# Chugach School District Board Meeting

Wednesday, February 1, 2023 10:30 AM
District Office & Teleconference, 9312 Vanguard Dr., Anchorage, AK 99507

1. **CALL TO ORDER**
2. **WORK SESSION**

a. 11:00am-12:30pm CSA Evaluation w/ Jerry Covey (Executive Session)

b. 12:30pm-1:00pm – Lunch
c. 1:00pm-2:30pm Board Self-Evaluation with Jerry Covey (Executive Session)
d. 2:30pm-3:30pm Board Goals

e. 3:30pm-4:00pm Negotiations / Finance (Executive Session)

3. ***MEETING SUSPENDED; TO RECONVENE THURSDAY, FEBRUARY 2, 2023***
4. **ROLL CALL & ESTABLISHMENT OF QUORUM**
5. **APPROVAL OF AGENDA**
6. **PLEDGE OF ALLEGIANCE**
7. **MISSION/VISION STATEMENT, LAND ACKNOWLEDGEMENT**
8. **APPROVAL OF MINUTES**
9. **INTRODUCTION OF GUESTS and/or ANNOUNCEMENTS**
10. **BOARD OF STARS**

a. Lori Montes
I would like to nominate Lori Montes. She started with us after the school year began and has really risen to the task of taking on the role as advisory teacher. She has the added challenge of doing so from a distance, but has still been able to start building relationships with families and supporting the students. She is self motivated and jumped right into learning AIMS, our standards and our philosophy of education. She is a great asset to FOCUS and Chugach. I feel grateful to have her as a co-worker and our Advisory Teacher for Valdez!
Recognized by Jaimie Gilson

b. Kitza Durkop
I would like to nominate Kitza Durkop for Chugach's Board of Stars. Kitza has been helping out in Whittier and basically doing whatever is needed to fill in holes and help get things on track for kids. With many years of teaching, special education and administrative experience, she has been invaluable. Thank you Kitza!
Recognized by Ty Mase

c. FOCUS Parents, Erica Ojala and Shannon Ojala
FOCUS Fairbanks would like to thank these two moms for lending us their talents and creativity. We appreciate the MANY hours they spent decorating our lobby for Christmas, to make a warm, sparkly, and inviting. We received so many compliments from parents, students and community members. Thanks again for a job well done.
Recognized by Annie Dougherty

d. Sephanie Carlson
Stephanie goes above and beyond in her maintenance position at Whittier

Community School. From moving snow to plumbing to general maintenance; if we have a problem, she solves it! During the holiday break the boiler system was leaking glycol and it required her to come to school every six hours to ensure we didn't have a spill. So much of what she does goes unnoticed, but we want her to know how much we value and appreciate her contribution to our school and team. Recognized by Whittier Community School Staff

11. **REPORTS & PRESENTATIONS**
a. Graduate Report
b. Graduate Report
c. Graduate Report
d. Graduate Report
e. Chief School Administrator Report
f. Graduate Report
g. Graduate Report
h. Graduate Report
i. Pre-K Report
12. **PUBLIC COMMENT ON AGENDA ITEMS**
13. **BOARD COMMENT ON AGENDA ITEMS**
14. **NEW BUSINESS**
a. Tatitlek Trip Proposal (Presentation)
b. Joint Recommendation
c. Communications (Informational)
d. Budget Report (Informational)
e. Resignations
f. BB 9250 Discussion
g. Voyage Outdoor Leadership Trip (presentation)
h. Out-of-State Travel - Council for Exceptional Children Convention
i. Out-of-State Recruitment Travel
j. BP 2260 Succession Plan
k. Participating Share - DEED CIP
15. **OLD BUSINESS**
16. **NEXT BOARD MEETING MARCH 16, 2023 (TNT)**
17. **ADJORNMENT**

# Chugach School District
# Annual Superintendent Evaluation 2022/23

Board Member: _____ Date: _____

| Leadership | Never | Rarely | Some-times | Often | Always | Comments |
|---|---|---|---|---|---|---|
| **I. Provides direction, formulates goals and takes action to carry out plans that focuses on high priority issues.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **II. Recognizes and acknowledge outstanding performance.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **III. Makes sound judgments based on problem analysis, best practice and district goals and procedures/policies.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **IV. Prioritizes and uses resources effectively to accomplish district goals.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **V. Communicates clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing. Communicates a positive image of the school in the community** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |

| Guides instruction and the implementation of curriculum | Never | Rarely | Some-times | Often | Always | Comments |
|---|---|---|---|---|---|---|
| **I. Supports the development of district-wide climate of high expectations for student learning and staff performance.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **II. Demonstrates knowledge of current major curriculum design models, including a standards-based curriculum** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **III. Facilitates alignment of materials, curricula, methods and goals and standards for student performance.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **IV. Communicates progress to the appropriate individuals and entities.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |

| Coordinates services that support student growth and development | Never | Rarely | Some-times | Often | Always | Comments |
|---|---|---|---|---|---|---|
| **I. Ensures the implementation and oversight of procedures for student's behavior and discipline that promote a safe and orderly school atmosphere.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **II. Supports the development and use of programs that connect schooling with plans for adult life** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **III. Supports the development and implementation of student activities program.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |

| Faculty & Staff | Never | Rarely | Some-times | Often | Always | Comments |
|---|---|---|---|---|---|---|
| **I. Supervises or arranges for the supervision of staff for the purpose of improving their performance.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **II. The Superintendent encourages and supports professional development that is directly aligned with the district goals and enhances student achievement and staff growth.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **III. The Superintendent ensures the recruitment and retention of promising staff.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **IV. The Superintendent maintains open communication by keeping members of the district informed, focused, and motivated.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |

| Acts in accordance with est. laws, policies, procedures, and good business practices | Never | Rarely | Some-times | Often | Always | Comments |
|---|---|---|---|---|---|---|
| **I. The Superintendent ensures appropriate fiscal management.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **II. The Superintendent oversees the maintenance and upgrading of district facilities.** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |
| **III. Acts in accordance with federal and state statutes, regulations, and other law. Works within local policies, procedures and directives** | 1 | 2 | 3 | 4 | 5 | |
| Indicators: | | | | | | |

| Summary | Average |
|---|---|
| Leadership | |
| Instruction | |
| Student Support | |
| Faculty & Staff | |
| Policy and Procedure | |
| Total | |

**Overall Strengths:**

**Areas of Concern:**

**Opportunity for improvement:**

Signature: _____ Date: _____
Superintendent

Signature: _____ Date: _____
Board of Education Chair

# 2-2-2 Themes – Ideas for 22/23 Board Goals

**Themes for CERTIFICATED and CLASSIFIED STAFF**

AIMS, Board, Classified Staff, Community, Contract/Policies/Procedures, Human Resources (Pay), Innovation/Change, Instructional Design, Partnerships, Individualized Professional Development, Resources, Streamline Process, Student Support/Activities, Work Culture, Communication, Chain of Command, Consistency w/ Policy and Procedures, Providing Opportunities and Activities for Students

**Themes for FOCUS HOMESCHOOL PARENTS**

Activities: younger students, older students, social activities, providing opportunities and activities for students
Allotments: increase, online/internet support, reimbursements, other comments
Appreciation: office, performance-based education, support, other comments
Assisting Parents: additional teachers, (Communication) emails, meetings, office hours, ILPs, (Curriculum) AIMS, STEM classes, Voyage, religious materials, other comments

**Themes for COMMUNITY**

Activities, Board, Communication, Policies & Procedures, Resources, School Culture, School Programs

APEX
Alaska Performance Excellence
2009 Award Recipient

# Chugach School District

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*(907) 522-3399 Fax*
*www.chugachschools.com*

Malcolm Baldrige National Quality Award
2001 Award Recipient

*Charlene Arneson, President – Gail Evanoff, Vice President*
*David Totemoff, Member – Deserae Stellwag, Member – Wayne Shen, Member*

**CHUGACH SCHOOL DISTRICT BOARD MEETING**
**UNAPPROVED MINUTES – December 8, 2022**

**1. CONVENED WORK SESSION:** Postponed due to weather.

**2. MEMBERS PRESENT:**
**Board Members Present:** Charlene Arneson, Board President; Gail Evanoff, Vice President; David Totemoff, Board member; Deserae Stellwag, Board Member

**1. CALL TO ORDER**
**2. WORK SESSION -** Postponed due to weather.

**3. ROLL CALL & ESTABLISHMENT OF QUORUM 1:18pm**
**4. APPROVAL OF AGENDA –** December 8, 2022 Action

**Moved by D. Stellwag, seconded by D. Totemoff**
to approve December 8, 2022 agenda.

**Voice Vote: 4 ayes, 0 nays, passed unanimously.**

**5. PLEDGE OF ALLEGIANCE**
**6. MISSION/VISION STATEMENT, LAND ACKNOWLEDGMENT**
Vision Statement: C. Arneson
Mission Statement: D. Totemoff
Chugach School District Mission Statement: T. Mase
Land Acknowledgement: D. Stellwag

**7. APPROVAL OF MINUTES** – November 2, 2022 Minutes Action

**Moved by D. Stellwag, seconded by G. Evanoff,**
to approve November 2, 2022 Minutes with no changes.

**Voice Vote: 4 ayes, 0 nays, passed unanimously.**

**8. INTRODUCTION OF GUESTS and/or ANNOUNCEMENTS**
S. Jackson, Board Secretary (Zoom), S. Burgoon
**9. BOARD OF STARS**
Read by S. Burgoon
Anna Dickason Recognized by Stephanie Burgoon
Grace Galeai Recognized by Andrea Korbe
Feniss Wagner Recognized by Andrea Korbe

Nick Swain Recognized by Andrea Korbe
Tasha Berinobis Recognized by Andrea Korbe
Britta Ioane Recognized by Whittier Community School Teachers
Stephanie Atonio Recognized by Whittier Community School Teachers
Misha, Alexa, and Katie from Center for Alaskan Coastal Studies
Recognized by Whittier Community School Teachers
Mike Briseno Recognized by Ty Mase
Doug Penn Recognized by Ty Mase

**10. REPORTS & PRESENTATIONS**
Graduate Report given by Skylar Cook
Graduate Report given by Brodie Ling
**10.b. CHIEF SCHOOL ADMINISTRATOR'S REPORT**
T. Mase reported
**11. PUBLIC COMMENT ON AGENDA ITEMS**
None
**12. BOARD COMMENT ON AGENDA ITEMS**
Speaker(s): DAVID TOTEMOFF, GAIL EVANOFF, DESERAE STELLWAG, CHARLENE ARNESON
**13. ITEMS OF BUSINESS**
**13.a. MEMO #22-55** NSBA American Indian / Alaska Native Committee Action

**Moved by D. Stellwag, seconded by G. Evanoff**
to approve G. Evanoff representing Chugach School District as a member of the NSBA American Indian/Alaska Native Committee.

**Voice Vote: 4 ayes, 0 nays, passed unanimously.**

**13.b. Memo #22-56** Classified Salary Proposal Action

**Moved by D. Stellwag, seconded by G. Evanoff,**
to Omit the first four columns of the pay scale, increasing starting salary from $14 to $16 an hour, and shift current employees 4 columns ahead. Change year salary increase increments to a standard $.50 across the schedule.
Add a row for "Focus Skilled / Technical Specialists" which would mirror the VTE Instructor row, starting at $19.50.

**Voice Vote: 4 ayes, 0 nays, passed unanimously.**

**13.c. Budget (Informational)**
Chair proposed combining January/February Meetings to save money.
Zoom meetings proposed as an option to save money
Scholarship options discussed, potential for use of VTE funds
Juneau trip for Board in February discussed
**13.d. Memo #22-57** Audit Adoption Action

**Moved by D. Totemoff, seconded by G. Evanoff**,
to approve the current district audit of FY22 completed by Altman, Rogers, and Company.

**Voice Vote: 4 ayes, 0 nays, passed unanimously.**

**13.e. Vendor Approvals** Action

**Moved by C. Arneson, seconded by D. Stellwag,**
to approve December 2022 vendor list.

**Voice Vote: 4 ayes, 0 nays, passed unanimously.**

**13.f. Resolution: Homeschool Special Education Funding** Action

**Moved by G. Evanoff, seconded by D. Totemoff,**
to adopt the Resolution Supporting the Statutory Formula-Based Special Education Funding for Correspondence Students as proposed.

**Voice Vote: 4 ayes, 0 nays, passed unanimously.**

**14. OLD BUSINESS**
**14.a. AASB's BP 3522**
T. Mase presented information
**14.b. Chenega School Trip Proposal** Action

**Moved by G. Evanoff, seconded by D. Totemoff,**
to approve 2023 Chenega Community School Florida Trip.

**Voice Vote: 5 ayes, 0 nays, passed unanimously.**

**15. NEXT BOARD MEETING**
Board Meeting will be February 7, 2023 at the District Office. 10:30 A.M. Work Session and 1:00 P.M Business Meeting.
**15.a. January: Superintendent and Board Evaluation**

**16. ADJORNMENT**

**16. NEXT BOARD MEETING: March 7, 2023 at 10:30 A.M. Work Session and Business Meeting at 1:00 P.M. at the District Office in person.**

**17. ADJOURNMENT @ 4:24 PM**

**Moved by G. Evanoff, seconded by D. Stellwag** to adjourn at 4:24 PM.

**Voice Vote: 4 ayes, 0 nays, passed unanimously.**

Recorded by: _____
Serena Jackson, Board Secretary Date

Attested to by: _____
Board President or Vice President Date

Attested to by: _____
Ty Mase, Chief School Administrator Date

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www.chugachschooldistrict.com


Date: February 2, 2023

To: Chugach School Board

From: Ty Mase

Re: Chief School Administrator's Report – February 2023

## I. Legislative Update

Our Senators: Gary Stevens (Tatitlek and Chenega), Cathy Giessel (Whittier)

Our Representatives: Laddie Shaw (Whittier) and Speak Louise Stutes (Tatitlek and Chenega).

2023 Education Related Bills

**HB 6:** Public Schools; Opioid Awareness Program

- Require DEED to develop an opioid abuse awareness curriculum for grades 6-12. Requires 60 minutes of instruction annually relating to opioid abuse awareness.

**HB 21:** School/University Employee Health Insurance

- Allows school employers to elect to participate in an insurance policy selected by the commissioner of the Dept. of Administration.

**HB 27**: Designate Sex for School-Sponsored Sports

- Requires public schools and private schools that compete against public schools to designate sports as male, female, or coeducational, and require that students competing on female teams be female as designated by their biological sex.

**HB 31:** Alaska Performance Scholarship Eligibility

- Expands eligibility for Alaska Performance scholarships.

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**SB 9:** Alaska Sunset Commission

- Establishes a sunset commission to review and make recommendations on discontinuation of or changes to state entities. The Dept. of Education and Early Development would be reviewed and recommendations would be made in 2028.

**SB 11:** Teachers and Public Employee Retirement Plans

- Relates to restoration of tenure for certain disabled individuals and allows members Permanent Fund PERS and TRS to choose between a defined benefit and a defined contribution retirement plan.

**SB 14:** RIP for Public Employees/Teachers

- Allows reemployment of persons who retire under the teachers' retirement system as mentors.

**SB 24:** Public Schools: Mental Health Education

- Encourages mental health topics be taught in public schools. Creates a guideline for DEED to develop curriculum.

**SB 29:** Civics Education; Establish Alaska Civics Education Commission

- Requires schools not to issue a diploma to students who have not completed a civics education course using the curriculum DEED develops or have not achieved a passing score of at least 70 percent on their test.

## II. Early Childhood Training Center Update

Written approval has been secured by both State and Federal grant entities and a total of $500,000 has been secured to start the process of building an Early Childhood Training Center / Multi Purpose Facility on the lot adjacent to the District Office. Our hope is to release a design bid RFP in February and break ground in April or May. Depending on funding and pending code, we will most likely try to construct the building in several different phases.

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## III. CIP Update

On January 26, Myself, Ryan Schmidt, and a plane load of architects and engineers flew to Tatitlek and Chenega. The plan is to release the project in February for bid. It is looking like, due to the scarcity of materials and supply chain issues, that our renovations will take several years.

## IV. Tatitlek Corporation Donation

It is with much admiration that I report that Tatitlek Corporation made a generous $50,000 donation to CSD and Tatitlek School over Christmas break. We will make sure that a formal letter on behalf of the board and administration is sent thanking them for this contribution.

## V. Staffing Update

At the time of this report, CSD has two position openings. One in Chenega and one in Whittier. We have these positions posted and are aggressively seeking outstanding educators to fill these positions.

## VI. Superintendent's Proposed Goals / Focus Areas

a. **Communication:** Increase communication through site visits, updates, meetings and other forms of outreach. Communications will be forthright and honest, in hopes of heading off misconceptions and rumors.
b. **Recruitment and Retention:** Simply put, staffing is the key to CSD's success. Student achievement starts with excellent educators and we will make every effort to recruit and retain high-caliber educators for CSD.
c. **Processes / Policies / Procedures:** We need to align, refine, update, adhere to, and create new processes, policies and procedures to assure the district runs smoothly and efficiently so we can focus our resources on students.
d. **Instructional Design / Innovation:** Our model is world-class but there is always room for evaluation and refinement. We will also look for innovations that can help us move our programs forward.
e. **Work / School Culture:** Our workplaces (schools and offices) need to be ones where folks want to stay. Our schools need to be an Oasis for our students, where adults put aside their differences and leave their baggage at the door in order to create the best learning environment possible for our students. Big people problems should not affect the education that we Kathy Giessel (Whittier) and Gary

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## VII. My Guiding Principals

1. Is it moral?
2. Is it ethical
3. Is it legal?
4. Is it fiscally responsible?
5. Is it good for kids?

(would like to add – Is it in alignment with CSD's mission and goals?)

I have found the process of going through these questions to be a huge help. Not only does it help me make decisions, but it also helps me defend them. These five questions help guide me; when I find something that meets these criteria, I feel confident in my decisions.

## VIII. Important Dates to Remember:

- February 4-7 – AASB's Legislative Fly-in
- March 6-10 – CSD Spring Break
- April 15-16 – AASB's Spring Boardsmanship Academy
- May 26 – Whittier Last Day
- June 2 – Tatitlek and Chenega Last Day

## IX. Policy Highlight:

BB 9012 COMMUNICATIONS TO AND FROM THE BOARD

Staff members, parents, and community members should submit questions or communications to the School Board through the Superintendent. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. If contacted individually, Board members will refer the person to the appropriate channel of authority, except in unusual situations. Board members will not take private action that might compromise the Board or administration.

Board Member Use of Electronic Mail

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E-mail to, by, and between Board members, in their capacity as Board members, shall not be used to conduct Board business. It shall be limited to:

1. Disseminating information; and

2. Messages not involving deliberation, debate, or decision-making. It may contain:

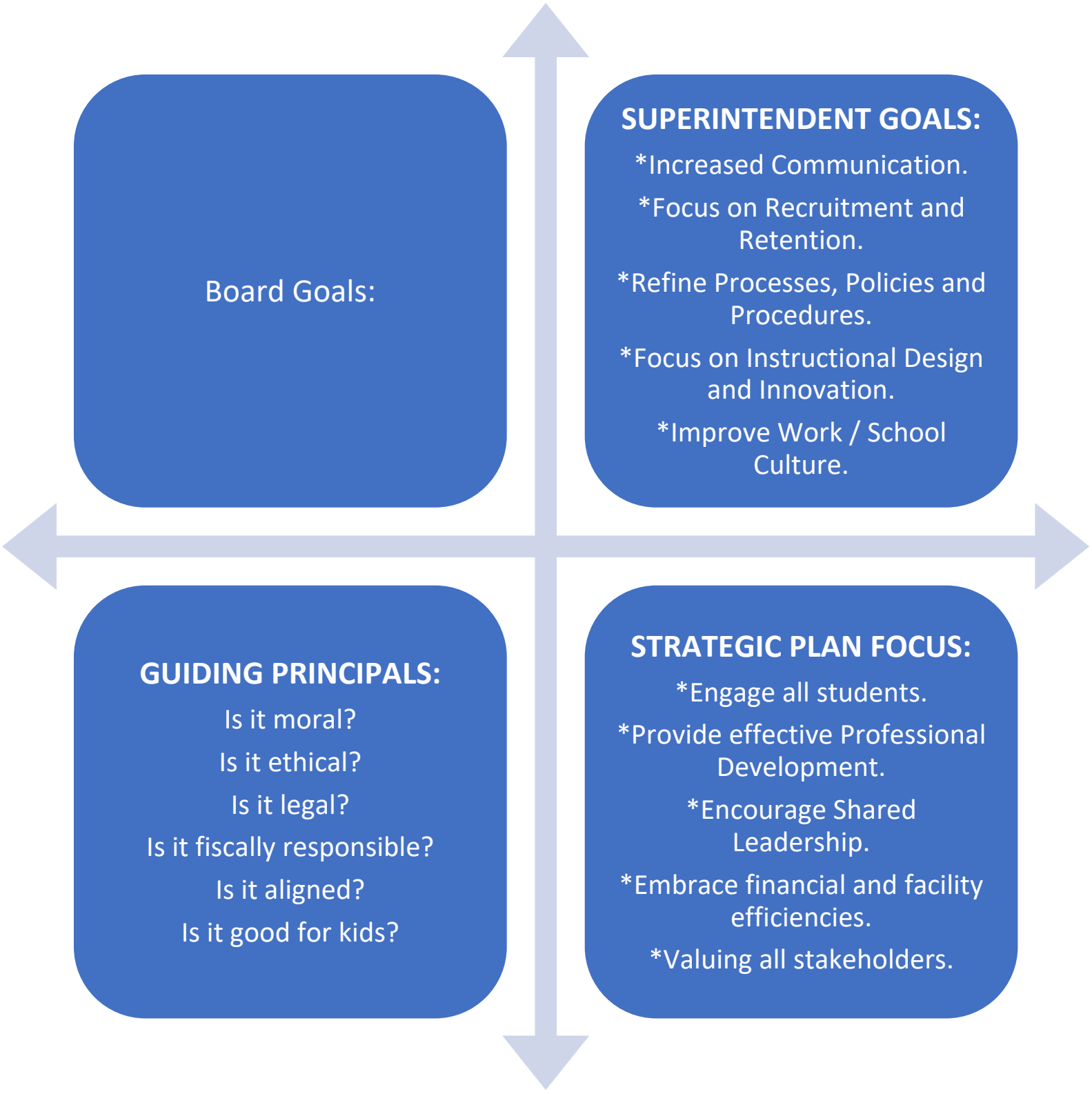
1. Agenda item suggestions;

2. Reminders regarding meeting times, dates, and places;

3. Board meeting agenda or public record information concerning agenda items; or

4. Responses to questions posed by the community, administrators, or school staff, subject to this policy's first section.

A Board member sending an e-mail concerning the district shall copy the Superintendent or designee, who shall store the message consistent with the district's practice of record retention. There is no expectation of privacy for any messages sent or received by e-mail. Board members should keep public and personal communication totally separate.


Board Goals:
SUPERINTENDENT GOALS:
*Increased Communication.
*Focus on Recruitment and Retention.
*Refine Processes, Policies and Procedures.
*Focus on Instructional Design and Innovation.
*Improve Work / School Culture.
GUIDING PRINCIPALS:
Is it moral?
Is it ethical?
Is it legal?
Is it fiscally responsible?
Is it aligned?
Is it good for kids?
STRATEGIC PLAN FOCUS:
*Engage all students.
*Provide effective Professional Development.
*Encourage Shared Leadership.
*Embrace financial and facility efficiencies.
*Valuing all stakeholders.

**Early Childhood – PREP Grant**

January 2023

**GOAL 5: Offer Parental Choice and Mixed Delivery System of Learning Support**

**GOAL 3: Promote Safety and Well-Being to Enhance Learning**

| **Student Numbers: Total- 45 (10 half-day PreK and 34 Homeschool Students)** | | |
|---|---|---|
| FOCUS Homeschool (Anch) – 9 | FOCUS Homeschool (Fbks) – 12 | FOCUS Homeschool (MatSu) – 13 |
| FOCUS Homeschool (Valdez) – 1 | Chenega Bay – 2 | Whittier - 8 |

**GOAL 1: Amplify Student Learning**

**GOAL 6: Use Reliable Assessment & Identify/Support Children Most in Need**

**Teaching Strategies GOLD**

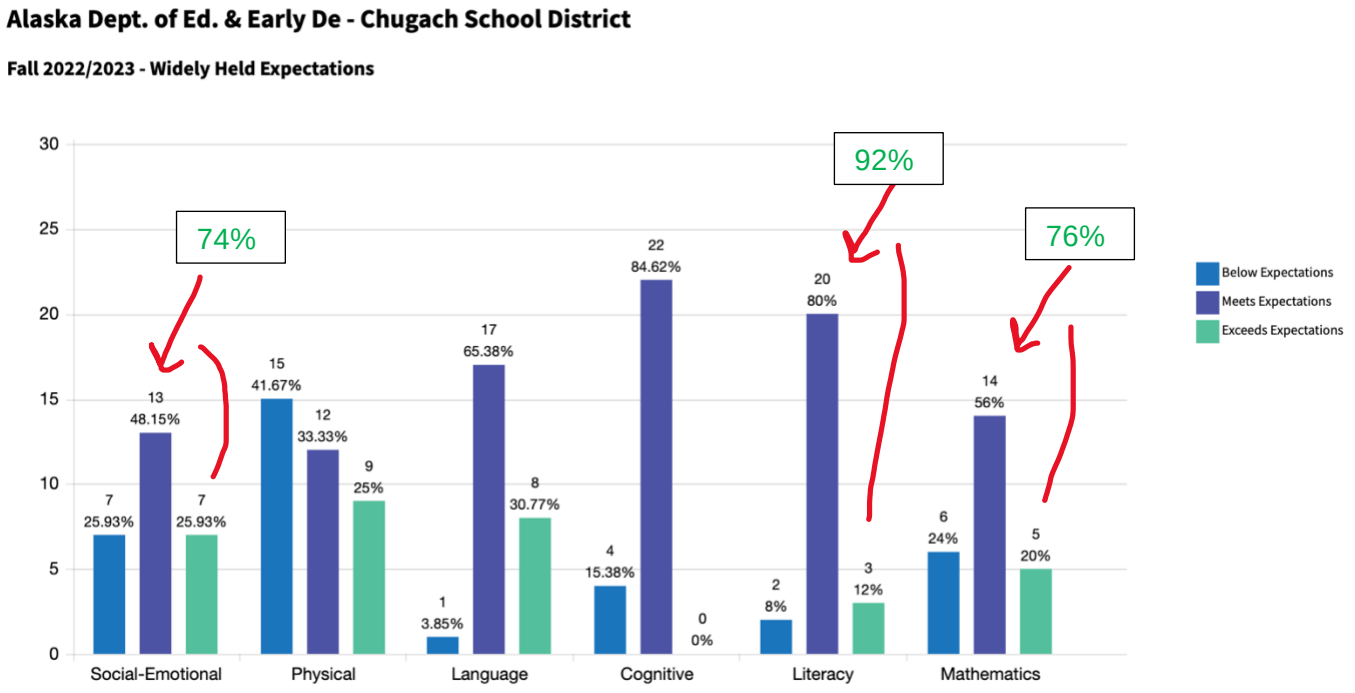
**Teachers are reliable in scoring (Interrater Reliability)**

5 of 6 teachers IRR certified.

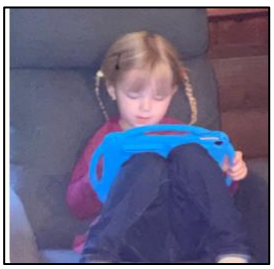
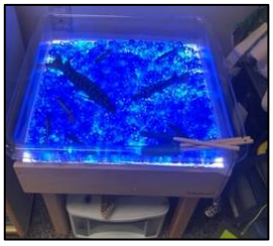
1 of 6 teachers in progress for IRR certification.

**Grant Goal:**

· 60% of preschool students will demonstrate proficiency in each of three Teaching Strategies GOLD categories (literacy, math, and social/emotional) showing on-track development for kindergarten readiness.




**Program Spotlights**

| Ice Fishing Field Trip | At Home iPads for Learning | Culturally Aligned Sensory Tables |
|---|---|---|
|  |  |   *Left:* Dinosaur Fossils *Right:* Pike Fishing |

**Early Childhood – PREP Grant**

January 2023

**Goal 2: Ensure Excellent Educators**

| **Early Childhood Winter Inservice** | |
|---|---|
| **Dates: Jan 26-27 (hybrid)**<br>• 9 in person participants<br>• 12 virtual participants<br>• 3 presenters<br>**Sessions:**<br>See program agenda for more details!<br>**Location:**<br>Anchorage<br>***Locating Camouflaged Animals/Math Family Night Demo***<br>  | <br>***Learning Teaching Strategies GOLD (virtual hybrid)***<br> |

**GOAL 4: Tribal and Community Ownership of Educational Excellence**

| **Culture Projects** | |
|---|---|
| **Culture Kits for Families:**<br>**6 kits distributed**<br>**3 kits in production**<br><br>**Alaska Children's Literature:**<br>**15 AK literature kits distributed** |   <br>Wooden vehicles for the community transportation kits. (handmade AK artist) |
| **Alaska Book Project**<br>Cultural Children's Book in production. Written by Jennifer Herrmann and inspired by her grandmother, Anna Campbell, born in Tatitlek in 1906.<br>** Thank you to David Totemoff for connecting our program to this author!* |    |
| **Early Learning Training Center**  | Funds have been allocated for and process has started for a training facility for students from rural communities to learn about and certify in Early Childhood teaching via distance and short-term residence programs.<br>**Matching funds of $150K allocated from the CHILD grant under ANE.* |

**Early Childhood – PREP Grant**
January 2023

# Implementing Effective Teaching Practices with Visible Learning

**Join Zoom Meeting**
https://us02web.zoom.us/j/88585317599?pwd=aINPN0ZFRTZKd2FTUXIsd0xWTFpidz09
Dial In (253)215-8782, Meeting ID: 885 8531 7599, Passcode: 783820



| Schedule | **Thursday, Jan. 26**<br>***Times subject to change for breaks.* | Schedule | **Friday, Jan. 27** |
|---|---|---|---|
| 8:45-9:00 | **Welcome** | 8:45-9:00 | **Welcome** |
| 9:00-10:30 | **GOLD- Using the Assessment Cycle to Strengthen Assessment & Learning**<br>*Deborah*<br><br>~ Review Learning Objectives<br>~ Overview of the Assessment Process | 9:00-10:30 | **Visible Learning:**<br>*~ What is it?*<br>*~ Why is it significant?*<br>*~ How do we implement it?*<br>*Amber* |
| 10:30-10:45 | Break | 10:30-10:45 | Break |
| 10:45-12:15 | **Observe and Collect Facts:**<br>*~ Why & What to observe*<br>*~ Types of Documentation & Planning for Observations* | 10:45- 12:00 | **Using Center Time, or Open Play, for Visible Learning:**<br>*~ Effectively Creating, Rotating & Observing*<br>*Amber* |
| 12:15 | Lunch - BINGO FOR BOOKS | 12:00 | Lunch |
| 1:15-2:00 | **Assessment Cycle:**<br>~ Observe, Analyze, Reflect and Respond<br>**Effective Evaluations:**<br>*~ Accurately assessing children's development and learning*<br>*~ Evaluating indicators*<br>*~ Assessment At-a-Glance* | 1:00-2:00 | **Video Observations of Play & Learning (School Sites)**<br>*Amber*<br>**Sharing Obs Methods w/Families & Creating Templates for Obs (Homeschool)**<br>*Tanya/Tiffany* |
| 2:00-2:15 | Break | 2:00-2:15 | Break |
| 2:15-3:00 | **Summarize, Plan, and Communicate:**<br>*~ Checkpoints & Introducing Reports*<br>*~ Exploring the Resources Library* | 2:15-3:00 | **Bristol Bay Native Corporation**<br>*Kay Larsen* |
| 3:00-3:15 | Break | 3:00-3:15 | Break |
| 3:15-4:30 | Review Learning Objectives<br>Session Reflection | 3:15-4:30 | **Hands On Kit Time**<br>• BRIDGE Kits (2 kits)<br>• Family Event Kits (2 kits)<br>*Amber/Tiffany* |
| | YOTO & iPad Session | | |

MEMORANDUM # 23-1

TITLE: Tatitlek Trip Proposal

DATE: February 2, 2023

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BACKGROUND:

Tatitlek has a long history of taking its students on amazing and educational class trips. The student presentation and supporting paperwork will cover trip specifics.

SUGGESTED MOTION:

A motion to approve Tatitlek School's trip to Mexico.

2016-17
Mexican Cruise
Tentative Itinerary

| | 5/16/2023 | 5/17/2023 | 5/18/2023 | 5/19/2023 | 5/20/2023 | 5/21/2023 | 5/22/2023 | 5/23/2023 | 5/24/2023 | 5/25/2023 | 5/26/2023 | 5/27/2023 | 5/28/2023 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Tues | Wed | Thurs | Fri | Sat | Sun | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
| | **Travel** | **In Los Angeles** | **In Los Angeles** | **In Los Angeles** | **Board Ship** | **At Sea** | **At Sea** | **Puerta Vallarta** | **Mazatlan** | **Cabo San Lucas** | **At Sea** | **In Los Angeles** | **Travel** |
| 8:00 AM | | Arrive (6:48) | | Breakfast | Check out of hotel | | | | | Breakfast | | Arrive | |
| 8:30 AM | | Pick up rental cars | | | | | | | | Pirate ship, sail, snokel and lunch, beach and shoppiing | Dr. Seuss Breakfast | | |
| 9:00 AM | | Breakfast | Breakfast | School Culture Exchange | Return rental cars | Breakfast Buffet | Breakfast Buffet | Breakfast Buffet | Breakfast Buffet | | | Breakfast Buffet | |
| 9:30 AM | | | | | Find room, unpack, explore ship | | | | | | | | |
| 10:00 AM | Depart Tatitlek to Anchorage | | Holocaust Museum | | | Language Class | Language Class | Service Learning Beach Cleanup | Villages of Sierra Madre | | Language Class | Disembark | Depart Anchorage to Tatitlek |
| 10:30 AM | | Hollywood Walk-of-Fame | | | | | | | | | | | |
| 11:00 AM | | | | | | Culture Class | Culture Class | | | | Culture Class | | |
| 11:30 AM | | | | | | | | | | | | | |
| 12:00 PM | | | Lunch | Lunch | Lunch | Lunch | Lunch | | | | Lunch | | |
| 12:30 PM | | Lunch | | | | | | | | | | Lunch | |
| 1:00 PM | | | Natural History Museum | Service Project (food bank volunteer) | Sign up for Carnival Kids' Clubs | Passenger Geography Activity | Career Devlopment Actiivity | School Culture Exchange | | | Art Appreciation Activity | Los Angeles Aquarium of the Pacific | |
| 1:30 PM | | | | | | | | | | | | | |
| 2:00 PM | | Check in to hotel | | | | Carnival Kids' Clubs | Carnival Kids' Clubs | | | | Carnival Kids' Clubs | | |
| 2:30 PM | | | | | Pools, Slides, Trampoline Park, Sports Court | | | | | | | | |
| 3:00 PM | | | LA Zoo | | | Minature Golf | Ropes Course | | | | Trampoline Park | Tour of The Queen Mary | |
| 3:30 PM | | | | | | | | | | | | | |
| 4:00 PM | | Free Time | | | | | | | | | | | |
| 4:30 PM | | | | Free Time | | | | | | | | | |
| 5:00 PM | | | | | Workout | Workout | Workout | Workout | Workout | Workout | Workout | | |
| 5:30 PM | | | | | | | | | | | | | |
| 6:00 PM | | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | Dinner | |
| 6:30 PM | | | | | | | | | | | | | |
| 7:00 PM | | Free Time | Free Time | Free Time | | | | | | | | Free Time | |
| 7:30 PM | | | | | | | | | | | | | |
| 8:00 PM | | | | | Free Time | Broadway Show | Comedy Show | Free Time | Free Time | Free Time | Broadway Show | | |
| 8:30 PM | | | | | | | | | | | | | |
| 9:00 PM | | | | | Journaling / FB Posts | Journaling / FB Posts | Journaling / FB Posts | Journaling / FB Posts | Journaling / FB Posts | Journaling / FB Posts | Journaling / FB Posts | | |
| 9:30 PM | | | | | | | | | | | | | |
| 10:00 PM | | | | | Free Time (in room) | Free Time (in room) | Free Time (in room) | Free Time (in room) | Free Time (in room) | Free Time (in room) | Free Time (in room) | Travel to Airport | |
| 10:30 PM | | | | | | | | | | | | | |
| 11:00 PM | | **Lights Out** | **Lights Out** | **Lights Out** | **Lights Out** | **Lights Out** | **Lights Out** | **Lights Out** | **Lights Out** | **Lights Out** | **Lights Out** | Board Alaska Airlines to Anchorage | |
| 11:30 PM | | | | | | | Arrive Port | Arrive Port | Arrive Port | | | | |
| 12:00 AM | Board Alaska Airlines to LA | | | | | | | | | | | | |
| | | | | | | | Arrive Port @ 8:30 pm | Depart Port @ 5:30 pm | Depart Port @ 7:00 pm | | | | |

Instructional Contact (hours per day)

Key

| | |
|---|---|
| Travel | SS |
| Free Time | CD |
| Group Rec | PSS |
| Meals | PE/Health |
| | CC |

**Cultural Communications**

| | |
|---|---|
| CC Lv.A | Plans the presentation with a specific audience in mind.<br>Rehearses the presentation with a partner who can give feedback based on a scoring guide.<br>Uses feedback to revise presentation.<br>Presents to audience and evaluates performance based on scoring guide and audience feedback. |
| CC 2.4 | Learns about elements of culture by studying a culture different from their own (i.e., the elements of language, traditions, celebrations, family structure, belief systems, etc.). (Choice of culture is based on student interest and/or school/classroom thematic goals.) |

- Cultural comparison with local ethnic groups
- **Lv.A - .ppt presentation after**

| | |
|---|---|
| CC 2.7 | Appreciates the arts in 3 or more ways, including practicing their skills as part of a small audience (i.e., listening, providing positive feedback, etc.); participating in one or more forms of art (dance, music, theatre, or visual arts); studying artwork from their local community and learning artistic techniques from one or more artists. |

- Performing own Native dance at school

| | |
|---|---|
| CC 3.4 | Learns about and reports on elements of culture by studying a culture different from their own (i.e., the elements of language, traditions, celebrations, family structure, belief systems, etc.). (Choice of culture is based on student interest and/ or school/classroom thematic goals.) |

- Performing own Native dance at school

| | |
|---|---|
| CC 3.7 | Appreciates the arts in 3 or more ways, including practicing their skills as part of a small audience (i.e., listening, providing positive feedback, etc.); participating in one or more forms of art (dance, music, theatre, or visual arts); studying artwork from their local community and learning artistic techniques from one or more artists. |

- Performing own Native dance at school

| | |
|---|---|
| CC 4.4 | Compares and contrasts two or more cultures. (e.g. information about cultural values, methods of teaching these values, and guidelines for use of local resources) (Choice of culture is based on student interest and/or school/classroom thematic goals.) |

- Performing own Native dance at school
- **Write paper after**

| | |
|---|---|
| CC 5.6 | Investigates methods of communication (e.g. handshakes, greetings, technology) among cultures and presents strategies for cross-cultural communication. |

- **Write report/paper after**
- **PowerPoint after**

| | |
|---|---|
| CC 5.7 | Appreciates the arts in 3 or more ways, including practicing their skills as an audience member (e.g. listening, providing positive feedback, etc.); participating in one or more forms of art (dance, music, theatre, or visual arts); studying Alaskan artwork and learning artistic techniques from one or more artists. |

- Performing own Native dance at school

| | |
|---|---|
| CC 6.6 | Explains how artists can communicate values and important themes in their artwork (i.e., about belief systems, war, peace, justice, etc.). |

- Holocaust Museum
- Natural History Museum

| | |
|---|---|
| CC 7.3 | Compares and contrasts two or more cultures, with an emphasis on the changes (both positive and negative) that occur when different cultural systems come into contact with each other. (Choice of cultures is based on student interest and classroom/school thematic goals.) |

- Holocaust Museum
- Natural History Museum
- Performing own Native dance at school.

| | |
|---|---|
| CC 7.5 | Presents a report (oral or written) that explains ways in which cultural values, beliefs and communication styles influence the interactions between people from different cultural backgrounds. |

- Cultural comparison project.

| | |
|---|---|
| CC 7.6 | Is able to incorporate techniques for cross-cultural communication in their daily lives, including listening skills, respect for other cultures, understanding of "wait time", awareness of "non-verbal" communication, etc. |

- Passenger Geography Activity
- School Culture Exchange
- Acting appropriately with the students/staff/elders at school, museums, and on ship

| | |
|---|---|
| CC 7.7 | Appreciates the arts in 3 or more ways, including practicing their skills as an audience member (i.e., listening, providing positive feedback, etc.); participating in one or more forms of art (dance, music, theatre, or visual arts); studying artwork from a specific culture and learning artistic techniques from one or more artists. |

- Art Appreciation Activity

**Writing**

| | |
|---|---|
| Varies | Process targets for all Writing Levels |
| WR 2.4 | Expresses thoughts, feelings, and experiences through illustrations, dictation and writing. |
| WR 4.1 | Writes paragraphs that are focused and appropriate to task, purpose and audience and include details that support the main idea. |
| WR 4.4 | Writes descriptive samples that include expressive language, analysis, reflection and research such as journals, literature responses, opinions, and memoirs. |
| WR 4.5 | Writes informational samples that include appropriate information, analysis, reflection research and structure such as how-to, letters, and reports. |
| WR 4.6 | Uses adjectives, adverbs, and prepositions to improve focus and support main idea of writing. |
| WR 4.9 | Writes simple and complex sentences which include conjunctions (and, or, but) and recognizing and correcting inappropriate fragments and run-ons |
| WR 4.9.1 | Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences. |
| WR 6.11 | Consistently uses appropriate voice for intended audience (formal, informal, humorous, technical). |

- Daily journals
- Facebook posts
- Peer edit/review
- **Final drafts of paper after**

**Technology**

| | |
|---|---|
| TE 2.1 | Demonstrates respect and responsibility when using a computer. |
| TE 2.2 | Uses a word processing application to type simple sentences/stories while working on proper keyboarding position. |
| TE 2.3 | Student knows a computer can be used to communicate and is aware of or knows how obtain information (i.e., software, internet, email, etc.). |
| TE 2.4 | Uses the basic function and modifier keys (i.e., return, esc, shift, control, etc.). |
| TE 3.3 | Shows respect and takes proper care of computers and equipment. |

- Respect and care for laptop when blogging to Facebook

| | |
|---|---|
| TE 3.10 | Uses word processing application to create a document and perform simple editing (i.e. check spelling, check for punctuation, check for capitalization). |

- Writing donation letters

| | |
|---|---|
| TE 4.4 | Follows safety precautions associated with online use. |

- Field trip research on Internet.
- Facebook posts

| | |
|---|---|
| TE 4.7 | Navigates through the internet, locates valid resources, looks up email addresses. |

- Field trip research
- Donation letter contact details
- Student ILP reseearch

| | |
|---|---|
| TE 5.6 | Uses technology to explore new and innovative methods for interaction with others (i.e., can manage an email address and uses it appropriately when available). |

- Student ILPs (service project) –
- **ALL – Facebook posts and blogs**

| | |
|---|---|
| TE 5.8 | Creates a spreadsheet using a minimum of one formula. |

- Making a field trip budget
- **Field Trip itinerary**

| | |
|---|---|
| TE 7.7 | Shows how to use the Internet to retrieve and enter information (i.e., download, images, sounds, and files). |

- Fieldtrip planning

| | |
|---|---|
| TE 7.12 | Uses multimedia peripherals (i.e., scanner, camcorder, digital camera, etc.) to create a multimedia presentation. |

- **iMovie project about Tatitlek to present at school.**
- **Make iMovie after we get back to present to school board and/ or community about our fieldtrip.**

**Personal Social Service**

| | |
|---|---|
| PSS 1.2 | Student **identifies** qualities of a team member (e.g., good listener, supportive, respectful & etc.). |

- **Working together to create presentation**
- **Listening during presentations older students give after fieldtrip**

| | |
|---|---|
| PSS 1.5 | **With guidance,** student demonstrates appropriate personal skills by using self-control. |

- Wait turn at events
- Follow directions on trip
- Accepting "no" for an answer
- Take turns
- Appropriate formal dining behavior/manners
- **Listening during presentations older students give after fieldtrip**
- **Listen patiently during presentations**

| | |
|---|---|
| PSS 2.1 | Student gives examples of needs for service projects in their community and participates in a teacher/adult directed community awareness project. |

- Participate in service project to clean up in LA and/or Puerto Vallarta

| | |
|---|---|
| PSS 2.4 | **With guidance**, student demonstrates appropriate **social skills** (e.g., starting conversations, listening, helping others, solving conflicts, etc.). |

- Wait turn at events
- Follow directions on trip
- Accepting "no" for an answer
- Take turns
- Appropriate formal dining behavior/manners

| | |
|---|---|
| PSS 2.5 | **With guidance**, student demonstrates appropriate **personal skills** (e.g., using self-control, dealing with feelings such as anger, excitement, and responding to failure). |

- Wait turn at events
- Follow directions on trip
- Accepting "no" for an answer
- Take turns
- Appropriate formal dining behavior/manners

| | |
|---|---|
| PSS 5.1 | **Student researches, plans and implements** a service project. Student documents participation.<br>Student **summarizes and reflects** on service project. |

- Plan/Lead service project to clean up beach

| | |
|---|---|
| PSS 5.4 | Student, **consistently & independently,** demonstrates appropriate social skills **in a variety of settings** (e.g., starting conversations, listening, helping others, and solving conflicts).<br>• Student demonstrates ability to communicate feelings in a positive and constructive manner (i.e., empathy, compassion, using I messages).<br>• Student employees group interaction skills by dealing with peer pressure, communicating effectively and using humor responsibly.<br>• Student displays understanding of equality and respect for others.<br>• Student demonstrates strategies for dealing with shyness, embarrassment, boredom, and peer pressure. |

- Wait turn at events
- Follow directions on trip
- Accepting "no" for an answer
- Take turns
- Appropriate formal dining behavior/manners group activities, formal meals

| | |
|---|---|
| PSS 5.5 | Student, **consistently & independently**, demonstrates appropriate personal skills in a variety of settings (e.g., using self-control, dealing with feelings such as anger, excitement, and etc. and responding to failure).<br>• Student, independently, demonstrates use of coping strategies.<br>• Student demonstrates **RET Goals** (Risk Taking, Enthusiasm, & Teamwork).<br>• Student can identify **F.A.I.R. goals** (Flexibility, Adaptability, Integrity, and Resiliency).<br>• Student displays **personal ethics** (e.g., giving best effort, respect for others, dependability, pride in work, etc.). |

- Wait turn at events
- Follow directions on trip
- Accepting "no" for an answer
- Take turns
- Appropriate formal dining behavior/manners group activities, formal meals

| | |
|---|---|
| PSS 5.6 | Student **consistently & independently** demonstrates Life Skills and good manners (e.g., says please, thank you, excuse me, etc.) **in a variety of settings.**<br>• Student **routinely demonstrates** being a responsible student by completing tasks, being prepared to work, putting forth best effort, having pride in work, actively participating, and maintaining a positive attitude.<br>• Student **routinely practices** Daily Living and Self Care Skills (e.g., cleaning up, organizing, and planning daily activities).<br>• With guidance, student practices negotiating and stands up for rights.<br>Student completes **ANSELL-CASEY LIFESKILLS ASSESSMENT II Youth** and discusses results with Counselor or Teacher. |

- Wait turn at events
- Follow directions on trip
- Accepting "no" for an answer
- Take turns
- Appropriate formal dining behavior/manners group activities, formal meals

**Career Development**

| | | |
|---|---|---|
| CD 1-8.A | Plan | Goals-SMART (Specific, Measurable, Aligned, Result oriented, Time bound). |
| CD 1-8.B | Plan | Objectives- Aligned with CSD targets (e.g. CD 7.3). |
| CD 1-8.C | Implement | Implementation or Steps for Success- result oriented (e.g. use dictionary to find career words, role-plays words). |
| CD 1-8.D | Evaluate | Evaluate-Measurable (e.g. passes oral presentation scoring guide) |
| CD 1-8.E | Refine | Refine. (How can I do better next time?) |

- ALL – SMART PIER about tourism careers

| | |
|---|---|
| CD 1-3.4 | Student successfully demonstrates developmentally appropriate learning success skills in a variety of settings (e.g., listening, bringing materials to class, asking for help, saying thank you & etc.) |
| CD 4.2 | Student successfully demonstrates developmentally appropriate learning success skills in a variety of settings (e.g., deciding on something to do, deciding what caused a problem, etc.). |
| CD 5.5 | Student successfully demonstrates developmentally appropriate learning success skills in a variety of settings (e.g., setting a goal, commitment and follow through on personal goals, deciding on your abilities, gathering information, etc.). |

- Listening to and following directions
- Showing up to activities on time and prepared
- Accepting "no" for an answer
- Cooperative problem-solving during group activities

**Social Studies**

| | |
|---|---|
| SS 1.4 | Uses a map to identify locations (i.e., classroom, school, community or state). |
| SS 2.4 | Identifies locations, oceans, basic landforms, differentiates between states and continents on maps. |
| SS 4.2 | Identifies key geographical features and regions in the Western Hemisphere and Western Europe (i.e., countries, rivers,). |
| SS 7.2 | Identifies geographical regions and features of Eastern Europe, Africa, Asia, Oceania (i.e., countries, capitals, mountain ranges, deserts, major rivers |

- Field trip preparation
- Passenger Geography Activity

**Reading**

| | |
|---|---|
| RE 1.11 | Asks and answers questions in order to seek help, get information, or clarify something that is not understood. |
| RE 1.12 | Uses appropriate descriptive vocabulary and adds drawings or other visual displays to provide additional details. |
| RE 2.5 | Reads orally high-frequency words in context. |

- Field trip planning, navigating LA and cruise ship

| | |
|---|---|
| RE 5.13 | Summarizes and integrates information from informational text and media using text features including pictures, illustrations, text structure (bold or italicized text, graphs, charts, headings, subheadings) to develop a coherent understanding. |
| RE 6.13 | Uses comprehension strategies while reading a variety of level-appropriate narrative and informational text (asks questions, inferences, predictions, cause and effect, makes connections, self-monitoring, note-taking, skimming, scanning). |

- Field trip planning

| | |
|---|---|
| RE 4.4.1 | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. |
| RE 5.4.1 | Gives an oral presentation that presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes including multimedia components and/or visual displays. Uses appropriate oral presentation skills (eye contact, volume, clear pronunciation) |
| RE 6.4 | Gives an oral presentation which includes claims and findings, focused, coherent points, relevant evidence, sound valid reasoning, multimedia and visual displays. Uses appropriate oral presentation skills (eye contact, volume, clear pronunciation) |
| RE 7.6 | Rehearses and gives an oral formal presentation and responds appropriately to feedback. |

- **Presentation for School Board, next year Back-to-School Night, class, etc.**

**PE/Health**

| | | |
|---|---|---|
| PE 1-8.A | Plan | Goals-SMART (Specific, Measurable, Aligned, Result oriented, Time bound). |
| PE 1-8.B | Plan | Objectives- Aligned with CSD targets |
| PE 1-8.C | Implement | Implementation or Steps for Success- result oriented |
| PE 1-8.D | Evaluate | Evaluate-Measurable |
| PE 1-8.E | Refine | Refine. (How can I do better next time?) |
| PE 1-8.2 | Regularly participates in a variety of developmentally appropriate physical activities. | |
| PE 1-8.3 | Completes a fitness assessment using the 5 components of fitness, sets goals, and writes a personal fitness plan based on those goals. | |

- Morning Workouts
- SMART PIER (goal setting before, reflection after)

# FIELD TRIP PERMISSION - CHUGACH SCHOOL DISTRICT

| FIELD TRIP DESCRIPTION: |
|---|
| Cultural Education and Mexican Cruise |

| DATES OF TRIP: | | CHAPERONES: | |
|---|---|---|---|
| **Departure date:** | **Returning date:** | **Name:** | **Title:** |
| May 17, 2023 | May 27, 2023 | Jed Palmer | Principal Teacher |
| | | Nichole Palmer | Teacher |
| **INSTRUCTORS:** | | Gwen Vlasoff | Parent |
| **Name:** | **Title:** | Nanci Robart | Parent |
| Angela Totemoff | Culture Instructor | Ben Kompkoff | Adult |
| Brandon Moonin | Language Instructor | Marvin Vlasoff | Adult |

| SPECIFICS OF TRIP: | |
|---|---|
| **Destination:** | **Mode of Travel:** |
| Anchorage, Los Angeles, Cabo San Lucas, Puerto Vallarta, Mazatlán | Plane, Van, Ship |

***I, _____, Parent/Guardian of _____,***
(Print Parent's/Guardian's Name) (Print Student's Name)

***Hereby grant permission for the above-named student to participate in the above school sponsored field trip. I authorize the teacher/chaperone to acquire any medical services or treatment deemed necessary for my child.***

x_____ _____ _____
(Parent's Signature) (Date) (Emergency Contact Phone Number)

| Any Medical Allergies? Please specify: |
|---|
| |
| **If any medications are necessary, please specify:** |

Aspirin: yes:____ no:____
Tylenol: yes:____ no:____

**********

| STUDENT DECORUM: | | | |
|---|---|---|---|
| **Student Conduct:** When students are on a trip with a group representing a school from the District, they are to conduct themselves in a proper manner at all times. **Failure to do this will result in the student being sent home immediately at the parent's/guardian's expense.** | **Drugs:** The actual possession of intoxicating liquor, illegal drugs, or substances designed to look like illegal drugs or substances, while under the jurisdiction of the school shall be subject to appropriate corrective action. | **Theft:** Shoplifting or possession of stolen property by students is strictly forbidden.<br><br>**Tobacco:** According to State Statutes of Alaska, use or possession of tobacco in any form by students is prohibited. | **Profanity:** Students are to use good judgment in their choice of language. Profane and/or obscene language and/or gestures will not be tolerated. |

***I, _____, the participating student, have read and agreed to abide by the student decorum.***
(Print Student's Name)

| STUDENT'S SIGNATURE: | DATE: |
|---|---|
| | |

# Release of Liability Agreement

I, the undersigned student ("Participant") hereby agree as follows:

The Participant is a student participating in or consenting to participation in Chugach School District's Travel/Field Trip Program from:

May 17, 2023 to May 27, 2023.
Date Date

The Participant wishes to be released from liability to any other participants, faculty members or instructors of Chugach School District arising out of acts or events which occur during the course of preparing for or participating in school travel/field trip programs and, accordingly, willing to release the other participants, faculty members or instructors of Chugach School District from such liability.

The Participant agrees to release and hold harmless the Chugach School District, its staff, faculty, instructors and each and every other student participating in or consenting to participation in the Chugach School District Program from any and all losses, claims or damages (including costs and attorney's fees) arising from or in the course of the Chugach School District Travel/Field Trip Program and which are attributable to negligence, gross negligence, acts of God or nature, acts of war or terrorism, and intentional acts performed in the course of medical treatment.

This agreement shall be binding upon the Participant's heirs, representatives, successors and assigned guardians.

**Signature of Participant**_____

**Participant (Print name)**_____

**Signature of Parent**_____

Field Trip Budget

| | Estimated Expense | Notes |
|---|---|---|
| Alaska Airlines | $7,920.00 | 18 partiicipants |
| AAT | $11,200.00 | 2 charters out, 2 charters in |
| Cruise | $9,540.00 | 6 cabins |
| Rental Cars / Taxi | $1,750.00 | 2 rental vans & uber returns |
| Hotel | $1,500.00 | 4 rooms for 3 nights |
| Food | $2,880.00 | $35 per day per person |
| Group Excursion(s) | $2,625.00 | 15 adults, 3 children for 1 educarional and 1 fun excursion |
| Museums in LA | $540.00 | 18 partiicipants (Natural History and Holocaust) |
| LA Zoo & Aquarium | $864.00 | 18 partiicipants |
| | | |
| Subtotal | $38,819.00 | |
| | | |
| Contributions | $3,200.00 | Community member contribution ($1600 ea) |
| Donations | $2,880.00 | AAT donated Charter (requested, yet to be confirmed) |
| | | |
| Total | $32,739.00 | Student Council Funds |

MEMORANDUM # 23-2

TITLE: Joint Recommendation to the School Board

DATE: February 2, 2023

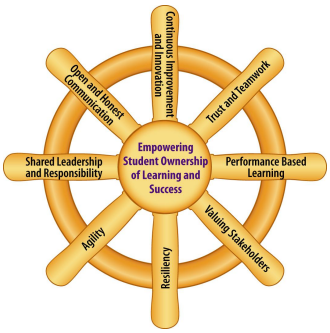
BACKGROUND:

The Chief School Administrator and Prince William Sound Teachers Association have met several times this winter to negotiate a new contract for the coming school year(s). The proposal / joint recommendation meets the needs of our certified staff, it meets the needs of the district, and it is financially feasible.

We feel that the attached joint recommendation will help CSD retain experienced, master teachers and will also help us greatly in recruiting the best educators available.

SUGGESTED MOTION:

A motion to approve the joint recommendation for a three-year CBA as presented by the Chief School Administrator and the PWSTA.





# Chugach School District

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www.chugachschooldistrict.com


## Tatitlek Corporation – 2022 Alaska Education Tax Credit Proposal

### Introduction:

The Chugach School District is pleased to submit this Alaska Tax Credit Funding Proposal to address a variety of needs and opportunities for Tatitlek School's students, staff, and facility. Being a remotely located, small, educationally progressive school, Tatitlek's financial needs vary and this proposal focuses on a variety of much-needed resources and services for Tatitlek School. While the State continues to underfund education, providing our small school sites with the level of opportunity and services that we have grown to expect is becoming increasingly more financially difficult.

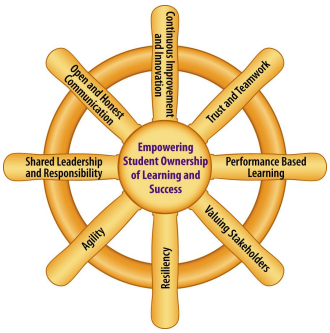
We are grateful for the opportunity to apply for funding from Tatitlek Corporation, and we hope to partner with you, not only on the objectives of this proposal but to creatively meet the needs of the Community of Tatitlek and the needs of each individual student. Thank you for considering our proposal.

### Goals and Objectives:

- ✓ To offer School-to-Life and Vocational Skill Development for Tatitlek youth
- ✓ Provide additional teaching support for Tatitlek students
- ✓ Enhance the Tatitlek school facility through State and matching school district renovation funds
- ✓ Provide professional development for Tatitlek teaching staff

### Key Activities / Milestones:

It's My Life (Voyage Career Phase) / Driver's Training Phase: Chugach's Voyage School offers a wide array of activities aimed at preparing students for life after high school. Practicing college readiness and career development skills in a real-life simulation is something that we have found invaluable for students. Currently, our Voyage School operates under a grant in partnership with Lower Yukon School District. While the grant provides for tuition and travel for LYSD students, Chugach students are a general fund expense for Chugach. Our proposal focuses on financial support for several Tatitlek students to attend the "It's My Life" Phase, and the Driver's Education Phase.





# Chugach School District

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(907) 522-3399 Fax
www.chugachschooldistrict.com


Enhanced Teaching Support for Tatitlek School: Tatitlek operates an award-winning performance-based academic learning and accountability system. While we find this model to be the perfect fit for our small, rural schools, it is labor-intensive. On most days, Tatitlek's student attendance is well below ten students but the district is committed to keeping the school a two-teacher site. Individualized student instruction at a wide array of levels, demands this. Our proposal seeks to offset the cost of a teaching salary and benefits.

School Renovation Matching Funds: The district could not be happier that the State has awarded us (with the help of political pressure applied by Tatitlek) a Capital Improvement Grant for the renovation of Tatitlek School. Simply put, the school is in desperate need of structural, mechanical and cosmetic fixes/ upgrades. While the grant amount is 6.9 million, the district is required to contribute a participating share, or match, in the amount of $142,000.

Training/Professional Development for Educators: As mentioned earlier, Chugach operates an award-winning performance-based instructional model. However, most awards happened many years ago and there has been much innovation and progression in the world of competency-based education. With hundreds of districts nationwide adopting the SBS, there is now a supporting National Conference – The Aurora Institute. Our proposal seeks to help fund Tatitlek's teaching staff to attend this conference next Fall.

**Budget:**

| | | |
|---|---|---|
| Voyage Student Travel | 2 Charters @ $2,600 | $5,200 |
| Voyage Student Tuition | 4 students at $2,400 | $9,600 |
| Staff Salary/ Benefits | Approximately 50% of 2nd teacher salary / benefits | $60,000 |
| School Renovation Project Match | 50% of $142,000 in-kind | $71,000 |
| Aurora Institute - Professional Development (2 teachers) | Conference Fees @ $500 each<br>Travel @ $4,600 | $5,600 |
| | | |
| **Total: $151,400** | | |

January 19, 2023

Re: AS 14.17.430 State Funding for Correspondence Study

Dear Senate Education Committee:

We write to you regarding AS 14.17.430 State Funding for Correspondence Study.

The Galena City School District (GCSD), Yukon Koyukuk School District (YKSD), Denali Borough School District (DBSD), Craig City School District (CCSD), Nenana City School District (NCSD), Chugach School District (CSD), and Alaska Gateway School District (AGSD) all operate correspondence school (homeschool) programs. Students attending our correspondence programs are funded at 90% of the Base Student Allocation (BSA). For this school year (FY 23), districts operating correspondence programs receive $5,337 for each Full Time Equivalent (FTE) correspondence student, or 90% of the $5,930 BSA. For next school year (FY 24), districts operating correspondence programs will receive $5,364 for each FTE correspondence student, or 90% of the $5,960 BSA.

Districts with correspondence programs have the responsibility to serve correspondence students with identified disabilities with the same level of support as students with identified disabilities attending brick-and-mortar schools. Alaska regulation 4 AAC 33.432 appropriately requires that correspondence programs enroll special education students on the same basis as brick-and-mortar students. As such, districts operating correspondence programs must provide school psychologist, speech/language pathologist, and occupational/physical therapy support for students who qualify for these services, yet no additional instructional monies are provided to help offset these responsibilities. No school is allowed to refuse a free and appropriate public education to a student based on a disability. These students deserve the same level of support as their peers who attend brick-and-mortar schools.

The undersigned districts urge the 33rd Legislature to recognize the responsibility of Alaska's correspondence programs to serve students with identified disabilities and to provide the same State funding support for special education correspondence students that is provided for students attending brick-and-mortar schools. We recommend that AS 14.17.430 be amended to read as follows (additional language in green text mirrors the wording already in AS 14.17.420(1) special needs funding for brick-and-mortar schools): "Except as provided in AS 14.17.400(b), funding for the state centralized correspondence study program or a district correspondence program, including a district that offers a statewide correspondence study program, includes an allocation from the public education fund in an amount calculated by multiplying the ADM of the correspondence program by 90 percent plus a special needs funding factor of 1.20 shall be applied as set out in AS 14.17.410(b)(1)."

Thank you for your consideration.

Respectfully submitted,

Jason Johnson
GCSD Superintendent

Dan Polta
DBSD Superintendent

Kerry Boyd
YKSD Superintendent

Chris Reitan
CCSD Superintendent

Patrick Manning
NCSD Superintendent

Scott MacManus
AGSD Superintendent

TY Mase
CSD Superintendent

Enclosures: School Board Resolutions

# ALASKA GATEWAY SCHOOL DISTRICT

**PO BOX 226, TOK, AK 99780**
**Ph: 907.883.5151 Fax: 907.883.5154**
**Scott MacManus – Superintendent of Schools**


**RESOLUTION 2023 - 01**

**RESOLUTION Supporting the statutory formula-based special education funding for correspondence students**

**WHEREAS**, State of Alaska regulation 4 AAC 33.432 requires that correspondence programs enroll special education students on the same basis as any other student,

**WHEREAS**, all school must create the opportunity for a free and appropriate public education to all student without regard to a disability,

**WHEREAS,** currently, the State of Alaska does not provide funding for the additional support of these students in correspondence programs that it does for students in brick-and-mortar schools, and

**WHEREAS**, these students deserve the same level of support to a free and appropriate public education as prescribed in law as their peers going to different schools.

**NOW, THEREFORE BE IT RESOLVED:**
The Alaska Gateway School District Board of Education urges the legislature to recognize the responsibility of state-approved correspondence programs to serve students with identified disabilities and to provide the same special education funding support for these students that is provided to students attending brick-and-mortar schools.

**ADOPTED this 16th day of January, 2023 by the Alaska Gateway School District Board of Education.**

**Peter Talus, Board President**

**Superintendent**

# Chugach School District

9312 Vanguard Drive, Suite 100
Anchorage, AK 99507-5355
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**RESOLUTION SUPPORTING THE STATUTORY FORMULA-BASED SPECIAL EDUCATION FUNDING FOR CORRESPONDENCE STUDENTS**

**WHEREAS**, Alaska's homeschool programs (referred to in regulation as "correspondence" programs) are increasingly meeting the needs of students and families across our state,

**WHEREAS**, Alaska regulation 4 AAC 33.432 appropriately requires that correspondence programs enroll special education students on the same basis as any other student,

**WHEREAS**, no school is allowed to refuse a free and appropriate public education to a student based on a disability,

**WHEREAS,** currently, the state does not provide funding for the support of these students in correspondence programs as it does for brick-and-mortar schools,

**WHEREAS**, these students deserve the same level of support as their peers going to different schools - a funding multiplier of .20 of the ADM.

**NOW, THEREFORE BE IT RESOLVED:**

The Chugach School District Board of Education urges the legislature to recognize the responsibility of state-approved correspondence programs to serve students with identified disabilities and to provide the same special education funding support for these students that is provided to students attending brick-and-mortar schools.

**ADOPTED this** 08 **day of** 12, **2022 by the Chugach School District Board of Education.**

Charlene A. Arnesen
**Signature of Board Officer**

**Signature of Board Officer**




# GALENA CITY SCHOOL DISTRICT

P.O. Box 299 GALENA, ALASKA 99741
PHONE (907) 656-1205
FAX (907) 656-1368

**SUPERINTENDENT**
Jason R. Johnson, Ed.D.

**RESOLUTION #22-02**

**RESOLUTION Supporting the statutory formula-based special education funding for correspondence students**

**WHEREAS**, Alaska regulation 4 AAC 33.432 appropriately requires that correspondence programs enroll special education students on the same basis as any other student,

**WHEREAS**, no school is allowed to refuse a free and appropriate public education to a student based on a disability,

**WHEREAS,** currently, the state does not provide funding for the support of these students in correspondence programs as it does for brick-and-mortar schools, and

**WHEREAS**, these students deserve the same level of support as their peers going to different schools.

**NOW, THEREFORE BE IT RESOLVED:**

The Galena City School District Board of Education urges the legislature to recognize the responsibility of state-approved correspondence programs to serve students with identified disabilities and to provide the same special education funding support for these students that is provided to students attending brick-and-mortar schools.

**ADOPTED this** 16 **day of** November **, 2022 by the Galena City School District Board of Education.**

**Signature of Board Officer**

**Signature of Board Officer**

# NENANA CITY SCHOOL DISTRICT

Phone: (907) 832-5464
Fax: (907) 832-5625

P.O. BOX 00010
Nenana, AK 99760

**RESOLUTION NUMBER 02-2022**

**A RESOLUTION SUPPORTING THE STATUTORY FORMULA-BASED SPECIAL EDUCATION FUNDING FOR CORRESPONDENCE STUDENTS**

**WHEREAS,** The Nenana City School District urges the legislature to recognize the responsibility of state-approved correspondence programs to serve students with identified disabilities; and

**WHEREAS**, provide the same special education funding support for these students that is provided to students attending brick and motor schools; and

**WHEREAS,** 4 AAC 33.432 appropriately requires that correspondence programs enroll special education students on the same basis as any other students; and

**WHEREAS,** no school is allowed to refuse a free and appropriate public education to a student based on a disability; and

**WHEREAS**, the state does not currently provide funding for the support of these students enrolled in correspondence programs as it does for students in brick and motor schools; and

**NOW THEREFORE BE IT RESOLVED BY THE NENANA CITY SCHOOL DISTRICT** that special education students enrolled in correspondence schools deserve the same level of support as their peers attending brick and motor schools.

**DATED THIS 9th DAY OF NOVEMBER 2022.**

**ATTEST:**

**Maryellen Robinson, Board President**

**Samuel Verhagen, Board Clerk**

**Jeremiah Baker, Board Member**

**Donald Charlie, Board Member**

**Christine Shields, Board Member**

**Barbara Adams, Advisory Board Member**

**Gerald Babcock, Advisory Board Member**

Yukon Koyukuk School District
4762 Old Airport Way
Fairbanks, AK 99709

Kerry Boyd
Superintendent
kboyd@yksd.com

Telephone: (907) 374-9400
Fax: (907) 374-9440

**Resolution 23-01**

**Title: Supporting the statutory formula-based special education funding for correspondence students.**

Resolution: YKSD urges the legislature to recognize the responsibility of state-approved correspondence programs to serve students with identified disabilities and to provide the same special education funding support for these students that is provided to students attending brick-and-mortar schools.

Rationale: 4 AAC 33.432 appropriately requires that correspondence programs enroll special education students on the same basis as any other student. No school is allowed to refuse a free and appropriate public education to a student based on a disability. Currently, the state does not provide funding for the support of these students in correspondence programs as it does for brick-and-mortar schools. These students deserve the same level of support as their peers going to different schools.

ADOPTED, November 10, 2022 at a duly convened regular meeting of the Yukon Koyukuk School District Board of Education at which a quorum was present and voting:

ATTEST:

Fred Bifelt, Board Chairman
YKSD Board of Education

Anne Titus, Secretary
YKSD Board of Education

# Craig City School District

P.O. Box 800, Craig, Alaska 99921
www.craigschools.com
Phone (907) 826.3274
FAX (907) 826.3322

Chris Reitan, Superintendent
David Harris, Elem./MS Principal
Betty Hall, HS Principal
Christina Woodward, PACE Principal


## RESOLUTION 23-01

Supporting the Statutory Formula-Based Special Education Funding for Correspondence Students

WHEREAS, the Craig City School District (CCSD) School Board has the responsibility to serve students with identified disabilities and to provide the same special education funding support to these students that is provided to students attending brick-and-mortar schools.

WHEREAS, 4 AAC 33.432 appropriately requires that correspondence programs enroll special education students on the same basis as any other student. No school is allowed to refuse a free and appropriate public education to a student based on a disability.

WHEREAS, the state does not provide funding for the support of these students in correspondence programs as it does for brick-and-mortar schools. These students deserve the same level of support as their peers going to different schools.

NOW, THEREFORE, BE IT RESOLVED by the Board of CCSD urges the legislature to recognize the responsibility of state-approved correspondence programs to serve students with identified disabilities and to provide the same special education funding support for these students that is provided to students attending brick-and-mortar schools.

Approved this 14th day of December 2022.

Ayes 5

Nays 0

Hans Hjort — 12/15/22

HANS HJORT, CCSD Board President — Date

CHRIS REITAN, Superintendent — 12/15/22 Date

# State Funding for Districts Operating Residential Schools

December 5, 2022

**Issue**

Amend AS 14.16.200 to increase state funding for districts operating residential schools.

**Overview**

Residential school programs offer a great return on investment for the State of Alaska. They deliver high-quality career and technical education (CTE) programs that many districts cannot provide students. Because of these critical programs, hundreds of young Alaskans graduate from high school every year ready to enter the workforce or pursue further education.

These unique schools deliver hundreds of short- and long-term CTE courses in fields of study such as: applied mechanics, aviation, construction trades, cosmetology, culinary arts, fisheries and seafood, health sciences, hospitality and tourism, maritime careers, media and information, technology, and transportation.

Students attending these programs have access to short-term introductory classes as well as multi-year programs leading to professional certifications and licenses. Many of these programs prepare students for career opportunities locally or in the region they are from.

**Background and Pertinent Information**

- Residential school stipend funding per current Alaska statute 14.16.200 has not increased since 2015.
- Residential school stipend funding was increased 25% for FY23 by the legislature and the governor.
- While grateful for this one-time funding, school districts that provide residential school programs – within the five regions as laid out in statute – continue to operate at a significant financial loss per student, and a statutory funding update is needed.
- As noted by the Administration, Alaskan gasoline and heating oil costs increased 48% and 49% respectively during FY21. It is common knowledge that fuel costs increased significantly again during FY22 and have increased more this fiscal year.
- Rising fuel costs translate to increased costs for all goods and services provided by residential school programs. Increased program costs due to inflation include, but are not limited to, negotiated salary increases, insurance premiums, travel, and staff/student per diem.
- Due to the disruption caused by COVID-19, the last year residential school programs operated with full enrollment was the 2018-19 school year.
- Since the 2018-19 school year, the cost of delivering room and board services has exceeded state funding by $5,000 or more per student per year.

**Residential School Programs – within the five (5) statutory Regions**

- Bering Strait School District and Nome City School District (NACTEC: Northwestern Alaska Career and Technical Center)
- Chugach School District (Voyage to Excellence)
- Galena City School District (Galena Interior Learning Academy)

- Lower Kuskokwim School District (LKSD Ready Academies, Kuskokwim Learning Academy)
- Lower Yukon School District (Kusilvak Career Academy) **(Note: Began operation in Oct. 2019)**
- Nenana City School District (Nenana Student Living Center)
- Northwest Arctic Borough School District (STAR of the Northwest Magnet School)

At the current level of statutory funding per AS 14.16.200, districts would need at least a 100% increase to cover the expenses of room and board services for students currently enrolled in residential school programs.

**Estimated Delivery Cost**

The following information cites the estimated cost to the State of Alaska for various increases in stipend funding. The actual cost will be determined by student enrollment in programs. Enrollment numbers below are based on the 2018-19 school year.

| **Region** | **Current AS 14.16.200 Stipend** | **50% Increase** | **75% Increase** | **100% Increase** |
|---|---|---|---|---|
| (A) Region I Southeast: No schools | $1,230 | $615 Increase<br>$1,845 Stipend | $923 Increase<br>$2,153 Stipend | $1,230 Increase<br>$2,460 Stipend |
| (B) Region II Southcentral: Chugach School District (24 students); Lower Yukon School District (70 students) = 94 students | $1,200<br>$1,200 x 94 students = $112,800 | $600 Increase<br>$1,800 Stipend<br>$1,899 x 94 students = $169,200 | $900 Increase<br>$2,100 Stipend<br>$2,100 x 94 students = $197,400 | $1,200 Increase<br>$2,400 Stipend<br>$2,400 x 94 students = $225,600 |
| (C) Region III Interior: Galena City School District (237 students); Nenana City School District (96 students) = 333 students | $1,452<br>$1,452 x 333 students = $483,516 | $726 Increase<br>$2,178 Stipend<br>$2,178 x 333 students = $725,274 | $1,089 Increase<br>$2,541 Stipend<br>$2,541 x 333 students = $846,153 | $1,452 Increase<br>$2,904 Stipend<br>$2,904 x 333 students = $967,032 |
| (D) Region IV Southwest: Lower Kuskokwim School District (77) = 77 students | $1,509<br>$1,509 x 77 students = $116,193 | $755 Increase<br>$2,264 Stipend<br>$2,264 x 77 students = $174,328 | $1,132 Increase<br>$2,641 Stipend<br>$2,641 x 77 students = $203,357 | $1,509 Increase<br>$3,018 Stipend<br>$3,018 x 77 students = $232,386 |
| Region V Northern Remote: Bering Strait School District (26 students); Northwest Arctic Borough School District (40 students) = 66 students | $1,776<br>$1,776 x 66 students = $117,216 | $888 Increase<br>$2,664 Stipend<br>$2,664 x 66 students = $175,824 | $1,332 Increase<br>$3,108 Stipend<br>$3,108 x 66 students = $205,128 | $1,776 Increase<br>$3,552 Stipend<br>$3,552 x 66 students = $234,432 |
| Total Monthly Funding for 570 Students | $829,725 | $1,244,626 | $1,452,038 | $1,659,450 |
| Total Funding for 9 Months | $7,467,525 | $11,201,634 | $13,068,342 | $14,935,050 |



# Chugach School District

*Voyage to Excellence*



**CHUGACH SCHOOL DISTRICT GENERAL FUNDS** 1/24/23

**Current Year-To-Date Budget & Expenditures**

**From July 1, 2022 - January 24, 2023**

| Fund # | Description | | Revised Budget | Year-To-Date | % Spent |
|---|---|---|---|---|---|
| 100-100 | Instruction | Teachers Salaries, Travel, Supplies | $ 3,392,201.00 | $ 1,273,986.87 | 37.56% |
| 100-200 | SPED Instruction | Special Ed. Teacher & Travel | $ 115,200.00 | $ 58,723.75 | 50.98% |
| 100-220 | SPED Support | Pyschological & Speech Therapist + Travel | $ 327,727.00 | $ 192,201.02 | 58.65% |
| 100-350 | Support Services-Instruction | Staff Salaries, Travel, Supplies (copiers/phones, internet) | $ 1,448,497.00 | $ 211,216.88 | 14.58% |
| 100-400 | School Adminstration | School Adminstration Salary + Benefits | $ 122,289.00 | $ 74,204.21 | 60.68% |
| 100-510 | District Administration | District Administration Salary, Benefits, Travel, Utilities | $ 246,450.00 | $ 130,966.85 | 53.14% |
| 100-511 | Board Of Education | Board Travel, Stipends & Dues | $ 80,000.00 | $ 49,655.32 | 62.07% |
| 100-550 | District Administration Suppc | District Administration Salary, Benefits, Insurance | $ 354,580.00 | $ 248,415.90 | 70.06% |
| 100-600 | Operations & Maintenance | Classified Salary, Benefits, Travel, Energy, Insurance | $ 570,696.00 | $ 290,445.01 | 50.89% |
| 100-600 | Other Financing Issues | Interfund Transfers (Breakfast) | $ 45,000.00 | $ 31,564.73 | 70.14% |
| | | **TOTAL** | **$ 6,702,640.00** | **$ 2,529,815.81** | **37.74%** |
| 390-540 | VTE Residential Stipend | State Stipend as $1,200/per student for 9 months | $ 300,857.00 | $ 167,516.79 | 55.68% |

**Interested earned in Savings thru December 30, 2022 = $26,033.09**





# *Chugach School District*

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To Whom It May Concern,

January 3, 2023

This school year, 2022-23, will be my last year working at Chenega School and for the Chugach School District. This decision is primarily rooted in the desire of my family to return to our hometown of Juneau, Alaska. Given that this decision will affect count numbers, I wanted to tell you sooner than later so the district and the village have time to look ahead to next school year. My family and I wish everyone at Chenega School, Chugach School District, and the village of Chenega all the best.

Thanks,

Clint Sullivan

MEMORANDUM # 23-2

TITLE: Chenega Teacher Resignation

DATE: February 2, 2023

BACKGROUND:

Clint Sullivan has made us aware that he will not be returning for the 23/24 school year. Clint did some great work in Chenega and will be missed.

SUGGESTED MOTION:

A motion to approve Clint Sullivan's resignation.

Lisa Lane
PO Box1105
Sterling, Alaska 99672
(907) 695-2602
lisa.lane07@gmail.com

January 28, 2023

Douglas Penn
District-Wide Principal
Chugach School District
9312 Vanguard Avenue
Anchorage, Alaska 99507

Dear Doug:

I am writing to notify you of my upcoming retirement. My last day at Chugach School District will be June 1, 2023.

I have enjoyed working as a general and special education teacher for the last ten years in Alaska, and I'm honored to end my career at Chugach School District. I want to thank you, Doug, for your support during my four years at Chenega Community School. It was a pleasure to be part of the school and the community, and to work with our wonderful students.

Please let me know how I can make the transition to next school year as smooth as possible.

Thank you again for the opportunity to work with Chugach School District. I wish you all the best in the years to come!

Sincerely,



Lisa Lane

cc: Ty Mase, Debbie Treece, Adrienne Fleming

MEMORANDUM # 23-8

TITLE: Lisa Lane – Retirement Notice

DATE: February 2, 2023

BACKGROUND:

On 1-28-23 Lisa Lane notified CSD administration of her upcoming retirement after this school year. We congratulate Lisa on her retirement and wish her all the best. She will be missed.

SUGGESTED MOTION:

A motion to approve Lisa's letter of retirement/resignation for the 2023/24 School Year.

# BB 9250 REMUNERATION, REIMBURSEMENT, AND OTHER BENEFITS

***Note:*** *A.S. 14.14.140 authorizes the Board to compensate its members as provided by board resolution.*

### Stipend

The School Board recognizes the time and personal effort Board members give to the district.

Board Honorarium will be paid to Chugach Board members for the following meetings:

1. Regular Chugach Board Meeting Days
2. AASB November Training & Conference Days including days directly related to the conference in which school district business is being conducted.
3. NSBA Training & Conference Days
4. Special meetings.
5. Emergency Meetings

### Board Honorarium Amount:

1. Daily Board Honorarium amount will be $275 for any meeting.
2. No honorarium will be paid for travel days that don't include Board meetings
3. Travel Expenses for Board members to participate in Board meetings will be reimbursed outside of the Board honorarium payments.

### Per Diem

Meal per diem will be paid to Board members when they are required to travel in to school district activities. Per Diem reimbursement rate will be $60 a day.

### Reimbursement of Expenses

Board members shall be reimbursed for expenses incurred in attending any meetings or in taking any trips on official business of the school district.

(cf. 9240 - Board Development)

Legal Reference:

ALASKA STATUTES

14.14.140 Restriction on employment

Adopted: March 2, 2006

Addition: 7-19-2010 Adopted: September 15, 2010

Revised 11/7/2018, 4/24/2019, 9/17/2020

MEMORANDUM # 23-4

**TITLE: Board Bylaw 9250 Remuneration, Reimbursement and Other Benefits. AR 9250 Meal Per Diem**

DATE: February 2, 2023

BACKGROUND:

The School Board Bylaw 4133 states that Board Honorarium will be paid to Chugach Board Members for the following meetings:

1. Regular Chugach Board Meeting Days
2. AASB November Training & Conference Days including days directly related to the conference in which school district business is being conducted.
3. NSBA Training & Conference Days
4. Special Meetings
5. Emergency Meetings

Our practice and board bylaw 9250 are currently not aligned. According to this bylaw, we only pay an honorarium for the November AASB Training and Conference however, our past practice has been to attend numerous AASB events. I ask the Board to help me clarify the situation by revising, suspending, or upholding the current Bylaw.

AR 9250 states that meal per diem will be paid to employees when they are required to travel and stay away from their home to participate in school district activities.

Per Diem reimbursement rate will be as follows:

1. Breakfast= $15.00
2. Lunch = $15.00
3. Dinner = $30.00

In cases where the school district activity provides any meals at no charge, per diem for those meals cannot not be reimbursed. Please attach any approval documentation that you might have for special events.

AASB has recently sent out an email clarifying what meals will be provided for their upcoming conference so districts can adjust per diem rates accordingly. In the past, we have paid full per diem rates which again, seems to be out of alignment with our AR. I ask the board to help clarify the intent of our per diem policy and regulations.

SUGGESTED MOTION:

This item is more informational and it will be up to the Board to either revise, suspend, or uphold.

MEMORANDUM # 23-5

TITLE: Voyage School Outdoor Leadership Trip

DATE: February 2, 2023

BACKGROUND:

School Board Policy 4133 states that Board approval is required for all out-of-state travel.

- ✓ March 23 – April 8, 2023
- ✓ Las Cruces, New Mexico
- ✓ Participants: Voyage Instructors and 9 CSD Students

Another exciting trip presented by the Voyage Program. 12 to 14 days biking through the desert of Southern New Mexico!

SUGGESTED MOTION:

A motion to approve the Voyage Schools's Las Cruces, New Mexico Outdoor Leadership trip.

MEMORANDUM # 23-6

TITLE: Professional Development for Special Education Directors and Special Education Teachers. Council for Exceptional Children Convention

DATE: February 2, 2023

BACKGROUND:

School Board Policy 4133 states that Board approval is required for all out-of-state travel.

- ✓ February 28 – March 4, 2023
- ✓ Louisville, Kentucky
- ✓ Participants: Debbie Treece (Special Education Director) and Melissa Rowland (FOCUS Special Education Teacher)
- ✓ Funds approved and provided by CSD's Title VI-B Special Education ARP Grant FY23 (DEED/Federal)

CEC is the largest international professional organization dedicated to improving the success of children and youth with disabilities and/or gifted and talents. CEC's vision is high-quality education that is inclusive and equitable for individuals with disabilities. CEC's mission is cultivating, supporting, and empowering education professionals who work with individuals with disabilities by advocating for education professionals and for individuals with disabilities, and/or gifts and talents; advancing professional practice and scholarly research; promoting diversity, equity inclusivity, and accessibility; and building networks, partnerships and communities.

SUGGESTED MOTION:

A motion to approve Debbie Treece and Melissa Rowland to attend the Council for Exceptional Children Convention in Louisville Kentucky.

**MEMORANDUM # 23-7**

**TITLE: Chugach School District Spring Recruitment**

**DATE: February 2, 2023**

We anticipate 2 to 4 position openings for the 2023/24 school year. While our focus will be in-state hires we also want to be prepared to cast a wider net if necessary. Virtual job fairs and Handshake will be utilized but there is the possibility that we may need to attend lower 48 job fairs.

Job fairs that CSD staff / administration may need to possibly attend:

- ✓ Pennsylvania
- ✓ Montana
- ✓ Wyoming
- ✓ New York

SUGGESTED MOTION:

A motion to give CSD administration blanket approval to attend spring job fairs (if necessary) in the lower 48.

# BP 2260 SUCCESSION PLAN



## Chugach School District Succession Plan February 23, 2021

The mission of the Chugach School District is:

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.

This document is meant to provide general guidance to the Board in the event of the voluntary or involuntary departure or incapacitation of the key leaders. It will address the departure of key administrative positions and the board's role in providing guidance and support. It will also address practices that may be considered to allow for the best transition possible.

It is a role of the board to hire a superintendent that will build a strong administrative team that will lead the district toward achieving its mission. It is important that the functions of the superintendent and key administrative staff are well understood by the board and among the administrative team to safeguard the district against unplanned and unexpected change.

The Chugach School District is run on a shared leadership model. It is important to note that while a shared leadership model empowers people throughout the district with various levels of leadership and input, responsibilities for key functions still rest squarely on the shoulders of those filling specific positions within the district. Those responsibilities should not be relinquished to others. The superintendent is the primary employee of the school board and, as such, the hiring for that role rests solely with the board.

Administrative Team

| **KEY POSITIONS** | **HELD BY** |
|---|---|
| Superintendent | |
| District Principal | |
| Director of student services | |
| Financial Management | |
| Voyage School Director | |

Job Descriptions for Key Positions

## Superintendent

The Superintendent is directly responsible to the School Board, serves as chief executive of the Board, and supervises all District operations in accordance with Board policies. Although the Superintendent may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she is responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the District. For full description see Appendix A.

## District Principal, District Administrator-

The roles of the district principal/district administrator include:

Develop strong relationships with students/parents/communities across the district.

Provide leadership, support, and solutions for the integration of Competency Based Education.

Provide professional support for classified and certified staff across the district as a professional priority so that administrative responsiveness is both effective and timely.

Ensure awareness and implementation of CSD standards and assessments across the district as well as processes for revision of these components.

Provide regular school and site visits for in person support.

Ensure support instructional needs and training for all staff and students.

Work with Voyage School staff to ensure continuity of learning transitions between site and phases. Assist with creating/implementing new phase ideas.

Support FOCUS team through visits and presenting at FOCUS family gatherings.

Regularly participate in site staff meetings and community EAC meetings.

Provide Special Education support and site visits for Chenega and Tatitlek including IEP meetings, SPED Evaluations, Eligibility, and related service support.

Develop and maintain partnerships with outside organizations to provide learning opportunities for both students and staff (University of Alaska Fairbanks (UAF), University of Alaska Anchorage (UAA) Partner School Districts, Alaska Vocational Technical Education Center (AVTEC), Northwestern Alaska Career and Technical Center (NACTEC), Forest Service, AK Geographic, etc.)

Conduct certified and classified evaluations.

Support certified staff professional growth through PIER planning process.

Plan and implement district inservices and on-going professional development.

Participate in new staff recruiting/hiring and orientation.

Act as district test coordinator – Ensure the training, accountability, and implementation of all state testing across the district.

Act as grant coordinator and obtain grants to meet specific district needs.

AIMS (Aligned Information Management System) – develop, build, maintain CSD's electronic reporting, recording, and analytical tool. This includes continual staff training and ensuring the fidelity of all student records

## Director of Student Services-District Administrator

The roles of the director of student services-district manager are to provide student support program management and support for Chugach School District.

Student Services include:

Oversight of new student enrollment and need for special services.

FOCUS Homeschool Application Review Team Student Learning Profile Assessments.

Personal Graduation Plan development and support.

Annual Stakeholder Input Survey development and results.

Supplemental Program Management Special Education Director.

Conduct academic evaluations with special education team for new referrals and continued eligibility.

Local Education Agency (LEA) representative/Special Education Director role in IEP meetings and Evaluation Summary and Eligibility Report meetings.

Ensure Special Education documentation and files meet federal and state law (IDEA); conduct internal review on a regular basis.

Provide support and training with district-wide special education teachers and related service providers.

Attend Dept. of Education and Early Education semi-annual training and ongoing meetings

Liaison with Infant Learning Program.

Accommodation support for annual state testing.

Bilingual Coordinator

Conduct identification screeners to determine English Proficiency levels.

Administer annual English Proficiency assessments.

Train staff to administer English Proficiency assessments.

McKinney-Vento Homeless Liaison.

Provide support for homeless students (supplies, materials, etc.) through Elementary Secondary Education Act (ESEA) grant.

Foster Care Liaison

Provide support for Foster Care students through expedited enrollment process.

District Liaison with the Office of Children Services and Chugach staff.

OASIS (Student count) Reporting.

Provide support and data for OASIS reporting with district office staff.

Grant Reporting, Applications, and Evaluation.

State Grants:

Elementary and Secondary Education Act/Every Student Succeeds Act (ESEA/ESSA); paraprofessional testing; Liaison with DEED.

Title VI-B and Section 619 Special Education.

Indirect Rate.

Voyage School Residential reporting.

Federal Grants/Programs: CHILD Office of Indian Education Grant – Evaluator.

Indian Education Formula Grant.

Small Rural Schools Act.

Office of Civil Rights reporting.

Continuous Improvement/Strategic Planning Team.

Provide support to Superintendent and Business Manager Check signer; audit support.

Monthly Payroll support.

Impact Aid support.

Teacher Evaluations.

## Financial Manager

Responsible for the daily management of the school district budget. This includes payroll, grant management, and working with auditors. This business manager position must utilize approved business practices to ensure all district funds being received and expended are accounted for properly. This is primarily an accounting position with responsibilities for all district finances.

## Voyage School Director

Provide, with staff, a safe, productive learning environment in a residential setting.

Build a common vision for the Voyage School with staff. Direct planning and implementation of programs that align with vision and goals of Voyage School.

Teach/support a variety of career/technical education lessons including emergency trauma technician, culinary arts, STEM, early childhood education, driver's education, community health, etc.

Teach/support personal/social skills, urban living skills, and community living skills.

Oversee daily operations of variable term residential school.

Manage grants (assist with writing grant applications, collect data, complete grant reports, communicate with grant providers).

Supervise and evaluate staff (teacher, counselor, facilitators, overnight chaperones).

Enforce school policies (discipline, safety, etc.)

Provide leadership school and district wide.

Foster collegiality and team building among staff.

Communicate and promote expectations for high level performance of staff.

With administration and business office, manage budget including tuition, curriculum, petty cash, etc.

Establish and foster educational relationships with families of residential students.

Establish and foster partnerships with local businesses, unions, universities/colleges.

Establish and foster relationships with Chugach School District (Whittier, Tatitlek, Chenega Bay, FOCUS) sites.

Establish and foster partnerships with Alaska school districts.

The following protocols are in place to address untimely departures that don't allow for the immediate and full process of hiring replacements for key positions.

**Incapacitation/Emergency Departure**

**Superintendent**

Within First 24 Hours

1) Board members notified by administrative team of the district. Confirm notification with board chair and/or vice chair.

2) In case of accident or health emergency, board chair gathers as much pertinent information as possible:

a) Physical condition of superintendent, i.e. serious, critical, deceased

b) Circumstance, i.e., if accident, details including precipitating factors; potential length of incapacitation, hospital data, including contact information.

c) If illness, diagnosis, acuity, potential length of incapacitation,

d) Community impact assessment, i.e., need to contact staff, media, potential for negative or unwanted notoriety

3) Board chair calls for an emergency special meeting of the board. Includes counsel in communication.

Within First 72 Hours

1. An emergency staff meeting is held to notify staff and teacher association of the situation and inform them of the plan of action to ensure daily operations of the district and schools.
2. Aleutian Region School District is notified of the situation with plans to be determined for service.
3. Staff will review superintendent calendar and communicate with individuals and organizations with appointments as appropriate.
4. Designee and/or business manager will work with IT/Facilities manager to access superintendent email account to monitor and respond as appropriate

Within First Week

1. Emergency special board meeting held with counsel. Board will appoint/designate an acting interim superintendent designee based on qualifications and capacity of individuals. Future meeting will be scheduled to determine path forward and whether and how superintendent position will be filled.
2. Financial manager will work with the board's choice to shift signing authority on all pertinent accounts.

Beyond First Week

1. Acting superintendent/designee will check and monitor superintendent emails and phone messages daily.
2. Board will set special meetings as necessary to determine proper path forward. Choices may include hiring acting superintendent as permanent or interim superintendent and/or posting position internally and externally for a full superintendent search.
3. Keep staff and district community in the loop as to steps being taken.
4. Board chair and acting superintendent communicate as necessary to confirm district direction and steps being taken.
5. During the time of transition, the board will continue to meet regularly as scheduled.

**Short or No Notice by Superintendent of Departure**

There is no avenue for this in the superintendent contract. This would be a relatively contentious situation.

Within First 24 Hours

1. Board chair notified by Superintendent or administrative team of the district. Vice chair is notified if chair is unavailable.
2. Board chair contacts counsel and calls emergency special meeting of the board.
3. All district computers, materials, keys, and records are obtained from superintendent.
4. Facility manager changes accounts, passwords, and access to district accounts. Emails or other electronic communications to the office of Superintendent are directed to an agreed upon designated position/individual.
5. Aleutian Region School District is notified of the situation and departure.

Within First 72 Hours

1. An emergency staff meeting is held to notify staff, and teacher association of the situation and inform them of the plan of action to ensure daily operations of the district and schools.
2. Staff will review superintendent calendar and communicate with individuals and organizations

with appointments as appropriate.

3. Community impact assessment, i.e., need to contact staff, media, potential for negative or unwanted notoriety

Within First Week

1. Emergency special board meeting held. Board will appoint/designate an acting interim or superintendent designee based on qualifications and capacity of individuals. Future meeting will be scheduled to determine path forward and how superintendent position will be filled.
2. Financial manager will work with the board's choice to shift signing authority on all pertinent accounts.
3. Designee and/or business manager will work with facilities manager to access superintendent email account to monitor and respond as appropriate

Beyond First Week

1. Acting superintendent will check and monitor emails and phone messages daily.
2. Board will set meeting to determine proper path forward. Choices may include hiring acting superintendent as permanent or interim superintendent and/or posting position internally and externally for a full superintendent search.
3. Keep staff and district community in the loop as to steps being taken.
4. Board chair and acting superintendent communicate as necessary to confirm district direction and steps being taken.
5. During the time of transition, the board will continue to meet regularly as scheduled.

**Incapacitation/Emergency or Short Notice Departure**
**Of Key Administrative Staff**

**District Principal,**
**Director of Student Services**

Within First 24 Hours

1. Board chair will be notified of the situation and that administrative team will be addressing situation immediately.
2. Superintendent will call an emergency administrative staff meeting to include all leadership staff at the district office.
3. In case of accident or health emergency, administrative team gathers as much pertinent information as possible:
    a. Physical condition of staff member, i.e. serious, critical, deceased
    b. Circumstance, i.e., if accident, details including precipitating factors; potential length of incapacitation, hospital data, including contact information.
    c. If illness, diagnosis, acuity, potential length of incapacitation,
    d. Community impact assessment, i.e., need to contact staff, media, potential for negative or unwanted notoriety

Within First Week

1. Team will discuss filling the role on a temporary or permanent basis. All protocols will be followed as per contractual language. The temporary role of filling the position may need to be

divided between several individuals.

2. Staff member's calendar and emails will be monitored for follow up.
3. Virtual staff meeting will be held to discuss the situation.
4. Communications with lead teachers will be had to determine site needs for support.
5. Adrienne will identify and reassign staff member's signature authority and make any necessary changes.
6. For the principal position, the Aleutian Region School District will be notified of situation.

If short or no notice situation, in addition to steps above:

All district computers, materials, keys, and records are obtained from individual.

IT manager changes accounts, passwords, and access to district accounts.

Beyond First Week

1. Long term filling of position will be pursued. Considerations for hiring internally will be made.
2. Implications to other staff and site teams will be discussed and addressed.

**Financial Manager**

Within First 24 Hours

1. Board chair will be notified of the situation and that administrative team will be addressing situation immediately.
2. Superintendent will call an emergency administrative staff meeting to include district principal, director of student services, FOCUS secretary, front desk secretary. Staff at the district office will fill in as needed and capable.
3. In case of accident or health emergency, administrative team gathers as much pertinent information as possible:
    a. Physical condition of staff member, i.e. serious, critical, deceased
    b. Circumstance, i.e., if accident, details including precipitating factors; potential length of incapacitation, hospital data, including contact information.
    c. If illness, diagnosis, acuity, potential length of incapacitation,
    d. Community impact assessment, i.e., need to contact staff, media, potential for negative or unwanted notoriety
4. Contact the district controller, to discuss and determine paths forward.

Within First Week

1. Contact ALASBO regarding possible support for filling position

Beyond First Week

1. Long term filling of position will be pursued
2. Implications to other staff and site teams will be discussed and addressed.

If short or no notice situation, in addition to steps above:

1. All district computers, materials, keys, and records are obtained from financial manager.
2. IT manager changes accounts, passwords, and access to district accounts.

**Voyage School Director**

Within First 24 Hours

1. Board chair will be notified of the situation and that administrative team will be addressing situation immediately.
2. Superintendent will call an emergency administrative staff meeting to include all leadership staff at the district office and the Voyage team.
3. In case of accident or health emergency, administrative team gathers as much pertinent information as possible:
    a. Physical condition of staff member, i.e. serious, critical, deceased
    b. Circumstance, i.e., if accident, details including precipitating factors; potential length of incapacitation, hospital data, including contact information.
    c. If illness, diagnosis, acuity, potential length of incapacitation,
    d. Community impact assessment, i.e., need to contact staff, media, potential for negative or unwanted notoriety

Within First Week

1. Team will discuss filling the role on a temporary and permanent basis. All protocols will be followed as per contractual language.
2. Director's calendar and emails will be monitored for follow up.
3. Virtual staff meeting will be held to discuss the situation.
4. Meeting with financial manager and director of student services will be held to determine grants attached to the Voyage School
5. Financial manager will identify and director's signature authority and make any necessary changes.

If short or no notice situation, in addition to steps above:

All district computers, materials, keys, and records are obtained from the director.

IT manager will change accounts, passwords, and access to district accounts.

Beyond First Week

1. Long term filling of position will be pursued
2. Implications to other staff and site teams will be discussed and addressed.
3. Partner districts will be notified of the situation and be provided new contact information.

**General Provisions for Continuity of Service and the Meeting of the Chugach Mission**

- The Chugach School District will continue in its practice of shared leadership for the strengthening of the overall district, the engagement and full utilization of the skills of each team member, and for the integrity and continuity of the district's efforts towards an effective competency-based education for all of its students in the case of an emergency.
- All administrative staff will regularly back up their computers onto either a district server, the cloud, or an external hard drive. [Is this done automatically or does back-up require employee action?]

- All grant passwords will be saved on a common document and shared by all leadership
- Computer and other passwords will be saved in a hard copy folder that will be accessible by administrative staff in the case of an emergency.

Appendix A
Superintendent Job Description

The Superintendent is directly responsible to the members of the School Board of, serves as chief executive of the Board, and supervises all District operations in accordance with Board policies. Although the Superintendent may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, he/she is responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the District.

**Duties related to the Board**

The Superintendent:

1. Advises the Board on the need for new and/or revised policies and makes policy recommendations based on data and input from staff and advisory committees.
2. Submits to the Board recommendations relative to all matters requiring Board action, together with the materials needed for informed decisions.
3. Reports periodically on all District operations.
4. Conducts special studies requested by the Board.
5. Secures legal opinions when needed for the Board.
6. Submits staff members' communications to the Board or to Board committees at regular Board meetings, with or without recommendations.
7. Provides advice and leadership to the Board and to the District's chief negotiator during the collective bargaining process.
8. Jointly with the Board President prepares the agenda, ensures minutes of Board meetings are composed, facilitates Board correspondence, and maintains all Board records, contracts, securities and other documents.

**Duties related to Staff**

The Superintendent:

1. Coordinates the work of all schools and departments.
2. Directs the employment and assignment of administrative staff and coordinates administrative staff activities.
3. Selects and recommends to the Board the best qualified and most competent candidates for employment, in accordance with nondiscrimination policy and affirmative action plans.
4. Advises the Board regarding the leave, classification, retirement, resignation, promotion, suspension or dismissal of District employees.
5. Assigns personnel within the District in accordance with Board policy and the collective bargaining agreement.
6. Arranges for the evaluation of each staff member and identifies appropriate opportunities for continued professional development.
7. Maintains appropriate channels of communication within the District and ensures that staff is informed about relevant federal, state, and county laws, District policies, regulations and

procedures, and matters related to the improvement and welfare of the schools.

**Duties related to Students and the Educational Program**

The Superintendent:

1. Enforces compulsory attendance laws.
2. Continuously observes the instructional program in schools and provides the Board with regular evaluations of District programs and student progress.
3. Together with staff, studies the curriculum and makes recommendations to the Board regarding the courses of study, major changes in texts and time schedules, and potentially sound innovative programs.
4. Apprises the Board of contemporary educational practices and related legislative issues which he/she discovers by reading, attending professional conferences, and visiting other school systems.
5. Under appropriate circumstances, recommends to the Board a student's suspension or expulsion.

**Duties related to Noninstructional Operations**

The Superintendent:

1. Seeks and identifies sources of income and funding.
2. Maintains and updates student, business and personnel records.
3. Submits to the Board periodic financial and budgetary reports which identify the District's outstanding obligations.
4. Annually prepares and submits to the Board the District budget for the upcoming year; revises this budget or takes other related action as the Board designates.
5. Approves all expenditures in accordance with Board policy and within Board-approved appropriation limits.
6. Makes recommendations to the Board regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment, and transportation services.
7. Develops instructions and regulations governing the use and care of school properties for school purposes.

**Duties related to the Community**

The Superintendent:

1. Represents and advocates for the Board in relationships to the local community, state governments, private agencies, and the school community.
2. Sees that the community is informed about school matters through the school accountability report card and other informational materials.
3. Participates in appropriate community organizations and functions to obtain support for the attainment of District goals.
4. Hears complaints against the schools and resolves controversies between employees or between employees and students or parents/guardians.

Appendix B

Superintendent Sample Interview Questions

1. Why are you interested in this position of superintendent for the Chugach school district?
2. What are your three best leadership qualities, and can you describe a situation that demonstrates one?
3. Which qualifications, skills would you say qualify you to be the superintendent of a performance-based district? How would those strengthen our system?
4. How would you work to conduct yourself in a manner that promotes openness, cooperation, teamwork, trust, respect, and full fair dealings with the Board?
5. Explain your philosophy and understanding of the separation of powers between the superintendent (AR)and board BB/BP as a working unit.
6. How would you address a situation where you had a philosophical difference with the school board?
7. How would you promote our shared purpose throughout the district?
8. What method and strategy have you used to resolve conflicts?
9. Using these strengths, will you be able to make tough decisions in the best interest of the students, staff and the district while holding people accountable?
10. Talk about your philosophical alignment with a Chugach performance-based system.
11. Talk about your philosophy of empowering students to take ownership of their learning.
12. Talk about your vision for collaboration between classrooms, schools, other districts, and business partners.
13. How would you work towards securing adequate resources and funding to meet students and staff needs?
14. How would you work to ensure efficient fiscal management, compliance risk management, and equitable resource allocations with limited resources?
15. How much will you build upon our past success to further the credibility of our performance space system?
16. How would you build trust in the relationships with all stakeholders?
17. How would you learn about the needs of staff members and provide support for those who need it?
18. How would you manage the wide array of job requirements, which all require your attention?
19. How would you involve students, staff, and/or community in decision making? How are you able to travel to our schools and homeschool branches on a regular basis?
20. What are your professional goals for the next 5 to 10 years?
21. Why do you feel that you are the best candidate for this position?
22. What questions do you wish we would have asked you?
23. Do you have questions for us?

*Revised 3/2021*

MEMORANDUM # 23-9

TITLE: DEED Capital Improvement Project – Matching Funds

DATE: February 2, 2023

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BACKGROUND:

Chugach School District has entered into a contractual grant agreement with the State of Alaska to renovate the Tatitlek and Chenega Community Schools. As a part of this 15 million agreement, CSD is required to put forth matching funds or a 'Participating Share." The amounts are $117,550 for Chenega and $142,291 for Tatitlek. **The total participating share is: $259,841**

*Participating Share: The Recipient agrees to provide the participating share of the total costs of the Project required under AS 14.11.008. If the Recipient is eligible to provide its participating share through a contribution of labor, material or equipment, it must provide notice to the State within thirty (30) days after signing this agreement. A description of the specific in-kind services must be included. The State may not unreasonably withhold its consent, but may impose record keeping requirements that allow it to monitor the incorporation of the local contribution into the Project. [4 AAC 31.023(d)]*

SUGGESTED MOTION:

A motion to transfer $117,550 out of the Major and Minor Maintenance Fund 502 - into fund 504 Chenega CIP and $142, 291 into Fund 505 Tatitlek CIP to cover Chugach School District's required participating share.