have a background check on file with the district.
- For FOCUS homeschool students, it is the parent's responsibility, as the child's caregiver and instructor, to ensure the safety of their child when dealing with vendors. If the vendor is offered space in a CSD facility and isn't supervised by a certificated individual, the district will require a background check for the individual.

Volunteers and Visitors

Chugach School District welcomes parents, guardians, community members, and volunteers into its schools and encourages community involvement in student learning. All visitors must register at the school office or with the head teacher upon entering school grounds. Classroom visits during instructional hours should be arranged in advance with the teacher and principal or designee to minimize disruption to instruction (BP 1260 – Visits to the Schools; BP 3515.2 – Intruders on Campus).

The District reserves the right to limit, deny, or discontinue volunteer opportunities or visitor access when such participation is not needed to support District programs or when the presence of a visitor or volunteer would disrupt, interfere with, or otherwise detract from the instructional environment, school operations, student safety, or the educational program.

Individuals who provide volunteer services with or around students must be authorized by the Superintendent or designee and comply with all applicable District policies and regulations. Volunteers must complete the required District volunteer documentation, affirm that they are free from active tuberculosis as required, execute the applicable District waiver, and successfully complete any required criminal background check before providing volunteer services.

Any volunteer or visitor who will have unsupervised or unescorted access to students or school facilities outside of normal public access areas must receive prior written approval from the Superintendent or designee and successfully complete a criminal background check before such access is permitted.

Volunteers should understand that they are not employees of the District and that the District does not provide liability insurance coverage to non-District personnel serving in volunteer capacities.

Pets in Schools

To state the District's position, "Animals are prohibited from school buildings unless they are brought into the classroom for a specific educational purpose or are an approved/certified service animal (the district has the authority to determine if appropriate for the situation)".

Under all circumstances permission of the building Principal should be secured before allowing animals into the classroom or building (this includes after hours and on weekends).

Service Animals

The key for service animals is that it matters whose bringing the animal to school.

Employee service animal issues are handled through the ADA interactive process and during the course of that process an employer can ask for information beyond just those two questions.

Student service animal issues can be addressed as accommodations with a 504 plan or as necessary as part of an IEP and again that can include discussion of details beyond those two questions.

Questions related to the nature or extent of the person's disability and/or any requests for documentation of the service animal's certification, training, or licensure, should come through the district office and be vetted by legal prior to asking.

Sex Offenders on Campus

Please don't forget to check the Sex Offender Registry (SOR) occasionally to keep yourself and your staff aware of anyone who should have limited access to the school:

<http://www.dps.state.ak.us/Sorweb/Search.aspx>

Appropriate visitation would include coming to the school to: vote in a public election, attend an open meeting or event outside of the student instructional day, to come to school for parent teacher conferences or to pick up their child.

Inappropriate visitation would be staying after open meetings or events and showing up without reason during the instructional day. Also keep an eye out for any non-parent sex offenders who attempt to communicate electronically with a student while the student is on district property. If you see inappropriate visitation or communication happening at your school site, please notify the District Office and we will deal with these situations case by case. All access should be pre-approved by the principal.

Notice of Trespass

When safety concerns arise it is possible for the district or troopers to serve a person a Notice of Trespass. In this case, an individual is not allowed on Chugach School District property without prior written approval from the Superintendent or Designee.

Violation of the trespass law will result in the Chugach School District filing a complaint with the Alaska Troopers and requesting arrest. According to Alaska Statute Sec. 11.46.330(a), trespassing is a class B misdemeanor that is punishable by a fine of up to \$1,000 and/or a maximum of 90 days in jail.

Accidents

All student and staff accidents, injuries, or other incidents should be documented and reported as soon as possible using the appropriate accident report form. Timely and accurate documentation is essential for ensuring appropriate follow-up, maintaining required records, and supporting risk management efforts.

If a staff member is injured in the course of employment, all required Workers' Compensation forms must also be completed and submitted promptly.

Restraint/Seclusion

On rare occasions, restraint or seclusion may become necessary to protect the safety of a student or others. Under Alaska law, restraint or seclusion may only be used when a student's behavior poses an imminent danger of physical injury to the student or another person and less restrictive interventions

have been ineffective. The intervention must be reasonable, necessary, and limited to the least amount of force and time required to safely resolve the situation. Restraint or seclusion must never be used as punishment, for staff convenience, or as a substitute for appropriate behavioral supports. Chemical restraint, mechanical restraint, and restraint techniques that restrict a student's breathing are prohibited.

Whenever possible, restraint or seclusion should be implemented only by staff who have received approved crisis intervention training. However, in an emergency where immediate action is necessary to prevent imminent physical harm, staff may need to intervene to ensure the safety of students or others until trained personnel are available.

Whenever restraint or seclusion is used, Alaska law requires both an incident report and a post-incident debrief/review. These forms should be completed as soon as practicable following the incident and submitted to the District Office promptly.

6. Travel & Activities

Student travel, travel-related compensation, and added-duty activities.

Field Trips & Student Travel

All school-sponsored field trips and student travel must receive appropriate District approval before the trip occurs or money is put towards the trip. Out-of-state travel requires prior School Board approval, while other school-sponsored trips may be approved by the Superintendent or designee. Trips should support Chugach School District Educational Standards and include appropriate student supervision and safety planning (BP 6153 – School-Sponsored Trips).

For Adventure Based Learning (ABL) travel, parents/guardians must sign both the Field Trip Permission Form and Release of Liability Form before a student participates. Required travel paperwork and plans including itinerary, transportation, chaperones, activities, sleeping arrangements, and budget must be completed and submitted before administrative/board approval. (BP 6173 – Adventure Based Learning).

When students are transported by certain private means, including boats, ATVs, off-road vehicles, or snow machines, signed parent/guardian permission slips are required, along with applicable safety, operator, and insurance requirements (BP 3541.1 – School-Related Trips).

Flexible Compensation Leave for Student Travel Days

The Superintendent will approve up to 3 leave days as compensation for pre-approved documented overnight travel days with students. These days will be on a 1:1 ratio of overnight stays up to three days. These days may be used for up to one (1) year from the date of travel. If unused, these days will not be reimbursed.

Extra Duty Contracts

Added Duty assignments are voluntary duties performed outside the standard workday and do not affect a teacher's regular employment status if accepted or declined. Added Duty contracts must be approved, issued, and signed before the activity begins and are generally for one school year or until the activity is completed.

Sites prioritize and submit requests to the District for approval. Staff and the District will work collaboratively to distribute opportunities fairly and avoid overburdening individual staff members.

Compensation is based on the approved activity and may include:

- Coaching: \$1,500 per year or \$500 per three-month season.
- Student Council Advisor: \$1,500 per year.
- Clubs/Activities: \$500 per semester for 1–2 hours per week; \$750 per semester for two or more hours of student contact or two or more meetings per week.

Compensation is provided only when bona fide coaching or supervision occurs, students actively participate, and the activity takes place outside the regular workday. Payment is made in the payroll following completion of the assignment and may be prorated if the activity or season is shortened. Grant-funded positions follow applicable grant specifications.

Reference: Collaborative Agreement §803 – Added Duty Compensation.

APPENDIX:

1. CSD ORGANIZATIONAL CHART
2. CSD ONBOARDING CHECKLIST
3. CSD OFFBOARDING CHECKLIST
4. PERSONAL USE OF CSD VEHICLE FORM
5. COST, BENEFIT AND IMPACT GRANT RUBRIC
6. VOLUNTEER FORM

AASB POLICY REFERENCE MANUAL UPDATE SERVICE

FALL 2026 INSTRUCTION SHEET

NOTE: This packet includes only those policy manual pages that have been revised, deleted or newly established. It includes all updates required from legislative enactments during the 2026 Alaska State Legislative Session. Full text pages are included and are to be substituted as indicated below.

For ease of School Boards, AASB has identified those portions of the Update that require formal Board action in order to implement the policy changes. This is indicated by a “Yes” or “No.” A “No” is used if changes have been made only to an AR or an Exhibit, or if policy changes are limited to explanatory notes, legal reference or cross-reference updates, or minor grammatical or stylistic changes that have not changed the policy meaning.

These updates are provided for Boards and Superintendents to consider adopting into their policy manual. Boards may modify these proposed policies as needed to fit their district appropriately, but may need to seek further legal review if the Board-proposed policy or AR has changed significantly from what is presented here.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
<u>ARTICLE 0. Series 0000 – Vision, Philosophy, Goals, Objectives, and Comprehensive Plan</u>		
BP 0430	Yes	This update revises the note to reflect that the statute requiring community school programs has long been repealed. It has been updated to state that community school programs may still be operated voluntarily.
AR 0430	No	Similar to the above, the AR has been updated to reflect that community school programs are voluntary.
<u>ARTICLE 1. Series 1000 – Community Relations</u>		
BP/AR/E 1420	Yes	***New policy, regulation, and exhibit*** This new tribal consultation package creates a framework for districts to follow in their consultation with Alaska tribes. It emphasizes the importance of tribal consultation where required by the Every Student Succeeds Act and the Alaska Native Educational Equity, Support, and Assistance Act.

ARTICLE 3. Series 3000 – Business and Noninstructional Operations

BP 3550	Yes	This policy has been updated to include a new Alaska Statute, AS 14.03.087, which was enacted this legislative session. It states that beginning January 1, 2028, Districts are prohibited from serving breakfasts and lunches that include certain color additives (dyes).
BP 3580	Yes	This policy has been updated to reflect updated requirements for the maintenance of documents related to the E-Rate program and includes a reference to retention guidelines.

ARTICLE 4. Series 4000 – Personnel

BP 4112.10	Yes	This policy has been updated to reflect a new law passed this legislative session, which permits regional resource centers to hire retired teachers, just like at school districts.
E 4119.21	No	This update simplifies the exhibit by removing the actual PTPC Code of Ethics and providing a link to the PTPC website, which hosts the Code.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
<u>ARTICLE 5. Series 5000 – Students</u>		
BP 5040	Yes	Related to the update in BP 3550, this policy has been updated to include a new Alaska Statute, AS 14.03.087, which was enacted this legislative session. It states that beginning January 1, 2028, Districts are prohibited from serving breakfasts and lunches that include certain color additives (dyes).
BP 5141.21	Yes	This policy has been updated to clarify that various types of health care providers (not just physicians) may authorize students to take medication during the school day. The update adds a definition of health care provider, which includes respiratory care practitioners (RCPs). RCPs were added as qualified health care providers in a law passed this legislative session.
AR 5141.21	No	This update makes the same changes regarding health care providers as in BP 5141.21.
<u>ARTICLE 6. Series 6000 – Instruction</u>		
BP 6114	Yes	This policy has been updated to incorporate a new law that requires districts to provide Cardiopulmonary resuscitation (CPR) training to certain grade levels. DEED shall make the curricula

		available to districts and identify which grade levels require the training. This requirement will go into effect July 1, 2027.
BP 6146.1	Yes	This policy has been updated to reflect a new law regarding civics education that was passed this legislative session. Beginning with students who enter grade nine after July 1, 2027, students must take and pass a civics education curriculum and assessment to receive a high school diploma (several exceptions apply). DEED will provide the curriculum.
BP 6146.4	Yes	This update clarifies that boards may delegate the authority to waive credit requirements for transfer students to the district administration. This means that the superintendent or designee may authorize students to be exempted from certain credit and assessment requirements if they bring them in from different districts.
BP 6172	Yes	This policy has been updated to incorporate a new law passed this legislative session which requires additional support and communication for students who are deaf or hard of hearing. Specifically, districts must provide information to parents about their students' rights to an education, and to instruct students in the preferred method chosen by parents.
<u>ARTICLE 9. Series 9000 – Bylaws of the Board</u>		
BB 9123	Yes	This bylaw has been updated to clarify that the Board may delegate ministerial duties of the Clerk/Secretary to the Superintendent or designee, including a hired Executive Secretary (as many boards currently do).
BB 9210	Yes	This bylaw has been updated to include language implementing a new law that was passed this legislative session, which prohibits persons who have been convicted of a felony involving moral turpitude from serving on school boards. There is an exception for those who have been unconditionally discharged and at least 10 years have passed since that date.
BB 9220	Yes	This bylaw has been updated to reflect various changes to law made during this legislative session. Specifically, it includes language to establish: 1) municipal governments may by ordinance modify the length of a school board member's term in office, 2) that REAA school board members may be employed by their district as substitute teachers, and 3) the language regarding board member eligibility described in the changes to BB 9210.
BB 9230	Yes	This bylaw has been updated to include language implementing a new law passed this legislative session, which requires that board members engage in DEED-provided ethics and budgeting training.

REPLACE/ADD	FORMAL ADOPTION REQUIRED	DESCRIPTION
BB 9324	Yes	This bylaw has been updated to provide guidelines on the retention of board minutes and the retention of recordings (including audio and visual recordings) made during board meetings.
<u>ARTICLE 10, Series 10000 – Charter Schools</u>		
BP 10020	No	This update is a minor cross-reference revision, reflecting the revised name of the related exhibit, discussed below.
E 10020	No	This exhibit has been updated to state that sample charter school bylaws are available from the Association of Alaska School Boards.

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 Stampi/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

