



3501 DENALI STREET, SUITE 101
ANCHORAGE, ALASKA 99503

907.334.1300 PH
844.404.1300 TF
206.330.0306 FAX
907.563.8284 TTY

SESA provides consultation and training to support the unique educational needs of individuals and the Alaskan communities that serve them.

BOARD OF DIRECTORS MEETING

Zoom

Wednesday, December 1, 2021

1:45 PM – 2:36 PM

WORK SESSION NOTES

The Board reserves the right to enter into Executive Session for matters allowed by law.

The following Board Members participated in the Work Session on Wednesday, December 1, 2021:
Jeanne Gerhardt-Cyrus, Michele Binkley, Donald Enoch, Anna Attla, Clayton Holland, Heather Wheeler.

The following staff members participated: Patrick Pillai (SESA Executive Director), Olivia Yancey (Program Administrator), Sonia Szczesniak (SESA Executive Assistant), and Genevieve Hollins (Finance Manager, AKEBS).

The following guests participated: Brian Kupilik, Auditor from Altman, Rogers & Co.

1. SESA Annual Public Audit (see attached report attached)

Patrick Pillai, Executive Director, Genevieve Hollins, AKEBS, Brian Kupilik, Altman, Rogers & Co.

Brian Kupilik reviewed the annual financial audit with the Board. He explained that the findings were from a test-based audit which reviews cash disbursements, payroll, and material transactions greater than \$13,000, and supporting documentation. Assets and liabilities were reviewed. There were no adjustments to the audit. The opinion from the auditor was an unmodified opinion which is the best type of opinion. An unmodified opinion reflects that the financial statements are materially correct. Also, the opinion over State compliance is an unmodified opinion, meaning that the entity is in compliance with major State programs. There were no questions from the Board. Jeanne Gerhardt-Cyrus stated that she was proud of SESA Staff on keeping up to date with procedure and documentation. She also thanked Brian for explaining the audit.

2. Education Specialist Evaluation (please see example of evaluation attached)

Olivia Yancey, Program Administer

Olivia Yancey reviewed the new Education Specialist Evaluation Process. This item will be voted on during the Business Meeting under Action Item FY22-02. Olivia reviewed the seven standards of the evaluation and discussed performance indicators and the performance rubric. Jeanne asked if the indicators applied to every specialist. Olivia explained that the indicators may vary according to the program the specialist is working under. Olivia gave an example of an assessment.

3. Board Correspondence on Email Vote for Transfer of Funds- Consent Agenda

Patrick Pillai, Executive Director

Patrick Pillai explained that in October, SESA had to increase liquidity in the checking account due to a delay in grant funding from the State. Patrick sent an email to all Board members asking permission to transfer \$150,000 into the checking account on 10/26/21. Attached are the emails documenting the record of voting by each Board Member and their comments. The \$150,000 was transferred back into a jump CD once SESA received funds from the State. Donald Enoch stated that the error came from DEED. There were staff changes to the department and the new staff did not know how to process the funding to SESA. Once the problem was identified, the issue was resolved.

4. Alaska Autism Resource Center (AARC) WIX Website (quote attached)

Patrick Pillai, Executive Director

Patrick Pillai reviewed the quote with the Board. This item will be voted on during the Business Meeting under Action Item FY22-04. Patrick explained that Sonia Szczesniak is now overseeing the AARC grant process. Due to not filling the second Specialist position in the grant, we are able to move money from personnel to fund this project. DEED has granted permission to move the funds. The current website needs to be rebuilt in order to utilize data base functions and be able to clearly navigate through the pages for resources and information. Jeanne asked if we received other quotes. Patrick explained that since this is a WIX based project, we were limited on the number of programmers available to take on the project. SESA reached out to five other vendors and only a few companies replied. The number of hours listed for work on the quote seem accurate and the hourly rate is below the industry average for programming after comparing rates of other companies.

5. Update on Search for Alternative SESA Premises

Patrick Pillai, Executive Director

Patrick Pillai stated that the current lease will expire on 6/30/22. The property listing attached to this report is off the table due to issues with the seller answering questions in regards to the building. Patrick and Olivia looked at a second building that was promising, however it was located next to a cannabis store. They will be looking at a third building on 12/2/21. SESA is working with Marc Dunne from Jack White Commercial Realty. Jeanne asked if SESA was looking into purchasing an entire building with the intention to rent out offices to the public. Patrick replied that SESA was looking into purchasing a building but will not be renting out offices to the public.

6. SESA Database Update

Olivia Yancey, Program Administer

Olivia Yancey explained that this item will be voted on during the Business Meeting under Action Item FY22-03. The current developer for SESA's database, Ice Cave Technologies informed SESA that he will be semi-retiring soon and will no longer be able to serve SESA. The database needs to be restructured in order to complete the online referral system and to deal with internal fixes and improvements. SESA would like permission from the Board to look at three developers in order to move forward with database improvements.

7. Election of Officers

Patrick Pillai, Executive Director

Patrick Pillai stated that there are vacancies in the Vice President and Secretary positions. Jeanne opened the discussion of nominations. Donald Enoch nominated Heather Wheeler as Vice President and she accepted the nomination. Donald Enoch nominated Shelly Vendetti Vuckovich as Secretary. Shelly was not at the Work Session Meeting. The Board voted on each nomination (see attached voting records). Heather Wheeler won the nomination of Vice President and the Board voted Shelly Vendetti Vuckovich in as Secretary. Later during the Business Meeting, Shelly accepted the position of Secretary.

SPECIAL EDUCATION SERVICE AGENCY

Letter to the Governing Board

Year Ended June 30, 2021

SPECIAL EDUCATION SERVICE AGENCY

Letter to the Governing Board

Year Ended June 30, 2021

October 18, 2021

The Board of Directors
Special Education Service Agency
Anchorage, Alaska

We have audited the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Special Education Service Agency (Agency) for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Agency's basic financial statements. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, *Government Auditing Standards*, and the State of Alaska Audit Guide and Compliance Supplement for State Single Audits, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated May 20, 2021. Professional standards also require that we communicate to you the following information related to our audit.

Significant Accounting Policies and Transactions

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Special Education Service Agency are described in the Notes to the Financial Statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2021. We noted no transactions entered into by the Agency during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

All Opinion Units:

Management's estimate of the collectability of accounts receivable is based on historical collections. We evaluated the key factors and assumptions used to develop the collectability of accounts receivable in determining that it is reasonable in relation to the financial statements taken as a whole.

Government-Wide Opinion Unit:

Management's estimate of the useful lives and depreciation is based upon the expected life of an asset. We evaluated the key factors and assumptions used to develop the useful lives and depreciation expense in determining that it is reasonable in relation to the financial statements as a whole.

Management's estimates of the Agency's proportionate share of the collective net pension/OPEB liability/asset and related deferred outflows and inflows of resources are based on information furnished by the State of Alaska and actuarial reports generated during the audit of the Public Employees' Retirement System and Teachers' Retirement System. The amortization of these deferrals is based on guidance provided by the Governmental Accounting Standards Board. We evaluated the key factors and assumptions used to develop the estimates of the Agency's proportionate share of the collective net pension liability and deferred outflows and inflows of resources and related amortization in determining that it is reasonable in relation to the financial statements as a whole.

Financial Statement Disclosure

The Financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. There were no misstatements identified that were material, either individually, or in the aggregate, to each opinion unit's financial statements taken as a whole and there were no proposed adjustments.

Disagreements with Management

For the purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of the audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 18, 2021.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School Agency's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Internal Control Matters

See the June 30, 2021 audited financial statements Compliance Reports for definition and descriptions of deficiencies, significant deficiencies, material weaknesses and any reported findings.

Supplementary Information

We applied certain limited procedures to Schedule of Revenues, Expenditures, and Changes in Fund Balance – Original and Final Budget and Actual: General Fund, Alaska Autism Resource Center Special Revenue Fund, AKCAM Special Revenue Fund, Census Surveys (Indicators) Special Revenue Fund, Alaska Deaf-Blind Special Revenue Fund, Schedules of the Agency's Proportionate Share of the Net Pension/OPEB Liabilities/Assets and Contributions for the Public Employees' Retirement System and the Teachers' Retirement System and Management's Discussion and Analysis (MD&A), which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

We were engaged to report on Major Governmental Funds: Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual, Other Governmental Funds: Combining Statement of Revenues, Expenditures and Changes in Fund Balances, Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual (where applicable) – Special Revenue Funds, and Schedule of State Financial Assistance known as "Additional Supplementary Information" which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School Agency's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Accounting Assistance

As part of our engagement we drafted the basic financial statements of the Agency from the Agency's accounting records; however, management of the Agency was involved in the drafting process and retains responsibility for the basic financial statements.

Restriction of Use

This information is intended solely for the use of the Board of Directors and management of Special Education Service Agency and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,



Anchorage, Alaska



Education Specialist Evaluation Process

INTRODUCTION OF THE PROCESS

The Special Education Service Agency's supervision of education specialists follows a process of collecting and presenting data to document performance that is based on well-defined job expectations.

The system of evaluation provides a balance between structure and flexibility. It defines common purposes and expectation, guiding effective practice. It also provides flexibility, thereby allowing for creativity and individual initiative. The goal is to support the continuous growth and development of each education specialist by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The primary purposes of the evaluation system are to:

- Improve the quality of technical assistance and/or service delivery by ensuring accountability for employee performance.
- Contribute to successful achievement of the goals and objectives defined in the mission, and goals of the special education service agency.
- Provide a basis for professional improvement through productive education specialist appraisal and professional growth.
- Share responsibility for evaluation between the education specialist and the evaluator in a collaborative process that promotes self-growth, instructional and/or service delivery effectiveness and improvement of overall job performance.

This evaluation system includes the following characteristics:

- Benchmark behaviors for each of the performance standards.
- A focus on the relationship between education specialist performance and improved satisfaction ratings of training and/or service delivery.
- A system for documenting educational specialist performance based on duties and responsibilities as outlined in the specialist job description, SESA specialist handbook, and the negotiated agreement.
- A process for conducting performance reviews that stresses accountability, promotes professional improvement, and increases educational specialist involvement in the evaluation process.
- A support system for providing assistance when needed.

IDENTIFYING EDUCATION SPECIALIST PERFORMANCE STANDARDS

Clearly defined professional responsibilities for educational specialists constitute the foundation of the educational specialist evaluation system. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both the evaluatee (education specialist) and evaluator (SESA administrator) will reasonably understand the job expectations.

The expectations for educational specialist performance are defined using a two-tiered approach:

Education Specialist Evaluation Process

Performance Standards & Performance Indicators

Performance standards refer to the major duties performed by an education specialist. For all education specialists, there are seven performance standards.

PERFORMANCE STANDARDS

Performance Standard 1: Knowledge of the Learning Community

The education specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning styles.

Performance Standard 2: Program Planning and Management

The education specialist plans, implements, and manages technical assistance services to meet the diverse needs of all learners.

Performance Standard 3: Program Services and Support

The education specialist uses knowledge of subject/content/field/technology to implement services and support for the targeted learning community consistent with established standards and guidelines.

Performance Standard 4: Assessment

The education specialist gathers, analyzes and uses data to gauge/measure student progress, guide instruction, and provide timely feedback to students, families, and staff.

Performance Standard 5: Communication

The education specialist communicates effectively with students, parents/ guardians, and the community.

Performance Standard 6: Professionalism

The educational specialist maintains a professional demeanor, participates in professional growth opportunities, demonstrates an understanding of the program, and contributes to the profession.

Performance Standard 7: Team Progress

The work of the education specialist results in acceptable and measurable team progress based on SESA standards of technical assistance and training.

PERFORMANCE INDICATORS

A set of performance indicators has been developed (see below) to provide examples of observable, tangible behaviors. That is, the performance indicators are examples of the types of performance that will occur if a standard is being successfully met. The list of performance indicators is not exhaustive, and is not intended to be prescriptive.

Further, all education specialists are not expected to demonstrate each performance indicator.

Both evaluators and education specialists should consult the performance indicators for clarification of what constitutes a specific performance standard.

The performance indicators are provided to help education specialists and their evaluators clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular educational specialist position. *Ratings are **NOT** made at the performance indicator level but at the performance standard level*

Education Specialist Evaluation Process

Performance Standard 1: Knowledge of the Learning Community

The education specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning styles.

Sample Performance Indicators:

- Uses agency, school, family and community resources to help meet student and/or program needs.
- Demonstrates an understanding of the learning needs of students with disabilities.
- Identifies and accommodates various learning styles and cultural, ethnic, and linguistic backgrounds to assist in the implementation of intervention plans.
- Uses a variety of data sources to determine student needs and support instructional programs.

Performance Rubric

Exceeds Standard <i>In addition to meeting standard</i>	Meets Standard *	Needs Improvement	Unsatisfactory
The educational specialist addresses the needs of the target learning community in a highly effective manner.	The education specialist identifies and addresses the needs of the target learning community by demonstrating respect for individual differences and understanding of cultures, backgrounds, and learning styles.	The education specialist attempts, but efforts are generally ineffective in demonstrating knowledge and understanding of the needs of the target learning community.	The education specialist consistently demonstrates a lack of awareness of the needs of the target learning community or rarely makes appropriate accommodations to meet those needs.

**"Meets Standard" is the baseline of acceptable performance for education specialists and is the actual performance standard.*

Performance Standard 2: Program Planning and Management

The education specialist plans, implements, and manages programs and/or services to meet the diverse needs of all learners.

Sample Performance Indicators:

- Understands and follows applicable local, state & federal regulations, policies, guidelines and procedures.
- Demonstrates current knowledge of field/subject/content matter.
- Organizes and maintains appropriate program records.
- Demonstrates effective scheduling and time management skills.
- Identifies and manages available resources to address learner needs.

Education Specialist Evaluation Process

Performance Rubric

Exceeds Standard <i>In addition to meeting the standard</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The education specialist consistently plans, implements, and manages programs and/or services in an expert manner and provides leadership to others in meeting the diverse needs of all learners.	The education specialist plans, implements, and manages programs and/or services to meet the diverse needs of all learners.	The education specialist attempts, but efforts are generally ineffective in planning, implementing, and /or managing programs and/or services to meet the diverse needs of all learners.	The education specialist rarely plans, implements, or manages programs and/or services to meet the diverse needs of all learners.

**"Meets Standard" is the baseline of acceptable performance for education specialists and is the actual performance standard.*

Performance Standard 3: Program Services and Support

The education specialist uses knowledge of subject/content/field/technology to implement services and support for the targeted learning community consistent with established standards and guidelines.

Sample Performance Indicators

Direct Services to Learners

- Selects, develops, organizes, implements, or adapts curriculum for specific learner and/or program needs.
- Uses technology as appropriate to deliver services and programs.
- Presents information and services using varied strategies to meet learner needs and diversity.
- Provide services that will support access to the general education curriculum.

Collaboration/Consultation with Staff and Others Performance Indicators

- Collaborates with instructional staff to design implement, or support services for specific learner or program needs.
- Consult on a continual basis with administration, parents, community agencies, school and support personnel to resolve issues and/or inform on progress related to the provision of programs/services to individual learners and/or school teams.

Performance Rubric

Exceeds Standard <i>In addition to meeting the standard</i>	Meets Standard	Needs Improvement	Unsatisfactory
The education specialist consistently demonstrates a high level of performance in implementing services/support to the learning community and/or provides a key leadership role to others in enhancing professional skills.	The education specialist uses knowledge of subject/content/field/technology to implement services and support for the targeted learning community consistent with established standards and guidelines.	The education specialist attempts to implement services, but efforts are generally ineffective addressing the needs of the targeted learning community.	The education specialist rarely implements or improperly implements services to the targeted learning community.

**"Meets Standard" is the baseline of acceptable performance for education specialists and is the actual performance standard.*

Education Specialist Evaluation Process

Performance Standard 4: Assessment

The educational specialist gathers, analyzes and uses data to measure student or program progress, guide instruction, and provide timely feedback to students, families, and staff.

Sample Performance Indicators

- Use available data to modify strategies/interventions/services and programs.
- Demonstrates proficiency in administering, scoring, evaluating and interpreting data from instruments or records.

Performance Rubric

Exceeds Standard <i>In addition to meeting the standard</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The education specialist consistently demonstrates a high level of performance and/or takes a leadership role in gathering, interpreting, and applying assessment data to guide instructional and program planning and provides timely feedback to students, families and staff.	The education specialist gathers, analyzes and uses data to measure student or program progress, guide instruction, and provides timely feedback to students, families and staff	The education specialist attempts, but is generally ineffective in gathering, interpreting, and applying assessment data, and/or providing timely feedback to students, families, and staff.	The education specialist rarely uses data to measure student progress, implement program planning, guide instruction, and provide timely and relevant feedback to students, families and staff.

**"Meets Standard" is the baseline of acceptable performance for education specialists and is the actual performance standard.*

Performance Standard 5: Communication

The education specialist communicates effectively with students, parents/guardians, and the community.

Sample Performance Indicators

- Uses precise language and acceptable forms of oral and written expression.
- Initiates and maintains communication with stakeholders to support the needs of the learning community.
- Supports, promotes, and communicates the mission, vision, and goals of the school division and program.
- Works collaboratively with stakeholders (colleagues, parents, supervisors, community resources, etc.) to support the success of the learning community.
- Uses technology effectively.

Performance Rubric

Exceeds Standard <i>In addition to meeting standard</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The education specialist demonstrates initiative in enhancing effective communication techniques between members of the learning community that results in improved collaboration.	The education specialist communicates effectively with students, parents/guardians, and the community.	The education specialist attempts, but is generally ineffective in communicating with students, parents/guardians, and the community.	The education specialist rarely communicates effectively with students, parents/guardians, and the community.

**"Meets Standard" is the baseline of acceptable performance for education specialists and is the actual performance standard.*

Education Specialist Evaluation Process

Performance Standard 6: Professionalism

The education specialist maintains a professional demeanor, participates in professional growth opportunities, demonstrates an understanding of the program, and contributes to the profession.

Sample Performance Indicators

- Follows federal, state, and local laws, and school board rules, guidelines and policies.
- Maintains a positive pattern of professional behavior (appearance, punctuality and attendance).
- Respects and maintains confidentiality.
- Performs assigned duties and follows policies and procedures.
- Demonstrates knowledge and skills relevant to the profession.
- Evaluates and identifies areas of personal strengths and weaknesses related to professional skills.
- Sets goals for improvement of skills and professional performance.
- Participates in professional growth activities and incorporates learning into the program.
- Mentors, trains, and/or supports colleagues in professional growth opportunities.

Performance Rubric

Exceeds Standard <i>In addition to meeting standard</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The educational specialist is a professional role model for others, engaging in a high level of personal professional growth, and/or contributes to the development of others and the well-being	The educational specialist maintains a professional demeanor, participates in professional growth opportunities, demonstrates an understanding of the program, and contributes to the profession.	The educational specialist inconsistently: participates in professional growth activities, applies strategies and information from professional growth opportunities, serves the profession, and/or demonstrates professional judgment.	The educational specialist demonstrates inflexibility, a reluctance to support others in the work of the school, and/or rarely takes advantage of professional growth opportunities.

**"Meets Standard" is the baseline of acceptable performance for education specialists and is the actual performance standard.*

Performance Standard 7: Team Progress

The work of the education specialist results in acceptable and measurable team progress based on SESA standards of technical assistance and training.

Sample Performance Indicators

- Demonstrates an understanding of the concepts, principles and strategies that enable learners to achieve and be academically successful.
- Uses systematic procedures to review, reflect, and promote team progress towards meeting educational goals for their students.
- Works collaboratively with others to promote and implement specialized practices and community resources for the students' benefit.
- Demonstrates evidence of team progress on program goals.

Performance Rubric

Education Specialist Evaluation Process

Exceeds Standard <i>In addition to meeting standard</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The work of the education specialist results in a high level of team progress.	The work of the education specialist results in acceptable and measurable team progress based on established standards, district goals, and/or school goals.	The work of the education specialist results in an acceptable level of team program progress.	The work of the education specialist does not result in an acceptable level of team progress.

**“Meets Standard” is the baseline of acceptable performance for education specialists and is the actual performance standard.*

Ratings are NOT made at the performance indicator level but at the performance standard level.

DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of an education specialist acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide a comprehensive and authentic “performance portrait” of the educational specialist’s work. Three important perspectives on an education specialist’s work are used in the supervision process: the education specialist, stakeholders’, and the evaluator/s. The sources of information briefly described in table below were selected as a means of providing accurate feedback on educational specialist performance.

Data Sources for Education Specialists Data

Source	Definition
Goal Setting	Educational specialists have a definite impact on student learning and progress. Education specialists also support the work of other professionals such as teachers and paraprofessionals. Depending on program assignment, disability categories, content area, and students’ ability level, appropriate strategies for student/team performance/progress are identified to guide learning gains of students or program staff. Education specialists set technical assistance goals and objectives in student service reports for improving student progress based on their work with student teams. The goals and the goal fulfillment constitute an important data source for evaluation.
Observations	Observations focus directly on the seven educational specialist performance standards. Depending on employee contract status, either an administrator or an administrator designated like-position peer may conduct an observation to provide feedback to a specialist. Workplace observations will include review of satisfaction surveys, educational specialist’s products or artifacts, reports written within agency timeframe, communication logs, administrator communication with site staff, etc.).
Activity Log – Filemaker Pro	The activity log includes specific documentation that provide evidence of several of the performance standards.
Satisfaction Surveys	Stakeholder surveys provide information pertaining to stakeholders’ perceptions of how the education specialist is performing. The actual survey responses are seen <i>only</i> by the education specialist and SESA administrators. The educational specialist prepares a survey summary for discussion with the evaluator(s). Each educational specialist sets annual goals for improving individual skillset of provision of technical assistance and training. The administrator and the educational specialist look at the available data to inform the goal-setting process.

Education Specialist Evaluation Process

DEVELOPING GOALS

The following information provides guidance on goal setting for provision of technical assistance to school district staff and other recipients of service.

Goals are developed after communicating with site staff, gathering data, and analyzing stakeholder need. Goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART is a useful way to self-assess a goal's feasibility and worth. *SMART stands for:*

Specific	the goal is focused; for example, by content area, by learners' needs
Measurable	an appropriate instrument/measure is selected to assess the goal
Attainable	the goal is within the educational team's control to effect change
Realistic	the goal is appropriate to safety, functional level, team capacity
Time Limited	the goal is contained to realistic timeframes

CLIENT SURVEYS

The purpose of a survey is to collect information that will help education specialists reflect upon their work for continuous improvement (i.e., for formative evaluation); in other words, to provide feedback directly to the education specialist for professional growth and development. Recognizing the diversity of the education specialist positions, a sample survey is provided the appendices. Education specialists may use the sample survey, or a program-developed survey written by the educational specialists and reviewed and approved by a SESA administrator. Regardless of the survey used, the following items are required of all educational specialists:

All surveys are completed anonymously to promote honest feedback. Administration of surveys will occur throughout the contract year to gather information on stakeholder feedback on the quality of services provided. The survey is given to at least one appropriate stakeholder service recipient as identified by the specialist for every site consultation (on-site or virtual) entered in the SESA database. It is acknowledged that specialists can control survey links sent out, but not the response rate.

MAKING SUMMATIVE DECISIONS ON JOB PERFORMANCE

Two major considerations apply when assessing job performance during summative evaluation: the actual standards and how well they are performed. The performance appraisal rubric and performance indicators provide a description of well-defined education specialist performance standards.

The rating scale describes four levels of how well standards (i.e., duties) are performed on a continuum from "exceeds standard" to "unsatisfactory." The use of the scale enables evaluators to acknowledge effective performance (i.e., "exceeds standard" and "meets standard") and provides two levels of feedback for education specialists who do not meet expectations (i.e., "needs improvement" and "unsatisfactory").

The following sections define the four rating levels, provide detailed information about the performance of expectations for improvement purposes, and describe the decision-making process for assessing performance. PLEASE NOTE: Ratings are applied to individual performance standards, **NOT** performance indicators.

Education Specialist Evaluation Process

Evaluators use four ratings when assessing performance of standards (i.e., “exceeds standard,” “meets standard,” “needs improvement,” “unsatisfactory”). The table below offers general descriptions of those ratings.

Definitions of Terms Used in Rating Scale

Rating	Definition
Exceeds Standards	High-quality performance: <ul style="list-style-type: none">• exceeds the requirements contained in the job description as expressed in the evaluation criteria• continually seeks opportunities to learn and apply new skills• consistently exhibits behaviors that have a strong positive impact on staff, colleagues, students, the school climate and the community• serves as a role model to others
Meets Standard	High-quality performance <ul style="list-style-type: none">• meets the requirements contained in the job description as expressed in the evaluation criteria• demonstrates willingness to learn and apply new skills• exhibits behaviors that have a positive impact on stakeholders
Needs Improvement	Inconsistent performance: <ul style="list-style-type: none">• requires support in meeting the standards• results in less than quality work performance• leads to areas for professional improvement being jointly identified and planned between the educational specialist and evaluator
Unsatisfactory	Poor-quality performance: <ul style="list-style-type: none">• does not meet the requirements contained in the job description as expressed in the evaluation criteria• may result in the employee not being recommended for continued employment

RATING PERFORMANCE

Evaluators have two tools to guide their rating of education specialist performance: (a) the sample performance indicators and (b) the performance rubric.

Sample Performance Indicators

Performance indicators are used in the evaluation system to identify observable behaviors in the major job expectations.

Performance Rubric

A performance rubric is provided for each of the seven educational specialist standards (see below for a sample). The performance rubric is a behavioral summary scale that describes acceptable performance levels for each education specialist’s performance standard. It states the measure of performance expected of educational specialists for each expectation and provides a general description of what a rating entails.

After collecting information through observations of database artifacts, review of goal setting, satisfaction survey summaries, and other relevant sources, the evaluator rates an education specialist’s performance

Education Specialist Evaluation Process

for the annual evaluation. During the evaluation, the evaluator applies the four-point rating scale to evaluate performance on the seven education specialist standards. The results of the evaluation are discussed with the educational specialist at an evaluation conference.

Example of a Performance Rubric

Professionalism (6)

Exceeds Standard <i>In addition to meeting the standard</i>	Meets Standard*	Needs Improvement	Unsatisfactory
The educational specialist is a professional role model for others, engaging in a high level of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	The educational specialist maintains a professional demeanor, participates in professional growth opportunities, demonstrates an understanding of the program, and contributes to the profession.	The educational specialist inconsistently: participates in professional growth activities, applies strategies and information from professional growth opportunities, serves the profession, and/or demonstrates professional judgment.	The educational specialist demonstrates inflexibility, a reluctance to support others in the work of the school, and/or rarely takes advantage of professional growth opportunities.

“Meets Standard” is the baseline of acceptable performance for educational specialists and is the actual performance standard.

Evaluators make judgments about performance of the seven performance standards based on all available evidence. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase evaluator reliability and to help education specialists focus on ways to enhance their professional practice. Timelines for the annual evaluation is per the negotiated agreement.

IMPROVING PERFORMANCE

Placement

If an educational specialist’s performance does not meet the expectations established by SESA, the educational specialist may be placed on an Employee Improvement Plan (*see Employee Improvement Plan Form*).

Additionally, an *Employee Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data-collection period:

- An education specialist receives “two or more ratings” of needs improvement in an evaluation.
- An education specialist receives one rating of “unsatisfactory” on any of the seven educational specialist performance standards in an evaluation.

Implementation

When an educational specialist is placed on an *Employee Improvement Plan*, the evaluator must:

- formulate an *Employee Improvement Plan*.
- provide written notification to the educational specialist of the area(s) of concern that need to be addressed (the plan serves as notification).
- confer with the education specialist on elements of the *Employee Improvement Plan* and develop a timeline for implementation.

Education Specialist Evaluation Process

Assistance may include:

- improvement strategies from administrator.
- peer support from within the agency.
- participation in conferences, classes, workshops, etc.
- other resources to be identified.

Resolution

Prior to the evaluator making a final recommendation, the evaluator meets with the education specialist as needed to review progress made on the *Employee Improvement Plan*, according to the timeline. The options for a final recommendation include:

- Sufficient improvement has been achieved: The education specialist is no longer on an *Employee Improvement Plan*.
- Partial improvement has been achieved but more improvement is needed: The specialist remains on an *Employee Improvement Plan*.
- Little or no improvement has been achieved: The educational specialist is recommended for non-renewal/dismissal.

EVALUATION FORMS

Introduction

The next section contains the evaluation forms used during the supervision of education specialists. The forms are used by the evaluator and the educational specialist to provide evidence of quality work.

Professional Responsibilities for Educational Specialists

Performance Standard 1: Knowledge of the learning community

1. Researches the geographic location and access modes of travel or technology for provision of onsite or virtual technical assistance.
2. Contacts school staff to coordinate site travel or gather information on technology platforms. To include information gathering on airline travel, lodging available, transportation from airstrip, availability of student, staff, and parents, etc.
3. Demonstrate respect for individual differences and an understanding of cultures, backgrounds, and learning styles.
4. Review student file to gain background knowledge to enhance quality of interaction with student, family, staff and community.

Performance Standard 2: Program Planning and Management

1. Follows established agency process of service provision in an organized manner.
2. Follows agency process/dashboard to manage agency process of providing program service.
3. Has a practical understanding of SESA's process of referral for services.
4. Provides special education support within framework of state and agency guidelines.
5. Demonstrates depth of knowledge of SESA program disability focus.
6. Organizes and facilitates where possible collection of required district documentation.
7. Demonstrates effective scheduling and time management skills.
8. Identifies and manages available resources to address the needs of learners.

Performance Standard 3: Program Services and Support

1. The specialist will contact school staff early in the school year to plan technical assistance and/or training based on site need.
2. The specialist will review individual student file information, check for expired documentation, and work with a program assistant to update student records.
3. Based on file review and district communication, the specialist will prioritize site need as intensive, targeted, or general.
4. After gathering and studying all relevant information, the specialist will clearly articulate a site based technical assistance objective. This is the activity objective in the report.
5. The specialist will plan and provide site based and/or distanced delivered technical assistance and/or training based on disability specific evidence-based practices.
6. Check in monthly/quarterly if level of service is general and no support was requested.
7. The specialist will support and train educational teams to implement and adapt curriculum to meet individual students' programming needs.
8. Within 10 working days of provision of onsite technical assistance specialist will complete and disseminate to school staff a concise student service report (SSR) or student service delivery summary (SDS) or once per semester for distance only sites.

9. The specialist will follow-through with research or dissemination of materials promised to site staff. This may include customized visuals for students, demonstration videos, and/or other materials that assist in the implementation of educational plans.
10. On an ongoing basis, each specialist will review and update caseload and school district team information in the SESA database.
11. Specialists will work with families of students with disabilities to develop a pragmatic understanding of their child's abilities, progress, and future goals as requested or as appropriate.
12. Uses technology to supplement/enhance student learning/functional skills
13. Design Recommend supports to facilitate student access to the general education.
14. Encouraged to design, develop, and disseminate e-modules (time permitting) highlighting intervention strategies and best practices in special education, with an emphasis on low incidence disabilities.
15. Encouraged to present at the annual Alaska State Special Education Conference to promote professional development in special education amongst Alaska's teachers.

Performance Standard 4: Assessment

1. Use completed district assessments (when available) to plan support.
2. Supplement with, post parent signed consent, disability specific assessments as requested.
3. Gather information informally from parents and district staff.
4. Observe the student to triangulate staff feedback, parent feedback, and review of data.
5. Analyze data, collected and provided by the site, to plan support and guide instruction.
6. Monitor intervention implementation and provide feedback, as requested.
7. Each specialist, post provision of technical assistance and/or training will e-mail an agency designed survey monkey satisfaction survey to service recipients. SSR/SDS/SFR survey links (i.e., onsite and distance delivery) are embedded in report. Other technical assistance provided requires specialist to send out to participants after completion of activity.

Performance Standard 5: Communication

1. Use professional etiquette to communicate with stakeholders (colleagues, parents, staff, administrators, community resources, etc.).
2. Initiate and maintains meaningful stakeholder communication to facilitate training, consultation, and support.
3. Speak and writes clearly and concisely, with appropriate awareness of the intended audience.
4. Convey information promptly and thoroughly to all who have a need to know.
5. Support, promote, and communicate the mission of SESA.
6. Works collaboratively with stakeholders to support the success of the learning community.
7. Uses technology effectively.

Performance Standard 6: Professionalism

1. Demonstrate the knowledge, skills, and practices specialists must exhibit in order to effectively provide training, consultation, and support.
2. Interact with external stakeholders in a professional and manner and involve an administrator prior to situational escalation.
3. Demonstrates an excellent understanding of special education area of expertise.
4. Participate in professional growth activities.
5. Supports professional growth opportunities of colleagues.

Performance Standard 7: Student/Team Progress

1. Collaborate with teams to understand their specific needs.
2. Analyze and identify educational gaps, develop specific instructional interventions, and recommend strategies for the team to implement.
3. Communicate with team to provide support as needed.
4. Send survey monkey satisfaction link to receive feedback and make adjustments of consultation as necessary.
5. Administer or provide link for measures of increased content knowledge after provision of training, to evaluate effectiveness and benefit from feedback for improvement.



Education Specialist Annual Performance Report

Performance Standard 2: Program Planning and Management	Sample Performance Indicators
The educational specialist plans, implements, and manages programs and/or services to meet the diverse needs of all learners.	<ul style="list-style-type: none"> • Local, state, and federal regulations, policies, guidelines, and procedures • Current Knowledge • Safe Environment • Program records maintained • Time Use • Resources identified to address learner needs

Rating:

- ☐ Exceeds Standard
☐ Meets Standard

- ☐ Needs Improvement
☐ Unsatisfactory

Comments

Performance Standard 3: Program Services and Support	Sample Performance Indicators
The educational specialist uses knowledge of subject/content/field/technology to implement services and support for the targeted learning community consistent with established standards and guidelines.	<p><u>Direct Services to Learners/Teams</u></p> <ul style="list-style-type: none"> • Curricular adaptations/modifications • Technology Use • Variety of strategies used <p><u>Collaboration and Consultation</u></p> <ul style="list-style-type: none"> • Instructional staff collaboration • Regular consultation with service recipients • Disability specific supports

Rating:

- ☐ Exceeds Standard
☐ Meets Standard

- ☐ Needs Improvement
☐ Unsatisfactory



Education Specialist Annual Performance Report

Comments

Performance Standard 4: Assessment

The education specialist gathers, analyzes and uses data to measure student progress, guide instruction, and provide feedback to educational teams.

Sample Performance Indicators

- State and local assessments used to guide decisions
- Proficient in administering, scoring, evaluating, and interpreting data from instruments or records.
- Proficient in interpreting data and communicating to student teams

Rating:

- ☐ Exceeds Standard
☐ Meets Standard

- ☐ Needs Improvement
☐ Unsatisfactory

Comments



Education Specialist Annual Performance Report

Comments

Performance Standard 7: Team Progress

The work of the education specialist results in acceptable and measurable team progress based on SESA standards of technical assistance and training.

Sample Performance Indicators

- Demonstrates an understanding of the concepts, principles and strategies that enable learners to achieve and be academically successful.
- Uses systematic procedures to review, reflect, and promote team progress towards meeting educational goals for their students.
- Works collaboratively with others to promote and implement specialized practices and community resources for the students' benefit.
- Demonstrates evidence of team progress on program goals.

Rating:

- ☐ Exceeds Standard
☐ Meets Standard

- ☐ Needs Improvement
☐ Unsatisfactory

Comments



Education Specialist Annual Performance Report

Strengths	Areas Needing Improvement

Evaluator's Signature:	Date Completed:
------------------------	-----------------

Education Specialist Signature:	Date Completed:
---------------------------------	-----------------



Patrick Pillai <ppillai@sesa.org>

Permission to move CD to Checking Account

6 messages

Patrick Pillai <ppillai@sesa.org>

Tue, Oct 26, 2021 at 8:39 AM

To: Jeanne Gerhardt-Cyrus <fasdkvc@gmail.com>

Cc: Genevieve Hollins <Genevieve.Hollins@akebs.com>, Olivia Yancey <oyancey@sesa.org>, Patrick Pillai <ppillai@sesa.org>

Hi Jeanne,

Our DEED payment is late this year due to new staff at DEED and delayed processing. Don is working on this but with payroll coming up we need to move some money from a CD to our checking account.

Specifically,

Genevieve and I need permission to move \$150,000 from the Alaska CD to the checking account. The Alaska CD should not have any penalties for withdrawal. We can move \$150,000 back to the AK CD once the LID payment comes through.

Thanks Jeanne!

patrick

--

*Patrick Pillai, Executive Director
Special Education Service Agency (SESA)
3501 Denali Street, Anchorage AK 99503
Ph: 907 334 1300 Fax: 907 562 0545
TTY: 907 563 8284*

www.sesa.org

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Genevieve Hollins <Genevieve.Hollins@akebs.com>

Tue, Oct 26, 2021 at 10:05 AM

To: Patrick Pillai <ppillai@sesa.org>

Cc: Olivia Yancey <oyancey@sesa.org>

Hi Patrick,

Make sure to phone poll the Board (via separate emails to each Board member) and we can ratify the approval of the movement of funds at the next Board meeting. We'd need a majority approval via reply email. It just needs to be done via separate emails, not a group email.

Genevieve Hollins

Contracted Business Manager

Alaska Education & Business Services, Inc.

For Special Education Service Agency

C: (907) 230-2169|**F:** (888) 241-8081

genevieve.hollins@akebs.com| www.akebs.com



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[Quoted text hidden]

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Patrick Pillai <ppillai@sesa.org>
To: Jeanne Gerhardt-Cyrus <fasdkvc@gmail.com>

Tue, Oct 26, 2021 at 10:11 AM

Hi Jeanne,
Forgot to mention that the process for movement of funds is to be sent to each board member for their approval (we need a majority). I will send each one the same message I sent you. We will ratify at our next Board meeting. Thanks!
patrick

[Quoted text hidden]

Jeanne Gerhardt-Cyrus <fasdkvc@gmail.com>
To: Patrick Pillai <ppillai@sesa.org>

Tue, Oct 26, 2021 at 10:12 AM

So moved!

[Quoted text hidden]

--

Jeanne Gerhardt-Cyrus
President, Kobuk Valley Consulting
PO Box 15
Kiana, AK 99749

fasdkvc@gmail.com

CELL- 907-412-0419

FAX: 866-331-2297

Member of Governor's Council on Disabilities and Special Education 2012- Present

President: SESA Board

Chair: Workgroup on FASD

Member: Executive Committee, Legislative Ad Hoc

Trainer: FASD Into Action; FASD 101/201

Because, **"It is better to light one small candle than to curse the darkness!"**

Patrick Pillai <ppillai@sesa.org>

Tue, Oct 26, 2021 at 10:13 AM

To: Genevieve Hollins <Genevieve.Hollins@akebs.com>

From Jeanne! Contacting the rest of the board now!

[Quoted text hidden]

Jeanne Gerhardt-Cyrus <fasdkvc@gmail.com>

Tue, Oct 26, 2021 at 10:22 AM

To: Patrick Pillai <ppillai@sesa.org>

Cc: Genevieve Hollins <Genevieve.Hollins@akebs.com>, Olivia Yancey
<oyancey@sesa.org>

We better never lose her!!!

On Tue, Oct 26, 2021 at 8:39 AM Patrick Pillai <ppillai@sesa.org> wrote:

[Quoted text hidden]

--

[Quoted text hidden]



Patrick Pillai <ppillai@sesa.org>

SESA Board Permission to transfer funds

Heather Wheeler <wheelerh@hoonahschools.org>

Tue, Oct 26, 2021 at 10:32 AM

To: Patrick Pillai <ppillai@sesa.org>

Hi Patrick,

Yes, I am fine with that.

Heather

[Quoted text hidden]

--

Heather Wheeler

Hoonah City Schools

760-992-6924

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Thank you.



Patrick Pillai <ppillai@sesa.org>

SESA Board Permission to move Funds

4 messages

Patrick Pillai <ppillai@sesa.org>

Tue, Oct 26, 2021 at 10:28 AM

To: Clayton Holland <cholland@kpbsd.k12.ak.us>

Cc: Genevieve Hollins <Genevieve.Hollins@akebs.com>, Patrick Pillai <ppillai@sesa.org>

Hi Clayton,

Our DEED payment is delayed this year. With payroll coming up we need to move some money from a CD to our checking account.

Genevieve and I need permission to move \$150,000 from the Alaska CD to the checking account. The Alaska CD should not have any penalties for withdrawal. We can move \$150,000 back to the AK CD once the LID payment comes through.

Thanks Clayton!

--

*Patrick Pillai, Executive Director
Special Education Service Agency (SESA)
3501 Denali Street, Anchorage AK 99503
Ph: 907 334 1300 Fax: 907 562 0545
TTY: 907 563 8284*

www.sesa.org

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Clayton Holland <CHolland@kpbsd.k12.ak.us>

Wed, Oct 27, 2021 at 8:20 AM

To: Patrick Pillai <ppillai@sesa.org>

Cc: Genevieve Hollins <Genevieve.Hollins@akebs.com>

Hello Patrick,

Do you need permission from me and the rest of the board? Is doing this via email okay?

Thanks

Clayton

Clayton Holland

Superintendent

Kenai Peninsula Borough School District

907-714-8888

cholland@kpbsd.k12.ak.us

Every Child Has a Right to be Safe, Seen, and Celebrated!

[Quoted text hidden]

Patrick Pillai <ppillai@sesa.org>

Wed, Oct 27, 2021 at 9:18 AM

To: Clayton Holland <CHolland@kpbsd.k12.ak.us>

Cc: Genevieve Hollins <Genevieve.Hollins@akebs.com>, Patrick Pillai <ppillai@sesa.org>

Hi Clayton,

The email was sent to every Board Member and Genevieve proceeded with the transfer only after we received affirmation to proceed from a majority of the Board (5 members) and I thereafter directed the transfer via email to Northrim Bank. This will also be presented for a formal vote at the next Board meeting in December. This was the very first occurrence of department deposit of LID funds being so late that it impacted payroll.

patrick

[Quoted text hidden]

Clayton Holland <CHolland@kpbsd.k12.ak.us>

Wed, Oct 27, 2021 at 9:22 AM

To: Patrick Pillai <ppillai@sesa.org>

Cc: Genevieve Hollins <Genevieve.Hollins@akebs.com>

Thank you, Patrick. I know you already have moved forward, but I want it noted that I support this as well.

[Quoted text hidden]



Patrick Pillai <ppillai@sesa.org>

SESA Board Permission to move funds

6 messages

Patrick Pillai <ppillai@sesa.org>

Tue, Oct 26, 2021 at 10:26 AM

To: Jennifer Zucati-Pirtle <jenniferzsmith@live.com>

Hi Jennifer,

Our DEED payment is delayed this year. With payroll coming up we need to move some money from a CD to our checking account.

Genevieve and I need permission to move \$150,000 from the Alaska CD to the checking account. The Alaska CD should not have any penalties for withdrawal. We can move \$150,000 back to the AK CD once the LID payment comes through.

Thanks Jennifer!

--

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jennifer smith <jenniferzsmith@live.com>

Tue, Oct 26, 2021 at 10:28 AM

To: Patrick Pillai <ppillai@sesa.org>

What is the timeline for the DEED payment to deposit? If you withdraw money will there be any long term repercussions?

Other than that I see no issue.

Jennifer

Get [Outlook for iOS](#)

From: Patrick Pillai <ppillai@sesa.org>
Sent: Tuesday, October 26, 2021 10:26:35 AM
To: Jennifer Zucati-Pirtle <jenniferzsmith@live.com>
Subject: SESA Board Permission to move funds

Hi Jennifer,
Our DEED payment is delayed this year. With payroll coming up we need to move some money from a CD to our checking account.

Genevieve and I need permission to move \$150,000 from the Alaska CD to the checking account. The Alaska CD should not have any penalties for withdrawal. We can move \$150,000 back to the AK CD once the LID payment comes through.

Thanks Jennifer!

--

Patrick Pillai, Executive Director
Special Education Service Agency (SESA)
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Patrick Pillai <ppillai@sesa.org>
To: jennifer smith <jenniferzsmith@live.com>

Tue, Oct 26, 2021 at 10:31 AM

Thanks Jennifer! The state said we would receive funds later this week. No repercussions to withdrawal. We have adequate funds in fund balance. Processing was delayed because state has new employees in the grants accounting office.
patrick

On Tue, Oct 26, 2021 at 10:28 AM jennifer smith <jenniferzsmith@live.com> wrote:
What is the timeline for the DEED payment to deposit? If you withdraw money will there be any long term repercussions?

Other than that I see no issue.

Jennifer

Get [Outlook for iOS](#)

--

Patrick Pillai, Executive Director
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jennifer smith <jenniferzsmith@live.com>
To: Patrick Pillai <ppillai@sesa.org>

Tue, Oct 26, 2021 at 10:35 AM

Perfect.

Get [Outlook for iOS](#)

From: Patrick Pillai <ppillai@sesa.org>
Sent: Tuesday, October 26, 2021 10:26:35 AM
To: Jennifer Zucati-Pirtle <jenniferzsmith@live.com>
Subject: SESA Board Permission to move funds

Hi Jennifer,
Our DEED payment is delayed this year. With payroll coming up we need to move some money from a CD to our checking account.

Genevieve and I need permission to move \$150,000 from the Alaska CD to the checking account. The Alaska CD should not have any penalties for withdrawal. We can move \$150,000 back to the AK CD once the LID payment comes through.

Thanks Jennifer!

--

Patrick Pillai, Executive Director
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[3501 Denali Street, Anchorage AK 99503](#)
Ph: 907 334 1300 Fax: 907 562 0545
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Patrick Pillai <ppillai@sesa.org>

Permission to Transfer SESA Funds

4 messages

Patrick Pillai <ppillai@sesa.org>

Tue, Oct 26, 2021 at 10:18 AM

To: "Anna Attla (anna@alaskachd.org)" <anna@alaskachd.org>

Cc: Patrick Pillai <ppillai@sesa.org>, Genevieve Hollins <Genevieve.Hollins@akebs.com>

Hi Anna,

Our DEED payment is delayed this year. With payroll coming up we need to move some money from a CD to our checking account.

Genevieve and I need permission to move \$150,000 from the Alaska CD to the checking account. The Alaska CD should not have any penalties for withdrawal. We can move \$150,000 back to the AK CD once the LID payment comes through.

Thanks Anna!

--

*Patrick Pillai, Executive Director
Special Education Service Agency (SESA)
3501 Denali Street, Anchorage AK 99503
Ph: 907 334 1300 Fax: 907 562 0545
TTY: 907 563 8284
www.sesa.org*

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Anna Attla <anna@alaskachd.org>

Tue, Oct 26, 2021 at 10:21 AM

Reply-To: anna@alaskachd.org

To: Patrick Pillai <ppillai@sesa.org>

Okay so what is that and you could do it ok
[Quoted text hidden]

Anna Attla <anna@alaskachd.org>

Tue, Oct 26, 2021 at 10:28 AM

Reply-To: anna@alaskachd.org

To: Patrick Pillai <ppillai@sesa.org>

We could do that and made a big and i t will be fine okay because people need money and it ok do it let me know okay

On Tue, Oct 26, 2021, 10:18 AM Patrick Pillai <ppillai@sesa.org> wrote:
[Quoted text hidden]

Patrick Pillai <ppillai@sesa.org>

Tue, Oct 26, 2021 at 10:32 AM

To: "Anna Attla (anna@alaskachd.org)" <anna@alaskachd.org>

Thanks Anna! The transfer will allow us to make payroll. Thanks!

patrick

[Quoted text hidden]



Patrick Pillai <ppillai@sesa.org>

SESA Board Permission to move Funds - Sent to each voting Board Member

2 messages

Patrick Pillai <ppillai@sesa.org>

Tue, Oct 26, 2021 at 10:53 AM

To: Michelle Binkley <michele.binkley@alaska.gov>, Genevieve Hollins <Genevieve.Hollins@akebs.com>, Patrick Pillai <ppillai@sesa.org>

Hi Michelle,

Wanted to keep you in the loop of my mail to Board members today! See below:

Hi Don,

Our DEED payment is delayed this year. With payroll coming up we need to move some money from a CD to our checking account.

Genevieve and I need permission to move \$150,000 from the Alaska CD to the checking account. The Alaska CD should not have any penalties for withdrawal. We can move \$150,000 back to the AK CD once the LID payment comes through.

Thanks Don!

--

Patrick Pillai, Executive Director
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www.sesa.org

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Binkley, Michele (HSS) <michele.binkley@alaska.gov>

Tue, Oct 26, 2021 at 11:05 AM

To: Patrick Pillai <ppillai@sesa.org>, Genevieve Hollins <Genevieve.Hollins@akebs.com>

Thank you, Patrick.

10/27/21, 9:59 AM

Special Education Service Agency Mail - SESA Board Permission to move Funds - Sent to each voting Board Member

Have a great day!

Michele

[Quoted text hidden]



Patrick Pillai <ppillai@sesa.org>

Board Permission to Transfer Funds

5 messages

Patrick Pillai <ppillai@sesa.org>

Tue, Oct 26, 2021 at 10:22 AM

To: Michaela Klerok <klerok_michaela@asdk12.org>

Cc: Patrick Pillai <ppillai@sesa.org>, Genevieve Hollins <Genevieve.Hollins@akebs.com>

Hi Michaela,

Our DEED payment is delayed this year. With payroll coming up we need to move some money from a CD to our checking account.

Genevieve and I need permission to move \$150,000 from the Alaska CD to the checking account. The Alaska CD should not have any penalties for withdrawal. We can move \$150,000 back to the AK CD once the LID payment comes through.

Thanks Michaela!

--

*Patrick Pillai, Executive Director
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klerok_michaela <klerok_michaela@asdk12.org>

Tue, Oct 26, 2021 at 11:17 AM

To: Ppilai <Ppilai@sesa.org>

Hi There,
Sounds fine to me.

Michaela Klerok

Life Skills Teacher

Special Education | West Anchorage High School

[907-742-2500](tel:907-742-2500)klerok_michaela@asdk12.org<https://www.asdk12.org/west>

1700 Hillcrest Dr



Patrick Pillai <ppillai@sesa.org>

SESA Board Permission to move funds

4 messages

Patrick Pillai <ppillai@sesa.org>
To: Vendetti's <vendettis@aol.com>

Tue, Oct 26, 2021 at 10:25 AM

Hi Shelly,

Our DEED payment is delayed this year. With payroll coming up we need to move some money from a CD to our checking account.

Genevieve and I need permission to move \$150,000 from the Alaska CD to the checking account. The Alaska CD should not have any penalties for withdrawal. We can move \$150,000 back to the AK CD once the LID payment comes through.

Thanks Shelly!

--

*Patrick Pillai, Executive Director
Special Education Service Agency (SESA)
3501 Denali Street, Anchorage AK 99503
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Vendetti's <vendettis@aol.com>
Reply-To: Vendetti's <vendettis@aol.com>
To: "ppillai@sesa.org" <ppillai@sesa.org>

Tue, Oct 26, 2021 at 11:18 AM

Hi Patrick,
I absolutely agree with moving the funds from the CD to the checking account.

Thanks!

Shelly Vendetti-Vuckovich

"Our lives begin to end the day we become silent about things that matter."
Martin Luther King, Jr.

[Quoted text hidden]



Our Mindful Marketing
United States
hello@ourmindfulmarketing.com
Phone: (540) 324-9554

Price Quote: #0000290
Issued on: Sep 27, 2021
Expiry Date: Dec 1, 2021

alaskaarc.org Website Redesign

Kendra Wolf
kwolf@sesa.org
907-444-7533

Product or Service	Price	Quantity	Line Total
Alaskaarc.org Website Redesign 1. Custom design a professional and easy-to-navigate website for a target audience of individuals with autism spectrum disorders, their families, caregivers, and service providers throughout the state of Alaska. We will design a fully customized design to align with your brand and the overall goal and descriptions provided to us in the PDFs. * 2. Provide enough depth to the website as well as interactive capabilities to keep traffic on the website, reduce overall bounce rate and overall make it a place where visitors are comfortable with coming back to continue utilizing the resources provided. * 3. Client will provide their own images, written copy, videos, PDFs, data etc. and we will implement them throughout the site utilizing databases, forms, repeaters, Wix	\$15,000.00	1	\$15,000.00

Product or Service	Price	Quantity	Line Total
forms, Wix events(calendars), anchors, galleries, FAQs, light boxes, links and website search functions. * 4. Logo and color scheme will be provided by client will be implemented throughout the site and a typography will be provided that compliments the website as a whole and meets accessibility standards. * 5. Engage social media by including social media integration such as linking icons and possibly embedding social media if need be. * 6. Make sure words are clear and concise with the overall design of the website. * 7. Make sure all the functions mentioned included in the website are fully functional. * 8. Will be designed in a manner that will be easy for the client to manage in the future and entice visitors come back. * 9. We estimate about 25-30 pages and 120 hours. Up to 4 revisions. Please review terms and conditions on footer of our website.			

Product or Service	Price	Quantity	Line Total
<p>Mobile Optimization AARC</p> <p>Mobile optimized websites allow more customers to be reached at a quicker rate, proving to be very beneficial. A crucial advantage is that it can increase customer satisfaction. Google analytics benchmarking found that globally, 68.1% of all website visits in 2020 came from mobile devices.</p>	\$750.00	1	\$750.00
<hr/>			
<p>Coding/Accessibilty</p> <p>1. Implementing full accessibility throughout both websites that maintain a WCAG standard of accessibility of 2.1. We utilize consultants as experts that will assure this standard is met. 2. Implementing a drop down search bar on home page with code. 3. Implementing a provider list with code.</p>	\$6,000.00	1	\$6,000.00
<hr/>			
<hr/>			

Product or Service	Price	Quantity	Line Total
<p>SEO Intermediate Package</p> <p>The intermediate does all that the basic does, but includes the pages on your website as well. Intermediate includes: providing keyword research and analysis, adding headers and sub headers (H1, H2), alt tagging each image, page speed, and error codes. With the addition of SEO added to the pages, it allows for more front and back end words optimized for the search engine to pick up on slowly and begin growing your website's presence on the search engine which, overtime, increases the traffic to your website. Optimizing your website's presence in search results on search engines. This basic plan comes with: connecting your website to google and following Wix's three step basic SEO set up that includes: implementing 6 key words of your choice, homepage's title, homepage's SEO description, homepage text optimized, and homepage is set to be visible in search results as well as connecting your site to the google search engine. \$470 for up to 5 pages and \$12/page thereafter.</p>	\$470.00	1	\$470.00

Subtotal

\$22,220.00

Total Price:

\$22,220.00

Notes

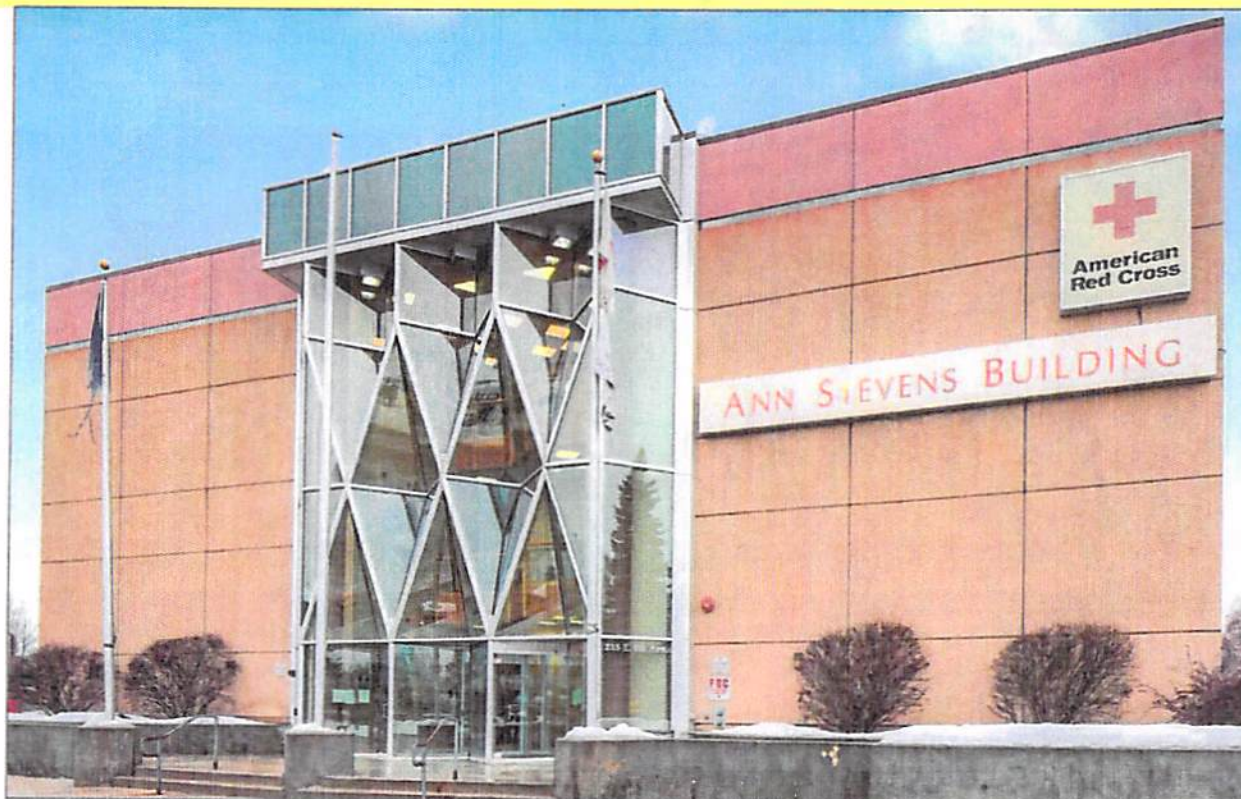
Thank you Kendra, it was a pleasure speaking with you and thank you for your interest with Our Mindful Marketing!

Legal Terms

We are open for discussion for a payment plan that is suitable for both parties involved.

Please see terms and conditions on our website, www.ourmindfulmarketing.com.

Versatile Office Condo



- 235 E 8th Ave #100
- Offered at \$1,100,000
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- Top Notch Office Space
- Medical Grade Facilities
- Secure Entrance
- Variety of Size and Types of



Hugh Wade, CCIM
(907) 230-1523
hughjwade@gmail.com
SpireCommercial.com

**SESA Board of Directors Meeting
December 1, 2021**

Officer Election Secretary

Shelly Vendetti Vuckovich Nominated

VOTE

<i>Name</i>	<i>Aye</i>	<i>Oppose</i>	<i>Abstain</i>
Michele Binkley, Ex Officio			
Jeanne Gerhardt-Cyrus	X		
Don Enoch	X		
Anna Attla	X		
Clayton Holland	X		
Michaela Klerok	absent		
Shelly Vendetti Vuckovich	n/a		
Jennifer Zucati-Pirtle	absent		
Elizabeth Joseph	absent		
Heather Wheeler	X		
TOTALS	5		

ELECTION: Passes

**SESA Board of Directors Meeting
December 1, 2021**

Officer Election Vice President

Heather Wheeler Nominated

VOTE

<i>Name</i>	<i>Aye</i>	<i>Oppose</i>	<i>Abstain</i>
Michele Binkley, Ex Officio			
Jeanne Gerhardt-Cyrus	X		
Don Enoch	X		
Anna Attla	X		
Clayton Holland	X		
Michaela Klerok	absent		
Shelly Vendetti Vuckovich	absent		
Jennifer Zucati-Pirtle	absent		
Elizabeth Joseph	absent		
Heather Wheeler	X		
TOTALS	5		

ELECTION: Passes



3501 DENALI STREET, SUITE 101
ANCHORAGE, ALASKA 99503

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844.404.1300 TF
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SESA provides consultation and training to support the unique educational needs of individuals and the Alaskan communities that serve them.

BOARD OF DIRECTORS MEETING

Zoom

Wednesday, December 1, 2021

2:50 PM – 4:23 PM

BUSINESS MEETING MINUTES

The Board reserves the right to enter into Executive Session for matters allowed by law.

1. CALL TO ORDER
Board President Jeanne Gerhardt-Cyrus called the December 1, 2021, Business Meeting to order at 2:52 PM.
 - a. Board Roll Call
Called by Sonia Szczesniak, SESA Executive Assistant (see attached Roll Call sheet).
 - b. Introduction of Staff and Guests
Patrick Pillai, SESA Executive Director, introduced Staff and guests.
 - c. Reading of SESA Mission Statement
Board Member Anna Attla read the SESA Mission Statement.
2. MEETINGS' NOTES AND MINUTES
 - a. Approval of September 24, 2021, Business Meeting Minutes (*attached*)

MOTION to approve the Business Meeting Minutes of September 24, 2021
MOVED: Anna Attla
SECOND: Donald Enoch
DISCUSSION: None
AYES: Unanimous
OPPOSED: None
MOTION PASSED

3. APPROVAL OF BUSINESS MEETING AGENDA

MOTION to approve Business Meeting Agenda of December 1, 2021

MOVED: Heather Wheeler

SECOND: Anna Attla

DISCUSSION: None

AYES: Unanimous

OPPOSED: None

MOTION PASSED

4. CONSENT AGENDA

- a. Six of nine voting members of the SESA Board of Directors voted affirmatively via electronic means on October 26, 2021 to move funds within SESA's bank account at Northrim Bank, in the amount of \$150,000 from a CD account to a checking account.

(Note: Consent Agenda means automatic unanimous approval of business listed under it.)

5. PUBLIC COMMENT – 3:00 PM- 3:30 PM

Malan Paquette called in from Anchor Point. Attended meeting as an advocate and for personal interest. She would like to see more peer mentoring in schools, especially high schools. Jeanne Gerhardt-Cyrus suggested that Malan contact the Education Committee at the Governor's Council. Jeanne also thanked Malan for calling in.

6. CORRESPONDENCE TO/FROM THE BOARD

- a. Correspondence to Board Members from SESA executive director requesting Board permission to transfer funds, in the amount of \$150,000 from a SESA CD to a SESA checking account within Northrim Bank, and including correspondence from Board members approving request (Board Majority of 6 of 9 members responding).
- b. Debbie Treece's resignation from SESA Board of Directors.
- c. New CASE representative to SESA Board of Directors: Heather Wheeler.

7. ACTION ITEMS

FY22-01 Independent Public Auditors Report

⇒ Roll Call Vote

MOTION to approve SESA Independent Public Audit Report for the year ended June 30, 2021, as presented by Altman Rogers & Company during the December 1, 2021, SESA Board Work Session.

MOVED: Heather Wheeler

SECOND: Donald Enoch

DISCUSSION: None



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ROLL CALL VOTE: See attached Action Item FY22-01 sheet for details.

AYES: Unanimous

OPPOSED: None

MOTION PASSED

FY22-02 SESA Education Specialist Evaluations

⇒ Roll Call Vote

MOTION to approve agency use of SESA Education Specialist Evaluation as presented during the work session of December 1, 2021.

MOVED: Heather Wheeler

SECOND: Anna Attla

DISCUSSION: None

ROLL CALL VOTE: See attached Action Item FY22-02 sheet for details.

AYES: Unanimous

OPPOSED: None

ABSTAIN: None

MOTION PASSED

FY22-03 SESA Database

⇒ Roll Call Vote

MOTION to authorize SESA administrators to investigate SESA database restructure or rebuild and to present to the Board for approval, cost of project, scope of work, and timelines for completion.

MOVED: Donald Enoch

SECOND: Heather Wheeler

DISCUSSION: None

ROLL CALL VOTE: See attached Action Item FY22-03 sheet for details.

AYES: Unanimous

OPPOSED: None

ABSTAIN: None

MOTION PASSED



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FY22-04 AARC WIX Website
⇒ Roll Call Vote

MOTION to authorize SESA administrators to contract with "Our Mindful Marketing" to build a comprehensive AARC WIX website, inclusive of database functionality, for an amount not to exceed \$22,000.

MOVED: Anna Attla

SECOND: Donald Enoch

DISCUSSION: None

ROLL CALL VOTE: See attached Action Item FY22-04 sheet for details.

AYES: Unanimous

OPPOSED: None

ABSTAIN: None

MOTION PASSED

8. STANDING REPORTS

a. Executive Director's Report (*attached*)

SESA Executive Director Patrick Pillai presented his Executive Director's report (see attachment for details).

Patrick Pillai welcomed Heather Wheeler to the Board. He thanked Genevieve Hollins with setting the process and procedures for SESA that contributed to a clean financial audit. Patrick thanked Sonia Szczesniak for setting up procedures with the Program Assistant team. He also thanked Olivia Yancey for working with the Specialists to make sure they follow the procedures in place for allowing for a clean audit. Patrick presented his report and there were no questions from the Board.

b. Program Administrator's Report (*attached*)

SESA Program Administrator Oliva Yancey presented her Program Administrator's report (see attachment for details).

Olivia Yancey stated that it has been busy at SESA. Lots of travel and distance delivery by the Specialists. In regards to productivity and the levels of service, there has been a shift from intense levels of service to more general levels of service this year. SESA completed 395 student consultations as of November 15, 2021. There were 69 trips to sites across Alaska, including five mentor training trips. Jeanne asked what are mentor trips: Olivia replied that a mentor trip is when a new Specialist is sent to a site with a seasoned Specialist to show the new person how to travel, prepare for site visit, and to show all aspects of the SESA process when traveling to a site. Olivia read some comments from site visits in regards to SESA Specialists to the Board. Olivia also stated that she celebrates Specialists with positive feedback from surveys in her weekly Kudos email to staff. Jeanne thanked Olivia for her report.

c Financial Report (*attached*)

Genevieve Hollins of AKEBS presented the financial report (see attachment for details).

Genevieve Hollins started her report by explaining all the fund codes listed on her report. She explained the balance in each fund. The additional funds that were sent to SESA were placed in fund 239 and is currently funding personnel for FY22. SESA will not need to draw from fund 100- LID General Fund for personnel costs. This gives SESA a healthy fund balance. Jeanne asked if SESA can carry over funds from the DeafBlind grant at the expiration of the 5-yr grant. Genevieve explained that all the funds need to be spent down by September 30, 2023. Any money left in the fund would have to be returned to the grantor. Jeanne thanked Genevieve for the quality of her reports and all her work on the financial audit.

9. EXECUTIVE SESSION

MOTION to move into Executive Session.

MOVED: Heather Wheeler

SECOND: Shelly Vendetti Vuckovich

DISCUSSION: None

AYES: Unanimous

OPPOSED: None

MOTION PASSED



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10. BOARD COMMENTS/DISCUSSION

Jeanne Gerhardt-Cyrus and the committee that conducted the SESA Executive Director search wanted to congratulate Olivia Yancey as the winning candidate for the job. Patrick will work with Saul, the SESA lawyer, to draft a contract for Olivia to sign. Jeanne asked if Patrick could notify the other two candidates of the Board's decision.

Michele Binkley congratulated Olivia and stated that she is excited to be on the SESA Board.

Shelly Vendetti Vuckovich congratulated Olivia. She is glad to have a candidate with experience and mentoring from Patrick to take over. She thanked Patrick for everything he does for SESA.

Anna Attla congratulated Olivia and hopes that Patrick has a good retirement.

Heather Wheeler thanked the Board for her first meeting. She congratulated Olivia and looks forward to working with her.

Clayton Holland congratulated Olivia and stated that she will be a great Executive Director for SESA. He stated that it is great to have Heather on the Board.

Don Enoch congratulated Board members who accepted the officer positions. He congratulated Olivia.

Jeanne Gerhardt-Cyrus congratulated Olivia and looks forward to working with her. She thanked Don and Clayton for working on the committee for the SESA Executive Director search. She is excited to work with all the new Board members.

Patrick Pillai congratulated the new Board members and Olivia. He stated that Olivia will do amazing things for SESA. He also thanked the Executive Director search committee for all their work and time spent in the search. He thanked Sonia Szczesniak for pulling this meeting together.

Olivia Yancey thanked the Board for their trust in her and for the opportunity to lead SESA.

Sonia Szczesniak congratulated Olivia and wished all the Board members a safe and happy holiday season.



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11. ADJOURNMENT

Board President Jeanne Gerhardt-Cyrus entertained a motion to adjourn the SESA Board of Directors Business Meeting of December 1, 2021.

MOVED: Shelly Vendetti Vuckovich

SECOND: Clayton Holland

The SESA Board of Directors Business Meeting was adjourned at 4:23 PM.

Shelly Vendetti Vuckovich

3/21/2022

Date

**SESA Board of Directors
Business Meeting
Via Zoom
December 1, 2021**

ROLL CALL

<i>Name</i>	<i>Present</i>	<i>Absent</i>
Michele Binkley, Ex Officio	X	
Jeanne Gerhardt-Cyrus	X	
Donald Enoch	X	
Anna Attla	X	
Clayton Holland	X	
Michaela Klerok		Excused
Shelly Vendetti Vuckovich	X	
Jennifer Zucati-Pirtle		X
Elisabeth Joseph		X
Heather Wheeler	X	

Staff:

Patrick Pillai, SESA Executive Director
Olivia Yancey, SESA Program Administrator
Sonia Szczesniak, SESA Executive Assistant

Contracted Service Provider:

Genevieve Hollins, Alaska Education and Business Services

Guests:

Public Comment: Malan Paquette from Anchor Point



Deborah L. Treece

8972 West Parkview Terrace Loop ~ Eagle River, AK 99577

Phone 907-575-8702 ~ Fax 907-522-3399

Email dtreece@chugachschools.com

October 1, 2021

SESA Board of Directors, Jeanne Gerhardt-Cyrus
Patrick Pillai, SESA Executive Director

Re: Resignation

Dear SESA Board of Directors and Executive Director Pillai,

After heartfelt consideration, I am tendering my resignation as a SESA Board Member and Officer effective today, October 1, 2021. My resignation is due to an impending conflict of interest as I am intending on applying for a vacancy within the SESA organization. It's been a great honor to be a member of the SESA Board for over three years, and truly appreciate all current and former Board Members in the work they've done to support the SESA organization.

I will notify AK-CASE that my seat of representation is now vacant, and in need of a replacement as soon as possible.

Sincerely,

Deborah L. Treece

Character is like a tree and reputation like a shadow. The shadow is what we think of it; the tree is the real thing.

Abraham Lincoln



Sonia Szczesniak <sszczesniak@sesa.org>

New CASE Representative to SESA Board

Patrick Pillai <ppillai@sesa.org>

Thu, Nov 11, 2021 at 12:53 PM

To: "Anna Attla (anna@alaskachd.org)" <anna@alaskachd.org>, Clayton Holland <cholland@kpbsd.k12.ak.us>, Donald Enoch <dona1d.enoch@alaska.gov>, Elizabeth Joseph <Elizabeth_Joseph@ykhc.org>, Heather Wheeler <wheelerh@hoonahschools.org>, Jeanne Gerhardt-Cyrus <fasdkvc@gmail.com>, Jennifer Zucati-Pirtle <jenniferzsmith@live.com>, Michaela Kolerok <kolerok_michaela@asdk12.org>, Michelle Binkley <michele.binkley@alaska.gov>, Shelly Vendetti Vuckovich <vendettis@aol.com>

Cc: Olivia Yancey <oyancey@sesa.org>, Sonia Szczesniak <sszczesniak@sesa.org>, Patrick Pillai <ppillai@sesa.org>

The Council of Administrators of Special Education (CASE) has nominated Heather Wheeler (Special Education Director Hoonah School District) to be their representative to the SESA Board. Debbie Treece was the previous CASE representative on our Board.

Heather has worked with SESA for many years, is an experienced special education director, and is actively involved with ASSEC.

Welcome Heather! We are glad to have your expertise on the Board!

--

Patrick Pillai, Executive Director
Special Education Service Agency (SESA)
3501 Denali Street, Anchorage AK 99503
Ph: 907 334 1300 Fax: 907 562 0545
TTY: 907 563 8284
www.sesa.org

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**SESA Board of Directors Meeting
December 1, 2021**

ACTION ITEM FY22-01

Independent Public Auditors Report- Altman, Rogers, & Company

[As presented during SESA Board Work Session]

ROLL CALL VOTE

<i>Name</i>	<i>Aye</i>	<i>Oppose</i>	<i>Abstain</i>
Michele Binkley, Ex Officio			
Jeanne Gerhardt-Cyrus	X		
Donald Enoch	X		
Anna Attla	X		
Clayton Holland	X		
Michaela Kolerok	absent		
Shelly Vendetti Vuckovich	X		
Jennifer Zucati-Pirtle	absent		
Elisabeth Joseph	absent		
Heather Wheeler	X		
TOTALS	6		

MOTION: Passes

**SESA Board of Directors Meeting
December 1, 2021**

**ACTION ITEM FY22-02
*SESA Education Specialist Evaluations***

[As presented during SESA Board Work Session]

ROLL CALL VOTE

<i>Name</i>	<i>Aye</i>	<i>Oppose</i>	<i>Abstain</i>
Michele Binkley, Ex Officio			
Jeanne Gerhardt-Cyrus	X		
Donald Enoch	X		
Anna Attla	X		
Clayton Holland	X		
Michaela Kolerok	absent		
Shelly Vendetti Vuckovich	X		
Jennifer Zucati-Pirtle	absent		
Elisabeth Joseph	absent		
Heather Wheeler	X		
TOTALS	6		

MOTION: Passes

**SESA Board of Directors Meeting
December 1, 2021**

**ACTION ITEM FY22-03
*SESA Database***

[As presented during SESA Board Work Session]

ROLL CALL VOTE

<i>Name</i>	<i>Aye</i>	<i>Oppose</i>	<i>Abstain</i>
Michele Binkley, Ex Officio			
Jeanne Gerhardt-Cyrus	X		
Donald Enoch	X		
Anna Attla	X		
Clayton Holland	X		
Michaela Kolerok	absent		
Shelly Vendetti Vuckovich	X		
Jennifer Zucati-Pirtle	absent		
Elisabeth Joseph	absent		
Heather Wheeler	X		
TOTALS	6		

MOTION: Passes

**SESA Board of Directors Meeting
December 1, 2021**

**ACTION ITEM FY22-04
AARC WIX Website**

[As presented during SESA Board Work Session]

ROLL CALL VOTE

<i>Name</i>	<i>Aye</i>	<i>Oppose</i>	<i>Abstain</i>
Michele Binkley, Ex Officio			
Jeanne Gerhardt-Cyrus	X		
Donald Enoch	X		
Anna Attla	X		
Clayton Holland	X		
Michaela Klerok	absent		
Shelly Vendetti Vuckovich	X		
Jennifer Zucati-Pirtle	absent		
Elisabeth Joseph	absent		
Heather Wheeler	X		
TOTALS	6		

MOTION: Passes

SESA Board Meeting
December 1, 2021
Executive Director's Report

Welcome to SESA

1. We welcome Heather Wheeler as the new CASE representative (Alaska Council of Administrators of Special Education) to the SESA Board of Directors. Heather fills the vacancy created by the Board resignation of Debbie Treece.

Public Audit

1. All activities of the public audit have been completed and a presentation by the auditors to SESA Board is scheduled during the work session of December 1, 2021. Thank you! Genevieve and SESA staff! It was once again a clean audit with no findings!

COVID-19 Mitigation Planning

1. SESA administration has on file COVID-19 vaccination cards for all specialists.
2. Specialists have option of onsite or virtual delivery of services.
3. We continue to evaluate specialist travel safety on district mitigation plans.

Executive Director Vacancy Posting

1. Vacancy was active on ATP from 10/04/21 to 10/31/21.
2. Five applications were received and three candidates were interviewed.
3. The interview committee will share updates on candidate selection during executive session.

Alaska Autism Resource Center

1. The Barnes and Noble Book Fair involved a lot of planning, including radio advertising and Facebook advertisements and was very successful.
2. I am transitioning grant administrative oversight of the AARC to Sonia and she is doing a wonderful job of working with the grant coordinator.
3. The AARC virtual summit which involved invitation and coordination of invited guests and speakers was a resounding success. The three-day event drew 465 participants.
4. The grant will coordinate with Stone Soup Group to sponsor a portion of their Spring autism parent training.

Deafblind Grant

1. Met with federal grant manager to plan activities for accrued funds due to service impact of COVID-19. FY23 is the 5th and final year of the current DB grant.
2. Working with federal grant manager to use a portion of surplus grant funds to pay for SESA database rebuild costs.

Alaska Center for Accessible Media (AKCAM)

1. Current specialist, Tyler Arsen, has made known his decision to relocate to Nevada. Vacancy announcement has been posted on Alaska Teacher Placement.
2. Grant activity has included virtual technical assistance, rebuild of the database, addition of Bookshare instructional videos to new website and completion of a module.

Relocation

1. Working with realtor Marc Dunne (Jack White Commercial) to look for a property to lease or purchase.
2. Olivia and I viewed a possible space to purchase. It is a condo suite of 9000 square feet at 235 E. 8th Avenue #100. After reading the building declaration we posed some questions and are awaiting answers (*see attachment*)

SESA Education Specialist Evaluation

1. SESA administrators researched and compiled a new specialist evaluation. Post an initial draft, instrument was shared with specialists for feedback. Post feedback, instrument was updated and shared with specialists for a second reading. Instrument was then finalized and shared with specialists. (*see attachment*)

New Janitorial Service

1. After numerous complaints from tenants in the Newcore Building the landlord changed the janitorial service. Cleanliness of building has improved!

Database Vendor

1. After 10 years of working with our current developer, Craig Wall of Ice Cave Technologies has indicated moving into semi-retirement and will no longer be able to service the SESA account. We are working to engage a new developer to help us restructure or rebuild our six-year-old database.

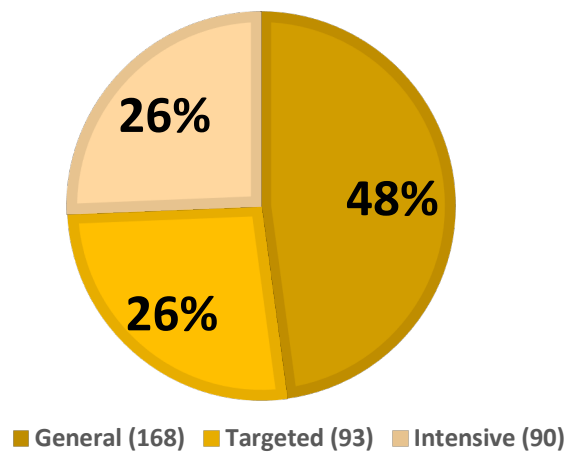
Special Education Service Agency
Program Administrator's Report
December 1, 2021

SESA Student Caseload

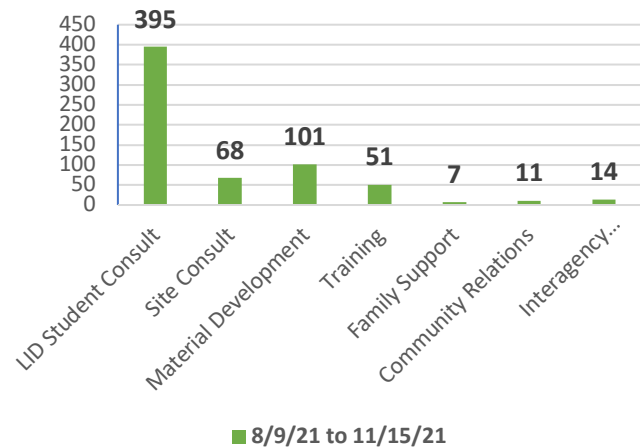
Served in FY21	Served in FY22	Discontinued in FY22	Added in FY22
384	382	31	54

SESA Productivity

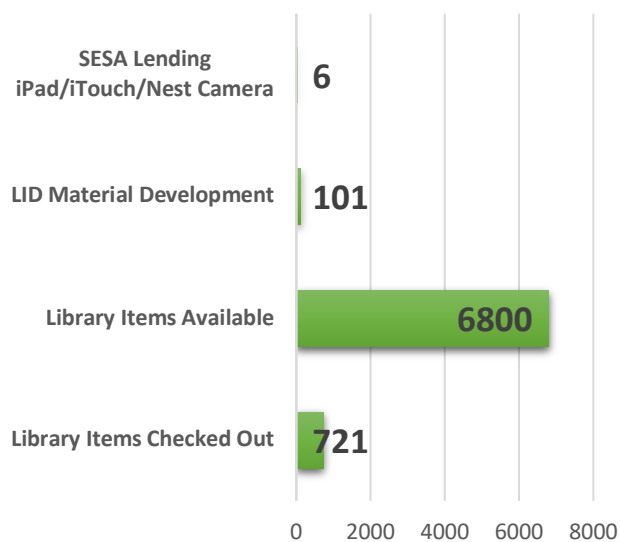
LEVELS OF SERVICE FOR 351 ACTIVE



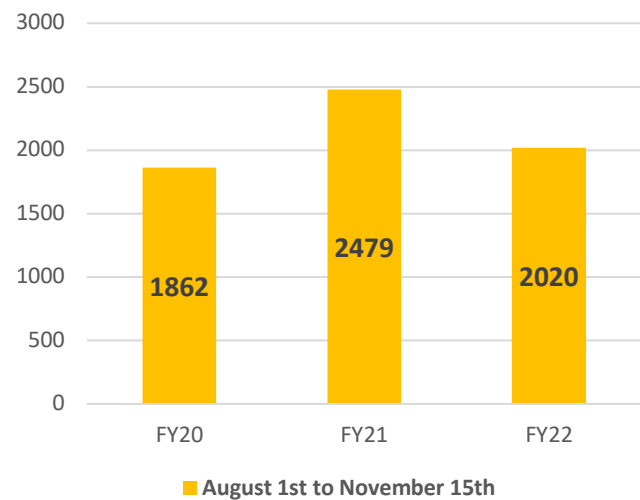
MISSION SPECIFIC ACTIVITIES



SESA MATERIALS DISTRIBUTED



PARTICIPANTS OF SESA TECHNICAL ASSISTANCE

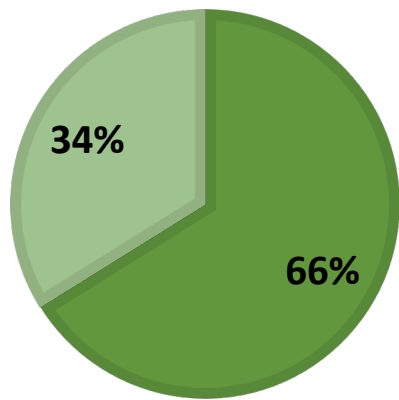


Note: Date collected for FY22 December report was retrieved on or before November 15, 2021.

Special Education Service Agency
Program Administrator's Report
December 1, 2021

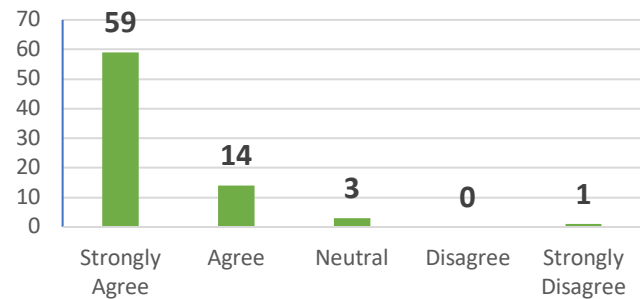
Feedback For SESA

124 Completed Satisfaction Surveys



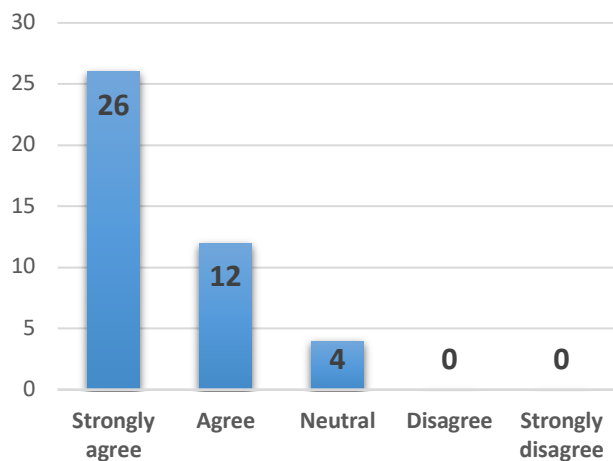
■ Site Visit (82) ■ Distance Delivery (42)

Site Visit - Q7 I gained knowledge about the disability and how to implement a strategy.

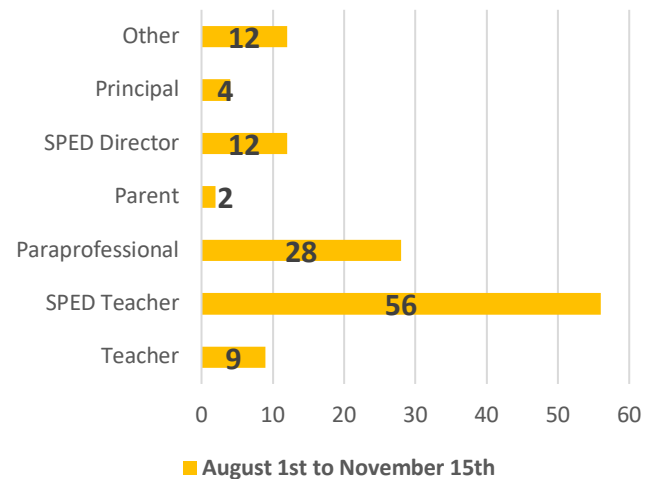


■ 8/9/21 to 11/15/21

Distance Delivery- Q4 I gained knowledge to improve my student's learning.



124 Respondent Positions of Satisfaction Surveys



■ August 1st to November 15th

Note: Date collected for FY22 December report was retrieved on or before November 15, 2021.



MEMORANDUM

TO: SESA Board of Directors
THROUGH: Patrick Pillai, Executive Director
FROM: Genevieve Hollins, Alaska Education & Business Services, Inc.
SUBJECT: FY2022 Expenditures: July 1, 2021 through November 12, 2021
DATE: November 12, 2021

<u>Funds</u>	<u>Current Budget</u>	<u>YTD Expended</u>	<u>YTD Encumb</u>	<u>% Expended</u>	<u>Available Balance</u>	<u>% Expended & Encumbered</u>
100 - LID Entitlement/General Fund	\$ 3,265,943	\$ 681,747	\$ 1,627,687	20.87%	\$ 956,510	70.71%
232 - AARC	380,000	77,161	161,233	20.31%	141,606	62.74%
233 - Alaska Autism Walk	7,067	3,595	3,472	50.87%	(0)	0.00%
235 - AKCAM	150,000	35,596	88,628	23.73%	25,776	82.82%
238 - Indicators	170,000	41,747	96,395	24.56%	31,858	81.26%
239 - Discretionary Personnel	360,000	157,612	-	43.78%	202,388	43.78%
350 - Deafblind	128,365	30,349	69,792	23.64%	28,224	78.01%
37X - AKMHTA Mini-Grant(s)	1,200	-	1,039	0.00%	161	86.58%
	\$ 4,462,575	\$ 1,027,806	\$ 2,048,246	23.03%	\$ 1,386,523	68.93%

Percent of Year Passed: 36.99%
 Percent of Budget Expended: 23.03%
 Percent of Budget Expended + Encumbered: 68.93%

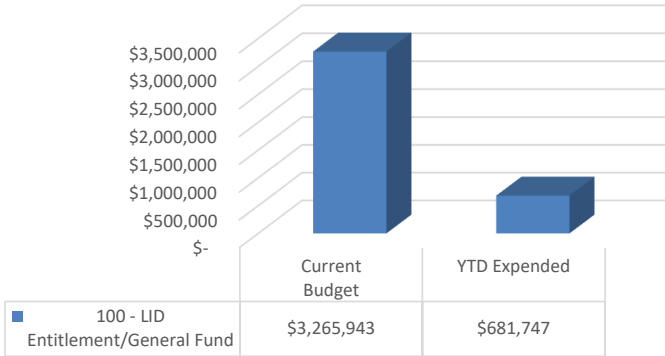
Cash Flow

Average Daily Balance in Checking Account through October 31, 2021:	\$ 686,576
Checking Account Bank Balance as of November 12, 2021:	\$ 1,702,263
Bonus Rate CD Balance as of September 30, 2021:	\$ 725,613
Jump Up CD 1 Balance as of September 30, 2021:	\$ 252,587
Jump Up CD 2 Balance as of September 30, 2021:	\$ 252,390
Jump Up CD 3 Balance as of September 30, 2021:	\$ 251,615
TOTAL ALL ACCOUNTS:	\$ 3,184,468

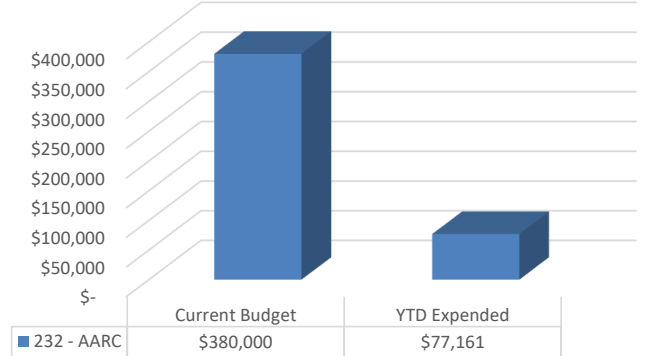
Note: Transferred \$150,000 from Bonus Rate CD to Checking account on October 26, 2021 due to late payment of LID funds from State of Alaska. Received Board approval via "phone poll" and this transfer will be ratified at the December 2021 Board meeting.

Budget vs. Actual YTD

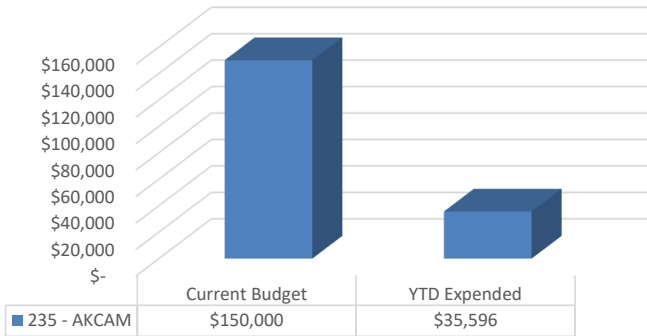
100 - LID Entitlement/General Fund



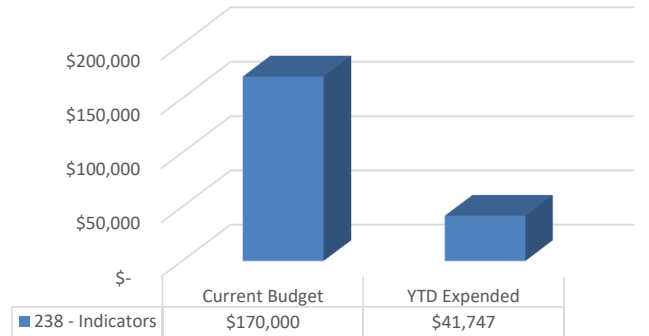
232 - AARC



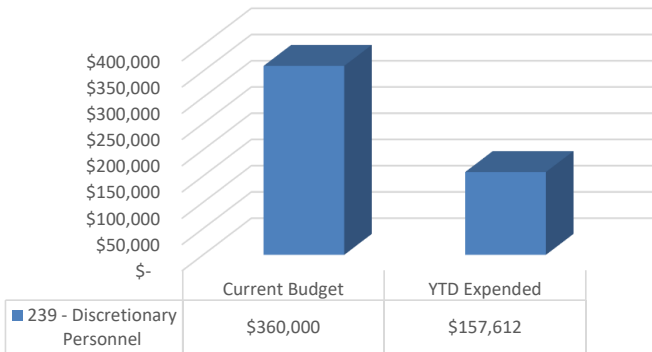
235 - AKCAM



238 - Indicators



239 - Discretionary Personnel



350 - Deafblind

