

HOONAH CITY SCHOOL BOARD OF EDUCATION
MISSION STATEMENT

To deliver a quality education that inspires and challenges all students to reach their full potential.

Regular Board Meeting May 18th, 2023

7:00 PM
In the Library

Revised 5/15 to include Zoom QR code

MEETING AGENDA

CALL TO ORDER

PLEDGE OF ALLEGIANCE

ROLL CALL (ESTABLISH QUORUM)

CORRESPONDENCE TO THE BOARD

AGENDA REVISIONS

ADOPTION OF AGENDA

APPROVAL OF MINUTES

- **RBM 4.20.23 Minutes**
- **SBM 4.26.23 Minutes**
- **SBM 5.11.23 Minutes**

BOARD CALENDAR

- **June 2023**

PRESENTATIONS

- **Close-Up Students**

PUBLIC COMMENTS (THREE MINUTES PER SPEAKER)

ADMINISTRATIVE REPORTS

- Superintendent's Report – Heather Wheeler, Written**
- Principal's Report – Nicolle Egan, Verbal**
- Finance Report – Amy Stevenson, Written**
- Maintenance Supervisor – Atti Wark**

OLD BUSINESS

2nd and Final Reading of Reading District

NEW BUSINESS

1.0 ELA K-5 Curriculum

DISCUSSION ITEMS

- **BP 9012 Communications To And From The Board**

PUBLIC COMMENTS (THREE MINUTES PER SPEAKER)

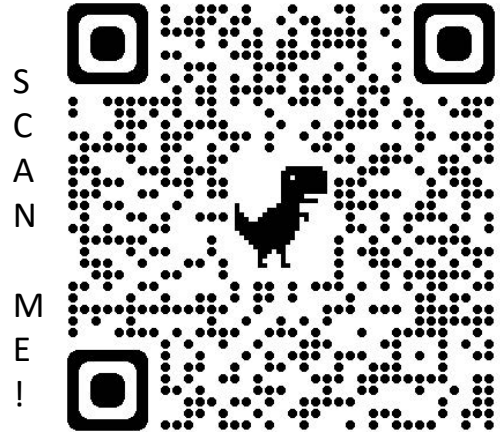
COMMENTS FROM BOARD MEMBERS

FUTURE AGENDA ITEMS

ADJOURNMENT

NEXT MEETING DATES:

- **Regular Board Meeting June 15th, 2023 at 7:00 p.m.**



Meeting ID: 850 6541 6946
Passcode: 5Ke9MG

Call-in: +1 253 215 8782 US

Alaska State Law, 44.62.310 makes all school board meetings open to the public except the following excepted subject may be discussed in executive session if so determined by a majority vote of the government body:

- (1) matters, the immediate knowledge of which would clearly have an adverse effect on the finances of the public entity,
- (2) subjects, that tend to prejudice the reputation and character of any person, provided the person may request a public discussion,
- (3) matters which by law, municipal charter or ordinance are required to be confidential,
- (4) matters involving consideration of government records that by law are not subject to public disclosure.

Hoonah City School District
BOARD OF EDUCATION MEETING
Meeting Minutes – April 20th, 2023
7:00 PM

Board		
Status	Name	Role/Title
P	Harold Houston	President
P	Jamie Erickson	Vice President
P	Bryce Tyler	Board Member
P	Dillion Styers	Board Member
P	Karen Hinchman	Board Secretary
E	Teresa Lewis	Student Body Representative
Audience		
Status	Name	Role/Title
Z	Val Houston	Parent
P	Amy Courtney	Parent
P	Sophie Didrickson	Student
P	Jora Savland	Student
P	Libby Stoltzfus	Parent
P	Patrick Zemanek	Audience
Z	Valerie Houston	Parent

Staff		
Status	Name	Role/Title
P	Heather Wheeler	Superintendent
P	Amy Stevenson	Business Manager
P	Jayne Coutlee	District Secretary
P	Nicolle Egan	Principal
P	Dianne Zemanek	Director of Arts
P	Jessie LeBlanc	Paraprofessional
P	Miryam Francis	Staff Member
P	Marti Lee	Associate Teacher
P	Jane Renslo	Long-term Substitute
P	Judy Bitz	Associate Teacher
P	Mark Browning	Teacher
P	Julian Narveaz	Fisheries Course Teacher
P	Jesse VanDusen	Custodian
P	Kathleen VanDusen	Teacher
P	Heather Powell	Teacher
P	Cassia Coutlee	Teacher
P	Ollee Kloeckner	Teacher

P=Present E=Excused A=Absent Without Notice Z=Present/ Zoom or Conference Call

Item		Action/Follow-up
Convene	7:04 p.m. by H. Houston	
Correspondence to the Board	None	
Agenda Revisions	None	
Consent Agenda		
Approval of Agenda	M/S D. Styers/K. Hinchman move to adopt agenda as presented.	Motion passes unanimously.
Item		
Approval of RBM 3.16.23 Minutes	M/S J. Erickson/ K. Hinchman move to approve board minutes. Correction made to next meeting date in minutes by H. Houston.	Motion passes unanimously.
Approval of SBM 4.6.23 Minutes	M/S J. Erickson/ K. Hinchman move to approve board minutes.	Motion passes unanimously.
Board Calendar		

April 2023 UPDATED	No corrections/ additions	
May 2023	No corrections/ additions	
Student Presentations	Hoonah City School Choir- Jora Savland and Sophie Didrickson presented about their experience at Music Fest.	
Public Comments (3 min. each)	Jessie LeBlanc, Miryam Francis, Marti Lee, Jane Renslo, Judy Bitz, Mark Browning, Jesse VanDusen, Amy Courtney, and Kathleen VanDusen	

Reports		
(A.)Administrator Report	Heather Wheeler– Verbal report given with written <ul style="list-style-type: none"> • Strategic plan 	
(B.)Principal Report	Nicolle Egan – Verbal report given with written	
(C.)Business Manager Report	Amy Stevenson – Verbal report given with written	
(D.)Grants Report	Soles Michaud- Verbal	
(E.)Maintenance Report	Atti Wark- No report	
Old business		
FY 24 School Operating Fund Budget, 2 nd and Final Reading	M/S D. Styers/ J. Erickson moves to approve FY 24 School Operating Fund Budget, 2 nd and Final Reading.	Roll call vote taken. Motion passes unanimously.
New Business		
1.0 Long Term Substitute Contracts	M/S J. Erickson/ K. Hinchman moves to approve long-term substitute contracts of Jane Renslo, David Lueck, and Bob Hutton.	Roll call vote taken. Motion passes unanimously.
1.1 FY 23-24 Business Managers Contract	M/S J. Erickson/ D. Styers moves to approve FY 23-24 Business Managers Contract.	Roll call vote taken. Motion passes unanimously.
1.2 Occupational Therapy MOA	M/S D. Styers/J. Erickson move to approve Occupational Therapy MOA.	Roll call vote taken. Motion passes unanimously.
1.3 School Psychologist MOA	M/S J. Erickson/ K. Hinchman move to approve School Psychologist MOA.	Roll call vote taken. Motion passes unanimously.
1.4 Speech-Language Pathologist MOA	M/S D. Styers/ J. Erickson move to approve Speech-Language Pathologist MOA.	Roll call vote taken. Motion passes unanimously.
1.5 Dual Enrollment Board Policy	M/S D. Styers/ J. Erickson move to approve Dual Enrollment Board Policy.	Roll call vote taken. Motion passes unanimously.
1.6 Hoonah Indian Association Physical Education Contracts	M/S J. Erickson/ K. Hinchman move to approve Hoonah Indian Association Physical Education Contracts.	Roll call vote taken. Motion passes unanimously.

1.7 1 st Reading District Calendar 23-24	M/S D. Styers/ J. Erickson move to approve 1 st Reading District Calendar 23-24.	Roll call vote taken. Motion passes unanimously.
Public Comments		
(3 min. each)	Marti Lee, Mark Browning, Libby Stolfus, Kathleen VanDusen, and Val Houston.	
Comments from the Board Members		
	Bryce Tyler, Jamie Erickson	
Future Agenda Items		
	Scheduled Superintendent Search meeting for April 26 th at 6pm	Roll call vote taken. Motion passes unanimously.
	2 nd Reading of Reading District Calendar 23-24	
	Review communication policy from staff to the Board of Education	

Adjournment		
Adjournment	8:37 pm	

Next Meeting		
Regular Board Meeting	May 18 th , 2023 at 7:00 p.m.	

Hoonah City School District
BOARD OF EDUCATION MEETING
Special Board Meeting
April 26th, 2023
6:00 PM

Board		
Status	Name	Role/Title
P	Harold Houston	President
P	Jamie Erickson	Vice President
P	Bryce Tyler	Board Member
P	Dillion Styers	Board Member
P	Karen Hinchman	Board Secretary
Audience		
Status	Name	Role/Title
P	Libby Stoltzfus	Parent

Staff		
Status	Name	Role/Title
P	Heather Wheeler	Superintendent
P	Jayme Coutlee	District Secretary
P	Nicolle Egan	Principal
P	Semra Deaner	Certified Union Representative
P	Allen Clendaniel	District Attorney
P	Tesh Miller	Associate Teacher
P	Katie Medley	Music Teacher
P	Jessie LeBlanc	Paraprofessional
P	Miryam Francis	Substitute Teacher
P	Daphne Wright	Teacher
P	Mark Browning	Teacher
P	Kathy VanDusen	SPED Teacher
P	Marti Lee	Associate Teacher
P	Judy Bitz	Associate Teacher
P	Veronica Dalton	Paraprofessional

P=Present E=Excused A=Absent Without Notice Z=Present/ Zoom or Conference Call

Item		Action/Follow-up
Convene	6:06 pm	
Consent Agenda		
Amendment of Agenda	M/S H. Harold/ none	Roll call vote taken. Motion passes unanimously.
Approval of Agenda	M/S J. Erickson/ K. Hinchman move to adopt agenda as presented.	
Executive Session		
Convene	6:09 pm	
One hour meeting extension	M/S D. Styers/ H. Houston move to extend special board meeting by one hour at 7:56pm.	Motion passes unanimously.
Motion to stand with non-retention letter	M/S H. Houston/ K. Hinchman move to stand with the non-retention letter.	Roll call vote taken. Motion passes 3/5 D. Styers/ No J. Erickson/ Yes B. Tyler/ No K. Hinchman/ Yes H. Houston/ Yes

Adjournment

Adjournment	8:27 pm	
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Next Meeting		
Regular Board Meeting	May 18th, 2023	

Hoonah City School District
BOARD OF EDUCATION MEETING
Special Board Meeting
May 11th, 2023
8:00 am

Board		
Status	Name	Role/Title
P	Harold Houston	President
P	Jamie Erickson	Vice President
E	Bryce Tyler	Board Member
P	Dillion Styers	Board Member
Z	Karen Hinchman	Board Secretary

Staff		
Status	Name	Role/Title
P	Jayne Coutlee	District Secretary
Other		
Status	Name	Role/Title
P	Helen Cheek	Superintendent Candidate
P	Tom Vail	Superintendent Candidate
P	Joann Henderson	AASB Representative

P=Present E=Excused A=Absent Without Notice Z=Present/ Zoom or Conference Call

Item		Action/Follow-up
Convene	8:22 am	
Consent Agenda		
Approval of Agenda	M/S J. Erickson/ B. Tyler move to adopt agenda as presented.	Motion passes unanimously.
Executive Session		
Convene	8:25 am	
Invite of AASB Representative Joann Henderson to join Executive Session	M/S J. Erickson/ K. Hinchman move to invite AASB Joann Henderson to participate Executive Session.	Motion passes unanimously.

Action		
1.0 Superintendent Search	M/S H. Houston/ B. Tyler move to hire superintendent candidate Helen Cheek for school years 23/26.	Roll call vote taken. Motion passes unanimously.

Adjournment		
Adjournment	1:43 pm	

Next Meeting		
Regular Board Meeting	May 18th, 2023	

June

2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9 Packet Distributed	10
11	12	13	14	15 Regular Board Meeting @ 7pm	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Date: May 12, 2023

To: HCS School Board

From: Heather Wheeler, Superintendent

Re: Administrator's Report for May

I am continuing to learn about the Reads Act and all that will be required. There will need to be a Multi-Tiered Support System plan done by Sept 1st and submitted to the state as to how the district will implement this new act and interventions. The state is also requiring that every district has a certified reading teacher.

There are many funding sources for the Reads Act such as ESSER funds, ESEA funds, the CLSD grant, sped money and school improvement money. Some of these funds will be gone by September 2024, but the webinar I attended on the 11th sounded like there may be additional funding coming down from the state.

Our CLSD grant consortium which is a reading grant with 5 other districts, will submit an application for additional monies that will need to be used by Sept. 30, 2024.

SB 52 has now moved to the house. This will add \$680 to the BSA increasing it from \$5,960 to \$6,640. This is a one-time funding and does not include a second year BSA increase or inflation proofing.

SB 88 is a defined benefit option. This would create a defined benefit plan for PERS and TRS. If passed, those currently enrolled in the existing defined contribution plan would have a set period in which they can opt to switch to the new plan. New employees hired after the implementation of SB 88 would automatically be enrolled.

We continue to recruit and now with the new superintendent coming on board, there are staff members who were previously in her district that may apply here. There is also another job fair in Anchorage the last week of June which Nicolle and

I may attend. The summer job fairs are typically better attended as teachers are not at work and the weather isn't a factor for travel like it is in the winter.

The district is one of 30 districts that will be working with the International School Services program alongside AT & P. This is an international job board. It is a 2-year pilot program which is free to the district. If the district hires someone from the ISS, it will cost the district \$1000 per hire.

The curriculum committee has been busy researching four English Language Arts curriculums for Kindergarten through 5th grade and has selected one. It is in your board packet as an action item. Mark Browning is available to provide some information to you regarding this curriculum.

The end of the school year is upon us and I just want to thank the board, the staff, the students and the community for making it a good year. While we have been short staffed, everyone has stepped up to the plate to make it a successful year. I hope everyone enjoys the summer break.

I especially want to thank Principal Nicolle Egan for all that she has done this year. She has worked hard and diligently throughout the year. She has done more subbing than any other principal I know. I have enjoyed working alongside her this year. Thank you, Nicolle and next year will be even better for you.

May 5, 2023

MEMORANDUM

TO: HCSD Board of Education

FROM: Amy Stevenson, Business Manager

RE: May 2023 Board Report

Current Information:

1. Accounts payables are up-to-date
2. Deposits done as needed.
3. All journal entries are update.
4. NSLP reimbursement done through April 2023
5. Order are up to date. Thank you, Jayme for your help in this.
6. State version of the FY 24 School Operating Fund Budget was completed and presented to the City Council on May 2, 2023. Thank you, Jamie E for joining on zoom even though the Council move the school budget to the 3rd topic so I did not have to wait until the next to the last action item as there was no audience at that point except for me and the folks on zoom.
7. April 2023 payrolls have been processed, and the end of the year payrolls for classified in May have been completed. Prepping for Certified end of year payroll, and leave cash out payrolls.
8. Completed October 2022 bank reconciliation with the help of BMS. First training session on this.
9. Helped compiled all of the backup documents need for the COVID Fund Grants: CEER I, E\$SER II, and E\$SER III audit

Next Steps:

1. Bank reconciliation from Nov - March still need to be done. I was tasked with trying to do November's by myself. I will be sitting in on one more training session.
2. Send the approved FY 24 Operating Fund Budget to the Dept. of Ed for approval.
3. Continued on the COVID Fund Grants: CEER I, E\$SER II, and E\$SER III audit.
4. Drafting next year teacher contracts as needed
5. Learn how to set up grant budgets in the BMS system for all grant funds.
6. Close out the school year and set up the new one.
7. Prep for annual audit.
8. Setting up new files for the next school year.
9. Accounts payables as needed
10. Orders as needed
11. Many other things that have not come to mind right at this moment.

Hoonah City Schools
Year to Date - 7/1/22-4/14/23

Monthly Revenue Report

Account number	Account Description	Current Approved				Percentage
		Budget	YTD Encumb	YTD Revenue	Remaining Balance	Remaining
100-0-11	CITY APPROPRIATION	\$590,000.00	\$0.00	\$457,573.66	\$132,426.34	22.45%
100-0-12	CITY - IN-KIND SERVICES	\$33,014.00	\$0.00	\$0.00	\$33,014.00	100.00%
100-0-830	AVAILABLE FUND BALANCE	\$472,743.00	\$0.00	\$0.00	\$472,743.00	100.00%
100-0-30	EARNINGS ON INVESTMENTS	\$1,500.00	\$0.00	\$272.32	\$1,227.68	81.85%
100-0-40	OTHER LOCAL REVENUE	\$5,000.00	\$0.00	\$700.00	\$4,300.00	86.00%
100-0-11	MUSIC RECEIPTS	\$0.00	\$0.00	\$6,517.00	(\$6,517.00)	
100-0-47	E-RATE REVENUE	\$32,400.00	\$0.00	\$0.00	\$32,400.00	100.00%
100-0-51	STATE FOUNDATION	\$2,477,125.00	\$0.00	\$1,848,933.00	\$628,192.00	25.36%
100-0-56	TRS ON-BEHALF RELIEF	\$196,497.00	\$0.00	\$0.00	\$196,497.00	100.00%
100-0-57	PERS ON-BEHALF RELIEF	\$15,515.00	\$0.00	\$0.00	\$15,515.00	100.00%
100-0-53	ADJUSTMENT PRIOR YRS FOUND	\$0.00	\$0.00	\$0.00	\$0.00	100.00%
100-0-90	OTHER STATE REVENUE	\$0.00	\$0.00	\$98,456.00	(\$98,456.00)	
100-0-94	QUALITY SCHOOLS	\$7,266.00	\$0.00	\$7,104.00	\$162.00	2.23%
Report Total:		\$3,516,043.00	\$0.00	\$2,419,555.98	\$1,872,432.28	

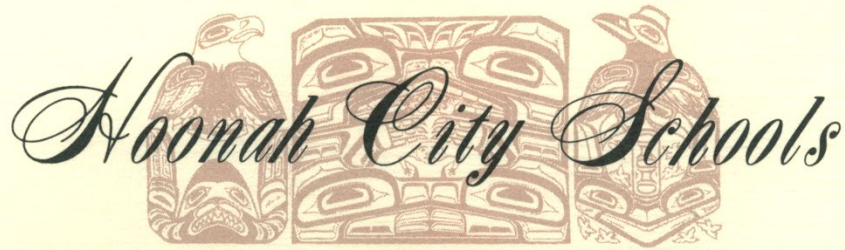
Year to Date Expense Report

Accounts summarized by Function	Current Budget	YTD Encombrances	YTD Expenditures	Remaing Balance	Percent Remaining
100 - REGULAR INSTRUCTION	\$1,297,973.00	\$3,229.00	\$513,910.39	\$780,833.61	60.16%
200 - SPECIAL EDUCATION INSTRUCTION	\$498,200.00	\$134.00	\$407,648.49	\$90,417.51	18.15%
220 - SPEC ED SUPPORT SVCS - STUDENTS	\$242,880.00	\$0.00	\$107,978.90	\$134,901.10	55.54%
350 - SUPPORT SERVICES - INSTRUCTION	\$51,619.00	\$233.00	\$22,503.87	\$28,882.13	55.95%
351 - SUPPORTING SERVICES-TECHNOLOGY	\$128,500.00	\$452.94	\$62,764.97	\$65,282.09	50.80%
400 - SCHOOL ADMINISTRATION - PRINCIPAL	\$188,839.00	\$266.36	\$111,773.77	\$76,798.87	40.67%
450 - SCHOOL ADMIN SUPPORT SVCS - PRINCIPAL	\$91,090.00	\$0.00	\$68,053.10	\$23,036.90	25.29%
510 - DIST ADMIN - SUPERINTENDENT	\$138,165.00	\$33.36	\$67,214.09	\$70,917.55	51.33%
511 - SCHOOL BOARD	\$48,972.00	\$268.00	\$47,549.54	\$1,154.46	2.36%
550 - DISTRICT ADMINISTRATION SUPPORT SVCS	\$247,796.00	\$0.00	\$227,824.47	\$19,971.53	8.06%
600 - OPERATIONS AND MAINTENANCE OF PLANT	\$577,743.00	\$684.58	\$413,309.51	\$163,748.91	28.34%
700 - STUDENT ACTIVITIES	\$272,253.00	\$57,920.11	\$303,820.56	(\$89,487.67)	(32.87%)
900 - TRANSFER TO OTHER FUNDS	\$50,000.00	\$0.00	\$0.00	\$50,000.00	100.00%
Report Total:	\$3,834,030.00	\$63,221.35	\$2,354,351.66	\$1,416,456.99	36.94%

Net YTD-Revenue Minus Expense Total: \$65,204.32

Grant Expenditure and Revenue
To-Date - FY 23

	<u>Expenses to-date</u>	<u>Revenue to-date</u>
Fund 202, Title 6 B	\$14,351.28	\$2,365.61
Fund 203, Title 619, Presch.	\$0.00	\$0.00
Fund 212, Title 6 B, ARP	\$9,485.38	\$9,485.38
Fund 213, Title 619, ARP	\$899.98	\$899.98
Fund 231, Carl Perkins	\$8,959.84	\$9,140.84
Fund 250, ESSER II	\$148,146.88	\$36,878.29
Fund 260, ESSER III	\$45,427.67	\$38,705.86
Fund 263, Title IA	\$68,861.99	\$48,361.04
Fund 278, Title IIA	\$9,731.59	\$9,731.59
Fund 282, NSP	\$7,612.98	\$7,612.98
Fund 350, Johnson O'Malley	\$15,911.58	\$10,521.38
Fund 351, Indian Ed	\$32,459.25	\$32,459.25
Fund 353, Arts in Ed.	\$259,247.01	\$235,689.75
Fund 369, STEPS	\$111,210.30	\$53,200.39
Total Grant Funds:	\$732,305.73	\$495,052.34



P.O. Box 157 366 Garteeni Hwy. Hoonah, Alaska 99829 (907) 945-3611 Fax (907) 945-3492

Date: May 10, 2023
To: HCS School Board
From: Heather Wheeler, Superintendent
Re: 2nd Reading, District Calendar

You have before you the 23/24 District School Calendar for the 2nd reading. If approved by the board, it will be sent to the state for approval.

Recommended Motion: Move to approve the 23/24 School District Calendar for the 2nd reading.

School Year Calendar 2023-2024

DRAFT District Proposed Calendar DRAFT

District Name: Hoonah City School District

School: Hoonah City School

Approved By: Hoonah City School Board

Superintendent: Heather Wheeler

Jul-23							Aug-23							Sep-23							Oct-23							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					
30	31																											

NT	New Teacher
H	Legal Holiday
W	Work Day
O	School Opens
E	End of Quarter
I	Inservice
C	School Closes
G	Graduation
PT	Parent Teacher Conf
S	Last day Seniors
V	Vaction
EC	

# of Inservice Days:	# of Inservice Days: 2	# of Inservice Days: 0	# of Inservice Days: 0
# of Student Days:	# of Student Days: 12	# of Student Days: 20	# of Student Days: 21
# of Teacher Days:	# of Teacher Days: 14	# of Teacher Days: 21	# of Teacher Days: 22

Nov-23							Dec-23							Jan-24							Feb-24						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	Th	F	S	S	M	T	W	T	F	S
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26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29		
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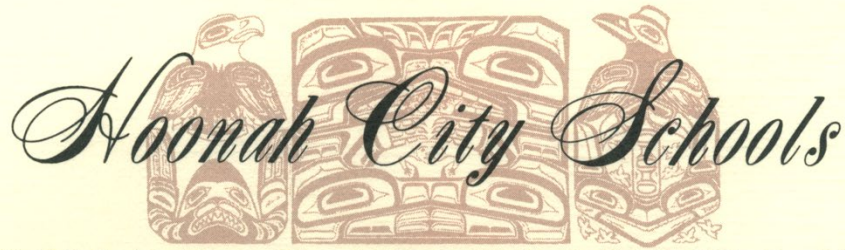
	Teach	Stud
Aug	18	13
Sept	21	20
Oct	22	21
Nov	21	18
Dec	16	13
Jan	21	20
Feb	21	21
March	16	14
April	22	22
May	12	11
June	0	0
TOTAL:	190	173

# of Inservice Days:1	# of Inservice Days:0	# of Inservice Days: 0	# of Inservice Days:0
# of Student Days: 18	# of Student Days: 15	# of Student Days: 19	# of Student Days: 21
# of Teacher Days: 22	# of Teacher Days: 16	# of Teacher Days: 20	# of Teacher Days: 21

Mar-24							Apr-24							May-24							Jun-24						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	Th	F	S	S	M	T	W	T	F	S
					1	2		1	2	3	4	5	6				1	2	3	4							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
			E	W																							
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
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17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
			V	V	V	V																					
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	23	24	25	26	27	28	29	
31																											

student days	
Q1	Q2
46	46
Q3	Q4
46	43

# of Inservice Days:1	# of Inservice Days: 0	# of Inservice Days:2	# of Inservice Days:0
# of Student Days: 15	# of Student Days: 22	# of Student Days: 11	# of Student Days:0
# of Teacher Days: 16	# of Teacher Days: 22	# of Teacher Days: 11	# of Teacher Days: 0



P.O. Box 157 366 Garteeni Hwy. Hoonah, Alaska 99829 (907) 945-3611 Fax (907) 945-3492

Date: May 10, 2023
To: HCS School Board
From: Heather Wheeler, Superintendent
Re: Approval of ELA K-5 Curriculum

As you recall earlier this year, the board approved a 5-year curriculum cycle beginning with English Language Arts. With the new Reading Act, the curriculum committee has been reviewing 4 curriculums that the state recommended. The curriculum committee has spent a lot of time reviewing these curriculums and have decided on Benchmark Advance. I am asking the board to approve the purchase of the Benchmark Advance curriculum for K-5 in the amount of \$38, 039.70. This not only includes the cost of the curriculum, but also 1 day of on-site professional development and one day of virtual professional development. Another free virtual session was also included. Shipping is expensive to Alaska and the company was able to get the shipping reduced from 20% to 11%.

Recommended Motion: Move to approve the Advanced Benchmark curriculum for the amount of \$38, 039.70.



**BENCHMARK
EDUCATION
COMPANY**

145 Huguenot Street, 8th Floor
New Rochelle, New York 10801

Contact representative

Shari Cutler
Sr. Educational Sales Consultant
Tel: 914-637-7210
email: scutler@benchmarkeducation.com

QUOTE: 47746

Customer:

HOONAH CITY SCHOOL DISTRICT
366 GARTEENI HWY
HOONAH AK 99829

Ship To:

HOONAH CITY SCHOOL DISTRICT
366 GARTEENI HWY
HOONAH AK 99829

Product Code	Title	Price Level	Unit Price	Qty	Total Price
XY10137D	Benchmark Advance 2022 (National Edition) Gr. K Classroom with BEC Decodables w/o Consumables Print and Digital 5-Year	Current	\$3,665.00	1	\$3,665.00
Y45705	My Reading and Writing (National Edition) Gr.K Consumables 5-Copy Print 5-Year	Current	\$500.00	1	\$500.00
XY8363D	Benchmark Advance 2022 (National Edition) Gr. 1 Classroom w/o Consumables Package Print and Digital 5-Year	Current	\$3,665.00	1	\$3,665.00
Y45706	My Reading and Writing (National Edition) Gr.1 Consumables 5-Copy Print 5-Year	Current	\$500.00	3	\$1,500.00
XY8364D	Benchmark Advance 2022 (National Edition) Gr. 2 Classroom w/o Consumables Package Print and Digital 5-Year	Current	\$3,935.00	1	\$3,935.00
Y49587	Benchmark Advance 2022 (National Edition) Gr. 2 Text for Close Reading 10 Volumes 5-Copy Consumables 5-Year	Current	\$500.00	2	\$1,000.00
XY8365D	Benchmark Advance 2022 (National Edition) Gr. 3 Classroom w/o Consumables Package Print and Digital 5-Year	Current	\$3,935.00	1	\$3,935.00
Y49588	Benchmark Advance 2022 (National Edition) Gr. 3 Text for Close Reading 10 Volumes 5-Copy Consumables 5-Year	Current	\$500.00	1	\$500.00
XY8366D	Benchmark Advance 2022 (National Edition) Gr. 4 Classroom w/o Consumables Package Print and Digital 5-Year	Current	\$3,935.00	1	\$3,935.00
Y49589	Benchmark Advance 2022 (National Edition) Gr. 4 Text for Close Reading 10 Volumes 5-Copy Consumables 5-Year	Current	\$500.00	3	\$1,500.00
XY8367D	Benchmark Advance 2022 (National Edition) Gr. 5 Classroom w/o Consumables Package Print and Digital 5-Year	Current	\$3,935.00	1	\$3,935.00



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Contact representative
Shari Cutler
Sr. Educational Sales Consultant
Tel: 914-637-7210
email: scutler@benchmarkeducation.com

QUOTE: 47746

Product Code	Title	Price Level	Unit Price	Qty	Total Price
Y49590	Benchmark Advance 2022 (National Edition) Gr. 5 Text for Close Reading 10 Volumes 5-Copy Consumables 5-Year	Current	\$500.00	2	\$1,000.00
PR898	PD-Product Training : Paid Implementation	On-Site	\$2,800.00	1	\$2,800.00
PR898	PD-Product Training : Paid Implementation	Virtual	\$2,400.00	1	\$2,400.00
PR991S	PD-Free Small District Core Implementation (Virtual Only)	On-Site	\$0.00	1	\$0.00

Subtotal	Sales Tax	Shipping Cost	Total
\$34,270.00	\$0.00	\$3,769.70	\$38,039.70 USD

Memo
Shipping to AK is usually 20% - discounted to 11%

- * The above pricing cannot be combined with any other offers.
- * Price firm for 45 days from quote date. Price quote must be attached to school purchase orders to receive the quoted price.
- * All digital subscriptions will end on July 31st the last year of the term purchased.
- * Any changes, including cancellations to the originally agreed upon PD trainings, must be made at least 10 business days prior to the delivery of the PD trainings. Customized PD changes must be submitted at least 15 business days prior to agreed delivery date and must go through the customized request process. Benchmark Education will do its best to accommodate the requested changes; however, it reserves the right to render services according to the initial agreement. Please note that any changes requested may incur an additional charge or reduction of number of PD training days rendered. Please note that no changes can be requested on site and all requests must go through the Company approval process.

Reading Curriculum Adoption

May 9, 2023

Mark Browning and Cassia Coutlee

Committee Members: Heather Wheeler, Nicolle Egan, Glenda Hutton, Lisa Patrick

Cassia Coutlee and Mark Browning were enlisted to research the 4 various Reading Curriculum that the State of Alaska is presenting and asking districts to choose from. The 4 Reading Curricula are: Core Knowledge Language Arts (CKLA), Benchmark Advanced, EL Education, and HMH Interreading.

Our stated objectives were to search these curriculum looking for the following:

1- **High quality reading** material that engages students

2- Reading materials that serves **Grade level readers, below grade level readers, and above grade level readers.**

- This is because at 20% Proficiency in Reading, we have far more kids below Grade Level than we do on or above Grade Level. Students between 1-3 years below grade level cannot be give a book on grade level and be expected to learn much. They cannot access the reading material and will not be engaged in the experience.

3- A curriculum that was **adaptable to our needs:**

- Flexible student groupings for a future with potentially combined classes at any grade levels

4- A curriculum with an **excellent Professional** Development attached to it. We would also like the Professional Development to run across 2-3 years and potentially revisit on the 4th or 5th year. If we cannot slow the teacher turnover here, then we should expect our Professional Development to accommodate our needs as best as we can.

5- A curriculum that addresses **all components of Elementary Leveled Literacy Instruction K-5** including, but not limited to: Emergent Reading, Letter Recognition, Phonological Awareness, Phonemic Awareness, Phonics, Word Study, Fluency, Vocabulary, and Comprehension of both Fiction and Non-fiction Texts. The curriculum will align with the "Science of Reading" as the state has ensured this in its 4 curriculum choices.

Cassia and I contacted all 4 companies. We received materials from 2 of them, which we worked to implement as best as we could with our limited time frame (no true pilots were accomplished due to time constraints) and met with teams from 2 of those companies.

We requested further staffing for our Curriculum Adoption Team. Lisa Patrick has been working with us for the last 2 months, and we have been in constant contact with her. She investigated all 4 curriculum in a preliminary manner and gave her own recommendation. We were aware of this when we began our investigations. We asked Glenda Hutton to be on the Curriculum Adoption team with her many years heavily invested in Literacy Instruction within HCSD, and with her Reading Recovery experience, along with Heather Wheeler and Nicolle Egan. We met one time together on Thursday April 27th.

Ms. Coutlee and I taught from the curriculums briefly, we investigated all 5 elements in the aforementioned objectives list for all but one of the curriculum-HMH Interreading. We did not find the tenants of this curriculum to be worth investigating.

We have come to the following conclusions:

The superior curriculum of the 4 that will best meet our students needs is Benchmark Advanced. This too was the curriculum that Lisa Patrick recommended going in, and we had known this. This curriculum has:

POSITIVE ATTRIBUTES:

- Leveled text that allow a teacher to always have a book in students hands that they can access and be challenged by without being overwhelmed.
- An excellent Professional Development system (district selects)
- Flexible teaching strategies that allow for combined classrooms and that allow for a variety of groupings and for combined classroom.
- Lisa Patrick attested to the high quality authorship of the reading materials. She knew a number of the authors and reached out to investigate further with colleagues of hers at Ohio State. She gave it a thumbs up.
- The pieces of the curriculum are complex in their demands of teachers, but offer excellent support to teach all aspects of Literacy Learning including:
 1. Early Literacy Learning aligned with the Science of Reading: Letter Identification, phonological awareness, phonics instruction, word studies, vocabulary instruction, and both Fiction and Non-fiction texts. There are a variety of games and lessons to address these components.
 2. This curriculum offers sets of leveled readers for kids. For each Unit, a series of books is available at grade level, and both below and above grade level.

3. The curriculum will work for multi-grade students with its grouping flexibility.

NEGATIVE ATTRIBUTES:

1. This is a heavy curriculum. It requires a great understanding of its parts. There is complexity to its operations. If left untrained, HCSD teachers will not succeed in its implementation. We are not prepared to teach this without adequate training. With the high turnover, one series of trainings will not be enough to cover proper implementation. On the other hand, much of the PD is online. Once a first course of teachers is trained, they can be used to help train new teachers. Training will be an ongoing process, or the curriculum will begin to fail.

CAVEATS:

- 1- **Teacher training of the highest caliber we can afford is required**

2- **When purchasing we would need to purchase the AA through Z levelled text collections (this means we would be purchasing the leveled texts from the 6-8 collection, but NOT purchasing the remainder of the curriculum for these grades).** This will give us the flexibility to level kids precisely where they need to be. Our readers will need to be able to select leveled text from a much wider range than many elementary schools would select books. Our recommended purchase would allow us to place kids in books anywhere from Emergent Readers (K-preK) through to the 7-8th grade reading levels. Below is a link to how the Benchmark Series is leveled so that you can understand what we are asking:

<https://www.benchmarkeducation.com/reading-level-conversion-chart>

3- Alone, the Benchmark Advanced Reading Curriculum WILL NOT suffice. Our Literacy needs run much deeper than a great curriculum at this point. **We will need to supplement Benchmark with a series of Reading Interventions that we purchase separately.** These reading interventions would need to be taught outside the classroom as this intervention instruction is outside the scope of any teacher. The intervention programming through Benchmark is not what we want we believe. It is very expensive. It is limiting. It does not provide variety for our students. It will be far more difficult to quickly train staff members used in the intervention program quickly.

Here is a link to the Programming Guide for Benchmark Advanced. This displays what it is that HCSD would be buying for K-5 with the addition of 6 grade leveled books, but not the rest of the curriculum for 6th grade.

<https://mail.google.com/mail/u/0/#search/shari/FMfcgzGrcjLZMxsJwXPCxxthKgSZffDv?projector=1&messagePartId=0.1>

Necessary Supplemental Curriculums and Walk to Read Programming

We came to a further conclusion that as an Elementary School the world's finest curriculum will NOT solve our present Literacy Crisis- regularly 18-20% proficiency with 70% of our students a year or more below grade level over the last 2-4 years. **This magnitude of need will take more than a curriculum to address.**

We suggest that we use the MClass Dibels testing that all K,1,2, and 3rd graders will be required to take by the state and use this data to set up a Walk to Read Intervention Program for the first 30 minutes of each school day. We will need to address our scheduling to make this work- teachers, volunteers, extra help will be needed as well as extra time. During this time, we would set up a tiered learning system in which each student learns specific and isolated skill(s) or accomplishes a select task(s). These skills and tasks focus on only the early Literacy Components: K-3 skills. Comprehension is beyond the scope of such an intervention. Kids at the higher levels will be placed in Book Study Groups outside the Interventions and High level comprehension skills growth groups. This means that Every Elementary student 1-5 will be using the Walk to Read Intervention or its supplemental Comprehension Extension. Once any level is mastered, the student will progress to the next level working their way back to grade level over months or years.

* Note- Kindergarten will not be involved as they have yet to be exposed to a Core Curriculum

Students will then be using this first 30 minutes to work on the precise needs for each student to continue progressing in reading. During this time the Literacy Staff will be working with small groups of 5-6-7 students. We will need to amass a group of 7-9 staff members and volunteers to make this work. **Small groups of 5-7 students are required** for all except those groups in the Comprehension Extension groups.

Staff will assess students, and meet regularly to discuss student needs to ensure students are progressing or the reason for non-progression is sought and determined. Mark Browning has been part of such a program at a Blue Ribbon School for Excellence in Wyoming- Southside Elementary School. He has offered to help HCSD build a comparable program. Across Alaska similar measures are being taken to address the AK READS ACT. This will require us to set up an authentic RTI system and PLC with which to meet and collaborate.

This system of programming our Literacy Instruction, is in line with RTI models, will require the further purchase of a series of small, inexpensive intervention curriculums. These often run between \$150.00 and \$600.00. They give us the ability to place any Para, Volunteer, Teacher, or Administrator with a group of 5-7 students. This teacher will be able to learn the curriculum quickly- in a day or two and adapt it to the students needs in her group. This is how Mark Browning has worked in Walk to Read intervention curriculums in the past. It is a highly effective way to run a Walk to Read Program. All the Intervention Curriculums we will suggest will be researched through a variety of medium:

- A- used successfully by other schools- interviews
- B- Suggested by highly qualified Reading Specialists: Lisa Patrick and her professorial cohort at Ohio State
- C- Researched through What Works Clearinghouse- a Nationally recognized collection of studies summarized and displayed to make decision making based in evidentiary science easy. Link is below. After clicking on the link select the Intervention button and select filters to understand how this research sight operates. It essentially summarizes the majority of Intervention effectiveness going on in the United States and World today. Don't get lost in there!

<https://ies.ed.gov/ncee/wwc/>

Furthermore, we would suggest that **Glenda Hutton be asked to come back and serve in a paid position as our Reading Recovery specialist.** She will have the ability to work with 6-8 kids per year in this role. This will also allow Lisa Pinkerton to continue to visit and to potentially train other teachers in the Reading Recovery methodology. It is a win/ win for HCSD students and Lisa P., who promotes and trains for Reading Recovery.

We are presenting a plan not just to adopt a new curriculum, but to completely restructure how Literacy Instruction works at the Elementary Level. Hoonah City Schools has been using antiquated methods to teach Literacy to our students. We are asking that we be allowed to bring the Literacy Instruction into the current era of high quality, demanding, and collaborative Literacy Instruction. We are offering a complete package. To pull the package apart and attempt to use any single piece, and we feel Progress will not be made in improving our 18-20% Literacy Proficiency. However, followed in its full spectrum, we are confident that over the course of two years, we can bring our proficiency levels up to 30-35%%; and over the course of 4 years of deliberative work done with fidelity and support from our administrators, we are confident we can bring our proficiency levels p to 50-60% percent proficient readers at HCSD. This would change our abilities to educate students across the full spectrum of K-12 in the Hoonah City Schools.

Addendum 1:

Reasons for Non-recommendation: CKLA, HMH, and EL Education

CKLA- fairly one dimensional. Offered only an online PowerPoint driven Lesson plan set K-5. Books were at grade level only- glorified Basal Reader. PowerPoints were very static- whole class instruction only, and very little chance for student engagement.

HMH- Customer service is abysmal. We could get no response from HMH to send us any materials, or to provide any information outside a standard Sales Link to the HMH sales page. We did not feel we could trust a company in their Professional Development that can't even supply us with minimal support.

The HMH material Mark Browning has used in the past has all been sub-par, generic material with little research behind it. Mostly whole class instruction- little leveled or group wo

EL Education- curriculum was better than CKLA. It had more options for differentiated learning. It looked more engaging than CKLA. However, the books were at grade level only- glorified Basal Reader.

Addendum 2: Professional Development BENCHMARK Advance

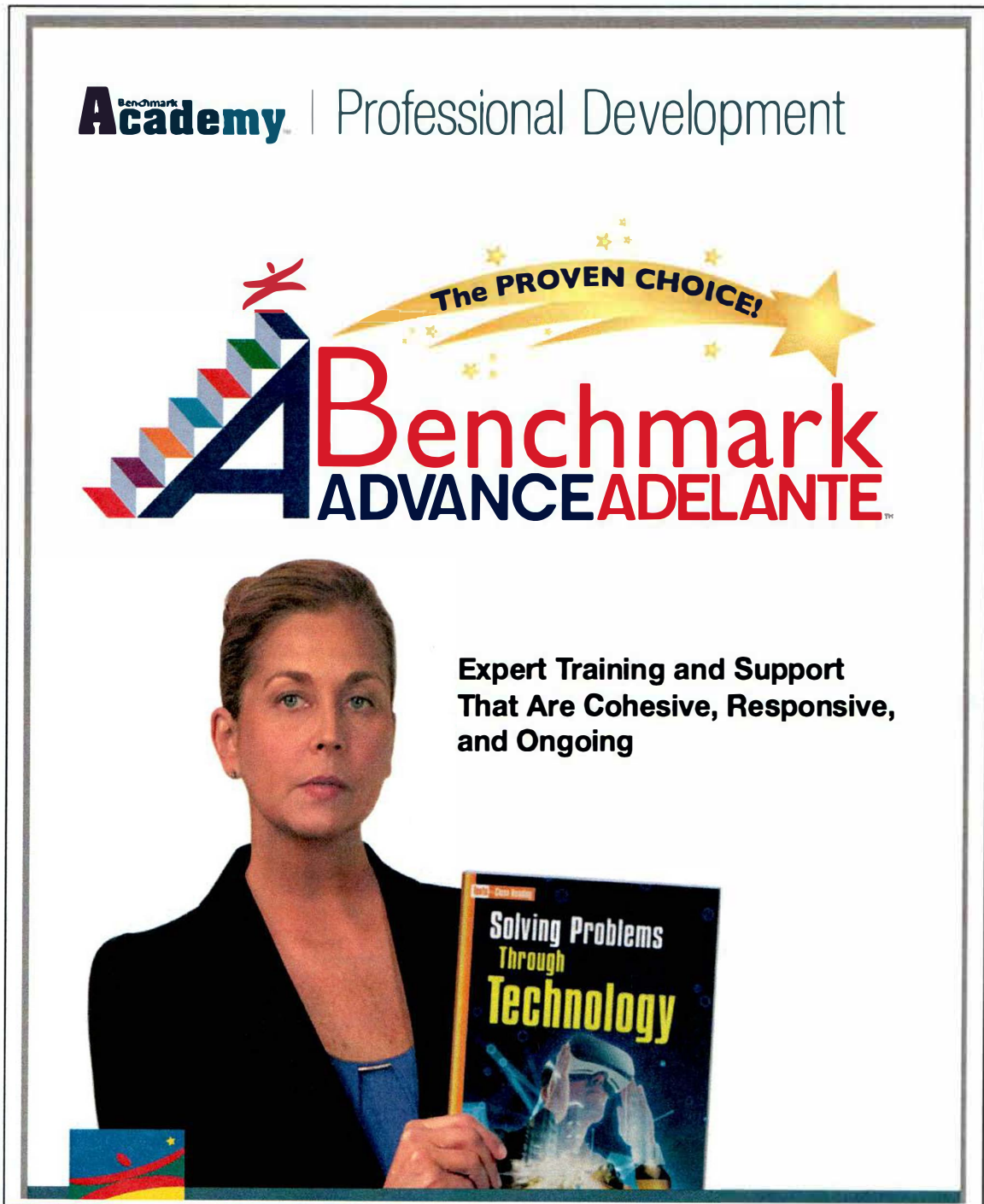
Please look through the Professional Development Options. We would recommend the following sequence:

Year 1: Implementation 1

Year 2: Implementation 2

LINK to PDF online:

<https://mail.google.com/mail/u/0/#search/shari/FMfcgzGrcjLZMxsJwXPCxxthKgSZffDv?projector=1&messagePartId=0.2>



Benchmark Academy | Professional Development

The **PROVEN CHOICE!**

Benchmark
ADVANCE ADELANTE™

**Expert Training and Support
That Are Cohesive, Responsive,
and Ongoing**

**Solving Problems
Through
Technology**

2017 Class Winner

2017 Class Winner



Benchmark Education Company has provided **training services to all levels of educators** since our founding in 1998.

We begin the process by consulting with you about your needs and goals and **then customize a professional development plan in cooperation with you and your colleagues.**

Our consistent intent is to provide a focused and productive learning experience, including new technologies that enhance the process and save you both time and money.



The quality of PD consultants used by Benchmark Education Company is unsurpassed. They are knowledgeable about best practices and product, yet they adapt to the individual needs of the district as well as the schools within the district.

— Pam Hanzoc, Elementary Literacy Support,
Lafayette Parish School System, LA



Through **Benchmark Academy**, we provide **in-depth training on curriculum resources and multimedia courses and professional books, e-books, and study guides from industry pros**, offering fresh insights and sound advice—all of it within a stimulating and supportive **learning community**.

Please contact your local sales representative today for a customized proposal that will support your staff in increasing achievement in all students.

With best wishes,



Tom Reycraft, Founder and CEO

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OVERVIEW

Academy

Benchmark Academy™

Your Professional Learning Network

Within Benchmark Academy, you will find a community of nurture and dialogue, with in-depth program training and access to some of the industry's best authors, educators, and experts.

Benchmark Academy PD Training provides unrivaled teacher support for implementation of curriculum resources. From consultation on your needs and goals, through the cooperative creation of a customized PD plan, our interactive sessions teach to transfer.

Benchmark Academy PD Essentials courses and books extend the learning on a host of important topics. Multimedia courses range from novice through advanced and cover critical subject matter, with special attention to trending issues. Professional Books are authored by education thought leaders and distill transformative ideas into practice-focused inspiration.

PD Training

Implementation I

Benchmark Advance®/Adelante™ Product Implementation

- Overview of resources
- Comprehensive program training

Implementation II

Follow-Up Product Implementation In-Service

- Enhances understanding of program
- Research, methodologies, and best practices to support the program

PD Essentials

Multimedia Courses & Professional Books

Customized Professional Development

- Builds capacity and improves teacher effectiveness
- Includes research-based interactive sessions such as model lessons, professional study, and coaching support

Benchmark Advance® and Adelante™ Successful Implementation and Beyond

Professional Development Deliverables

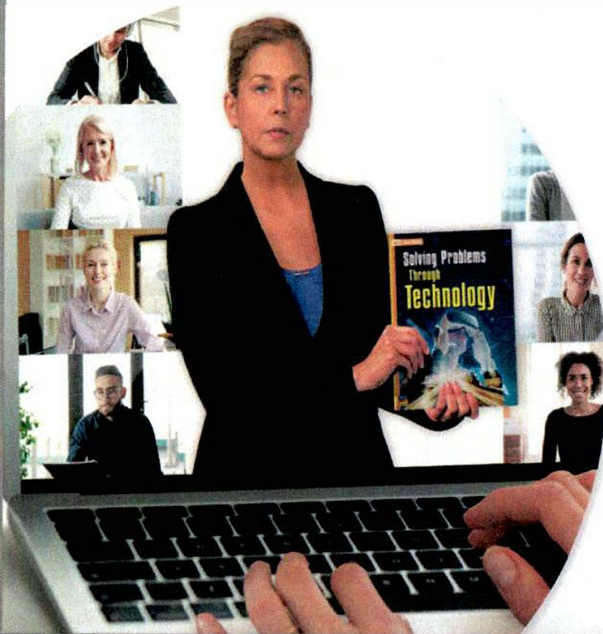
What you can expect from Benchmark Education's team:

- ▶ Highly qualified trainer(s) in the area of Effective Literacy, Responsive Teaching, and Two-Way Dual Language
- ▶ Professional learning to support all populations, including advanced learners, striving readers, Special Education, and English and Spanish Learners, grounded in current research that integrates Social and Emotional Learning and the development of cultural proficiency and equity in a learning environment
- ▶ Well-designed interactive sessions to allow participants to internalize content for effective implementation
- ▶ Train-the-Trainer modules that include all materials for turnkey district delivery
- ▶ E-mail and conference calls for support between training visits by consultants

Professional Learning Formats

Recognizing the impact made by sustained job-embedded training, BEC provides a range of professional development service formats.

TRAINING FORMAT	DESCRIPTION
Administrators and Leadership Teams	Professional development sessions for principals, administrators, and leadership teams provide support of implementation and increased teacher effectiveness.
Train-the-Trainer	Turnkey sessions for teacher leads/instructional coaches provide the resources and models for leading in-district training sessions. Sessions support best practices, proper implementation, and data analysis.
Teacher Training	Sessions include content presentations focusing on proper implementation of an effective literacy framework. Each session includes hands-on experience with reading research, language acquisition research, methodologies, and assessments.
On-Site Demonstrations and Coaching/Mentoring Support	Coaching, demonstration lessons, ongoing mentoring, and follow-up are available to support the implementation of the instructional strategies introduced in a content presentation. Sessions include observation as well as debrief analysis, as the Benchmark Education trainer provides guidance and support.
Webinar Specialized Topic Sessions	Web-based training sessions deliver ongoing support for individual schools, grade-level teams, and instructional coaches. Additional support is provided virtually, both customized and on-demand.



Benchmark Advance® and/or Adelante™ Initial Program Implementation

Implementation I: Initial Program Training includes an overview of the program and its components, provided by Benchmark Education Company's Professional Development team as on-demand or live training. The Initial Teacher Training Session is designed to introduce the program by explaining the research-based instructional design, components, and how the program supports the new standards.



Initial Program Implementation Teacher Training Sessions

Initial program implementation is a mix of on-demand and live training. The modules below are designed to introduce the research-based instructional design, components, and how the program supports the standards. Modules I and II are self-paced and can take 1–1½ hours. Following Modules I and II, a training with a Benchmark Consultant is provided either live-online or on-site. This training is 2½–3 hours, depending on delivery format. The Program Review module is self-paced and around 2–3 hours.

AGENDA	AUDIENCE	DELIVERY FORMAT
Module I <ul style="list-style-type: none"> • Self-paced, pre-recorded • Accessed on the digital platform called Benchmark Universe • Short sessions delivered through video clips explaining the program structure, topic text sets, and instructional framework • In addition, resources to support responsive teaching provide an introduction to Benchmark Universe. <i>We recommend participants view Module I prior to Module II.</i>	Teachers	On-Demand (Pre-Recorded)
Module II <ul style="list-style-type: none"> • Self-paced, pre-recorded • Accessed on the digital platform called Benchmark Universe • Short sessions explaining resources for whole-group instruction, small-group instruction, and independent practice • Participants will also take a close-up look at their Teacher's Resource System, in print and digitally. <i>We recommend participants view Module II prior to Training with Consultant.</i>	Teachers	On-Demand (Pre-Recorded)
Training with Consultant <ul style="list-style-type: none"> • Virtual Zoom or provided on-site • Conducted by a Benchmark Education Literacy Consultant and scheduled by the district with Benchmark Education • Includes engaging interactive activities to help participants better understand how to use the new resources in the classroom 	Teachers	Live-Online or On-Site
Program Review <ul style="list-style-type: none"> • Self-paced, pre-recorded • Accessed on the digital platform called Benchmark Universe • This module provides a review of resources. • This module reviews the content previously shared so teachers have a chance to revisit content as they need. <i>This module is designed to be viewed after Module I, Module II, and Training with Consultant.</i>	Teachers	On-Demand (Pre-Recorded)

Implementation I: Product Implementation Teacher Training

Follow-Up Product In-Service

In Implementation II, Benchmark Education Company's Professional Development team will work alongside the district to create a professional learning plan tailored to the district's unique needs. Benchmark Education suggests topic-focused sessions as follow-up implementation trainings for *Benchmark Advance* and/or *Adelante*. The topics are designed to enhance teachers' understanding and enable them to help students be as successful as possible. The following pages will describe available topic-focused sessions and also provide sample professional learning plans that can be customized to each district's needs.



Available Sessions

The following sessions are available as follow-up in-service training for *Benchmark Advance* and/or *Adelante* (unless otherwise stated). Each 2–3-hour session is based on one consultant per 35 participants.**

Times vary based on the format of session delivery.

TOPIC OPTIONS*	AUDIENCE	LENGTH OF TIME**
Leadership Implementation (Administrators, Teacher Leads/Instructional Coaches) <ul style="list-style-type: none"> • Discuss the nonnegotiables for implementing <i>Benchmark Advance</i> and/or <i>Adelante</i> to ensure student gains. • Define the roles of administrators, teacher leads/coaches, and teachers. • Learn about the program's methodology, components, and tools. • Understand how to use tools to monitor implementation. • Explore ways to communicate expectations and feedback to all levels. 	Principals, Instructional Leadership Team	1–2 hours
Implementing Routines That Support a Comprehensive Literacy or Biliteracy Framework <ul style="list-style-type: none"> • Review all <i>Benchmark Advance</i> and/or <i>Adelante</i> components that will help teachers establish habits and procedures during whole-group, small-group, and independent reading and writing in "brick and mortar" classrooms. • Develop an understanding of rituals and routines that support students and help them develop the skills they need to become independent learners. • Review unit and lesson structure and pacing. 	Teachers or Train-the-Trainer	2–3 hours
Supporting Reading Mini-Lessons and Collaborative Conversations <ul style="list-style-type: none"> • Explore building knowledge and mini-lesson layout. • Examine whole-group reading mini-lessons, specifically focusing on prioritizing the lesson elements and pacing. • Explore an understanding of collaborative conversations during reading mini-lessons as well as continuing comprehension development during independent time. 	Teachers or Train-the-Trainer	2–3 hours
Exploring Foundational Skills for ELA and/or SLA <ul style="list-style-type: none"> • Examine the overall structure and design of foundational skills mini-lessons and the connections that are made to phonological and phonemic awareness, as well as the phonics scope and sequence of instruction. • Understand the foundational skills connections to reading and writing. 	Grades K–2 Teachers or Train-the-Trainer	2–3 hours

Implementation II: Follow-Up Product In-Service

*Additional purchase. Days left over from Implementation I can apply.

**Sessions are 2–3 hours in length. A Benchmark Education Consultant provides a full day with the same topic session delivering one 2–3-hour session (depending on virtual-live or on-site format) to 35 participants in the morning and repeating the 2–3-hour topic session in the afternoon with 35 different participants.

TOPIC OPTIONS*	AUDIENCE	LENGTH OF TIME**
Exploring Word Study Mini-Lessons for ELA and/or SLA <ul style="list-style-type: none"> Examine the overall structure and design of word study mini-lessons. Understand how word study is taught in weekly mini-lessons using the <i>Texts for Close Reading</i>, scope and sequence of instruction, word study resources, and additional practice opportunities. 	Grades 3–6 Teachers or Train-the-Trainer	2–3 hours
Supporting Writing Mini-Lessons <ul style="list-style-type: none"> Examine the types of writing mini-lessons including writing in response to reading. Explore the writing mini-lessons and how they support students as they grow as a writer. Understand the different writing lessons and development of lessons over the year. 	Teachers or Train-the-Trainer	2–3 hours
Exploring Small-Group Lesson Instruction <ul style="list-style-type: none"> Review small-group resources used to differentiate practice and application. Explore the purpose and types of small groups. Examine the intention of other small-group opportunities. 	Teachers or Train-the-Trainer	2–3 hours
Using Benchmark Universe to Enhance Learning <ul style="list-style-type: none"> Explore site navigation and locate frequently used online components. Examine the online resources that help support instruction and allow opportunities for interactive, engaging practice. 	Teachers or Train-the-Trainer	2–3 hours
Resources to Scaffold Intervention and Special Education <ul style="list-style-type: none"> Understand the scaffolded instruction available so that all students can be successful during the core reading block. Examine intervention resources included with the program. Explore core program supports designed to meet the needs of various learners. 	Interventionist, Special Education Teachers	2–3 hours

Implementation II: Follow-Up Product In-Service

TOPIC OPTIONS*	AUDIENCE	LENGTH OF TIME**
Integrated ELD Support to Access Core Content <ul style="list-style-type: none"> Examine the built-in English Language Development support within the core ELA instruction. Understand how integrated ELD supports and scaffolds help teachers differentiate instruction by level of language intensity. Explore levels of language intensity based on language proficiency levels and content knowledge. Practice planning and management of differentiated instruction. 	Teachers or Train-the-Trainer	2–3 hours
ELA/SLA Programs Working Together—Language and Resource Allocation <ul style="list-style-type: none"> Explore and analyze program scope and sequences to maximize learning of Spanish and English. Examine recommendations for what language to use for instruction based on program model (50/50, 90/10, etc.). Understand how to develop a plan for when to introduce foundational skills for each language. Review varying implementation models to customize biliteracy outcomes. 	Teachers or Train-the-Trainer	2–3 hours
Using eAssessment to Inform Instruction <ul style="list-style-type: none"> Understand assessments available. Review assigning assessments and student experience. Explore eAssessments reports available to monitor learning and drive instruction. 	Teachers or Train-the-Trainer	2–3 hours
Effective Vocabulary Instruction <ul style="list-style-type: none"> Understand an in-depth look at the comprehensive opportunities for vocabulary instruction. Review effective routines to enhance vocabulary instruction. Explore opportunities for collaborative planning. 	Teachers or Train-the-Trainer	2–3 hours

Implementation II: Follow-Up Product In-Service



Sample Implementation II Professional Learning Plans

The following plans are meant to serve as an example of Implementation II In-Service Plans. Benchmark Education will work with each district to construct a plan that works best for its needs.

Sample Plan: Teacher Training Sessions

In this sample plan, each Teacher Training Session is 2–3 hours in length. Benchmark Education’s Professional Development team members would meet with one group (e.g., primary teachers) in the morning for 2–3 hours, and conduct a repeat the session with another group (e.g., intermediate teachers) for 2–3 hours in the afternoon. Benchmark Education would also provide a 1–2-hour seminar for principals and the instructional leadership team.

Time varies based on delivery format.

DATE	TOPIC	AUDIENCE	TIME NEEDED	DELIVERY FORMAT
Sept.	Implementation Leadership (Administrators, Teacher Leads/Instructional Coaches)	Principals, Instructional Leadership Team	1–2-hour session	One BEC consultant per 35 participants
Sept./ Oct.	Supporting Reading Mini-Lessons and Collaborative Conversations	Teachers	2–3-hour session	One BEC consultant per 35 participants
Sept./ Oct.	Using Benchmark Universe to Enhance Learning	Teachers	2–3-hour session	One BEC consultant per 35 participants
Oct./ Nov.	Exploring Small-Group Lesson Instruction	Teachers	2–3-hour session	One BEC consultant per 35 participants
Feb./ March	Supporting Writing Mini-Lessons	Teachers	2–3-hour session	One BEC consultant per 35 participants

Sample Implementation II: Teacher Training Session

Sample Plan: Train-the-Trainer Sessions

In this sample plan, Train-the-Trainer sessions are 5–6 hours in length and include a 2–3-hour training session for teacher leads and instructional coaches, followed by 2–3 hours of facilitated planning by Benchmark Education trainers. The teacher leads and coaches will be provided with handouts and presentation materials so they can, in turn, effectively lead sessions for teachers.

Time varies based on delivery format.

DATE	TOPIC	AUDIENCE	TIME NEEDED	DELIVERY FORMAT
Sept.	Implementation Leadership (Administrators, Teacher Leads/Instructional Coaches)	Principals, Instructional Leadership Team	1–2-hour session	One BEC consultant per 35 participants
Sept./ Oct.	Implementing Routines That Support a Comprehensive Literacy Framework	Teacher Leads, Instructional Coaches	2–3-hour topic training session: 2–3 hours of facilitated planning with a BEC consultant in order to deliver new learning to teachers	One BEC consultant per 35 participants
Sept./ Oct.	Using Benchmark Universe to Enhance Learning	Teacher Leads, Instructional Coaches	2–3-hour topic training session: 2–3 hours of facilitated planning with a BEC consultant in order to deliver new learning to teachers	One BEC consultant per 35 participants
Oct./ Nov.	Supporting Reading Mini-Lessons and Collaborative Conversations	Teacher Leads, Instructional Coaches	2–3-hour topic training session: 2–3 hours of facilitated planning with a BEC consultant in order to deliver new learning to teachers	One BEC consultant per 35 participants
Feb./ March	Exploring Small-Group Lesson Instruction	Teacher Leads, Instructional Coaches	2–3-hour topic training session: 2–3 hours of facilitated planning with a BEC consultant in order to deliver new learning to teachers	One BEC consultant per 35 participants
March/ April	Supporting Writing Mini-Lessons	Teacher Leads, Instructional Coaches	2–3-hour topic training session: 2–3 hours of facilitated planning with a BEC consultant in order to deliver new learning to teachers	One BEC consultant per 35 participants

Sample Implementation II: Train-the-Trainer Session

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BB 9012 COMMUNICATIONS TO AND FROM THE BOARD

The Board recognizes that appropriate communication procedures must be adhered to when communicating among Board members, and between Board members, district administration, and members of the public. Public communication by the Board should reflect positively on the district and serve the community by keeping it informed about the goals, programs, and achievements of the district and its schools.

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.

(cf. 9200 – Board Members)

Board Member Use Of Electronic Communications

Electronic communications are an efficient and convenient way to communicate and can expedite the exchange of information. Board members shall exercise caution so as to ensure that these communications are not used to discuss, deliberate, or take action on Board business outside of a properly scheduled meeting. To ensure compliance with the Open Meetings Act, electronic communications by and between members shall not be used to conduct Board business but shall be limited to:

1. Disseminating information; and
2. Messages not involving deliberation, debate, or decision-making.

Board members may properly use electronic communications to provide:

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 the requirements of this policy.

Board members shall make every effort to ensure that their electronic communications conform to Board Bylaw 9010, Public Statements. Unless authorized to speak on behalf of the full Board, a Board member should clarify that the member is speaking as an individual member, and not as an official Board or district spokesperson.

A Board member sending an electronic communication concerning the district shall copy the Superintendent or designee, who shall store the message consistent with the district's practice of record retention.

Board members shall abide by the district's acceptable use policy when using district-issued devices or technology resources, including district Internet access on a personal device. There is no expectation of privacy for any Board member messages sent or received by e-mail or other electronic communication, and these communications may be subject to public disclosure. Board members should keep public and personal communication totally separate.

Board Member Use Of Social Media

Social media can be a positive tool for fostering community engagement with the district but this form of communication carries unique responsibilities. Board members desiring to utilize social media to communicate on matters of the district must adhere to the rules above. In addition, Board members must be cognizant to:

1. Keep public and personal social media accounts totally separate;
2. Post only content that the district has already released to the public;
3. Clarify that the posting is not an official record of Board meetings or Board business;
4. Conduct yourself online in a manner that reflects well on the district and on you as a publicly elected official;
5. Do not post anonymously about school business;
6. Immediately report harassing or defamatory communications to the Superintendent if they involve the district, its employees, or students;
7. Retain a copy of your posts and what others post on your account if required by the district's records retention procedures; and
8. Immediately report to the district any potential security breach.

Board members should not use social media as a vehicle for communicating with each other outside of properly noticed meetings.

(cf. 3523 – E-Mail)

(cf. 9010 – Public Statements)

(cf. 9320 – Meetings)

(cf. 9322 – Agenda/Meeting Materials)

Legal Reference:

ALASKA STATUTES

[40.25.110 - .220](#) – Alaska's Public Records Act

[44.62.310 - .312](#) – Alaska's Open Meetings Act

Revised 2/08

Revised 3/16

Revised 9/17

Adopted November 17, 1998