

KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT BOARD OF EDUCATION
AGENDA STATEMENT

No. 10 b

MEETING OF February 23, 2022

REVIEWED BY:

ITEM TITLE:

NEW BUSINESS

Motion to approve the sabbatical request for
Peter Stanton

Superintendent
 Finance
 Personnel

SUBMITTED BY: Melissa Johnson, Superintendent

CONTACT PERSON/TELEPHONE:

APPROVED FOR SUBMITTAL:

Melissa Johnson 247-2118

Name

Phone

Superintendent

SUMMARY STATEMENT: The Board is being asking to approve a sabbatical leave for the 2022-2023 school year for certified teacher Peter Stanton.

ISSUE: KEA Certified Agreement Area 7, Section 8 provides for certified staff to apply for a sabbatical leave. The application procedures provided for therein state, "The KGBSD BOARD has the responsibility for the selection of the teacher(s) to be granted the Sabbatical Leave(s)" after a recommendation is made by both the Superintendent and KEA President. Board Policy 4161.3 outlines the parameters for the provision of sabbatical leaves.

BACKGROUND: Mr. Stanton is requesting a sabbatical leave to complete a guided research project to develop a manuscript of a complete book intended for a general audience focused on the local indigenous history. The tentative title of this book is *Tlingit History from Independence to Assimilation* which would, in part, address changes in social practices like the *ku.éex'* (potlatch), and further investigate how Tlingit people entered into wage labor for American businesses.

RECOMMENDATION:

Approval of the sabbatical request

ATTACHMENTS:

- KEA Certified Negotiated Agreement Area 7, Section 8: Sabbatical Leave
- Board Policy AR 4163.30
- Sabbatical Request Application

FISCAL NOTE:

EXPENDITURE REQUIRED:
\$ 38,253 Salary + \$21,394 Benefits (max.)

AMOUNT BUDGETED:
N/A

RECOMMENDED ACTION:

"I move that the Board of Education approve the sabbatical for Peter Stanton for the 2022-2023 school year."

KEA CERTIFIED NEGOTIATED AGREEMENT EXCERPT

SECTION 8 -SABBATICAL LEAVE

A. Eligibility

1. A teacher who has rendered active service for seven or more years in the DISTRICT is eligible for Sabbatical Leave.
2. The proposed program of study must be educationally beneficial to the DISTRICT.
3. The teacher must agree to return to the KGBSD for one full school year following the leave. A teacher who does not serve for at least one full year after his/her return shall refund to the DISTRICT money paid unless his/her failure to serve is attributable to sickness, injury, or death.
4. The amount of Sabbatical Leave available annually will be equal to one academic year. If, in the opinion of the KGBSD there are no applicants that satisfactorily meet the requirements for Sabbatical Leave, the DISTRICT will not grant the leave. If there are qualified applicants, the District will grant a minimum of two sabbaticals every five years. One-half salary will be paid to a teacher for any period that he/she is on DISTRICT approved Sabbatical Leave however; the employee and the DISTRICT may make any other mutually acceptable compensation arrangements.
5. Any teacher applying for Sabbatical Leave must conform to provisions pertaining to Sabbatical Leave as outlined in Article 4, Sabbatical Leave, A.S.L.
6. Any teacher denied a Sabbatical Leave shall be granted two weeks past notification of denial to apply for Leave Without Pay.

B. Application Procedure

1. The teacher must submit an application for Sabbatical Leave to the Superintendent and the ASSOCIATION not later than January 25th.
2. A plan of the proposed study must be submitted with the application.
3. The ASSOCIATION President or his/her designee shall submit their recommendations, if any, to the Superintendent not later than February 15th.
4. The KGBSD BOARD has the responsibility for the selection of the teacher(s) to be granted the Sabbatical Leave(s).
5. Any successful applicant must sign a contract before receiving the benefit.

SABBATICAL LEAVE

1. Leave Available - If there are qualified applicants, the District will grant a minimum of two sabbaticals every five years.
2. Compensation and Benefits - Compensation, while on approved Sabbatical Leave, shall be 1/2 of the appropriate salary placement for the employee, as noted on the teachers' salary schedule. Full benefits will be available for the employee while on the approved leave.
3. Return to District - An employee granted a Sabbatical leave must state his/her intention to return from such leave to the school system. They may advance on the salary schedule only if the leave is professionally or educationally beneficial.
4. Outside Employment - Teachers will not accept teaching positions in other districts while on leave except with Board approval.
5. Insurance Coverage - Insurance coverage may be continued with proper authorization and upon prepayment of the employees contribution. Insurance coverage, while on leave, shall be available through the district for a maximum of two (2) years.

Peter Stanton
3327 Denali Avenue
Ketchikan, AK 99901
peter.stanton@k21schools.org

February 12, 2022

Board of Education
Ketchikan Gateway Borough School District
333 Schoenbar Road
Ketchikan, AK 99901

To the Ketchikan Gateway Borough School District Board of Education, Superintendent of Schools, Ketchikan Education Association, and to Whom It May Concern:

Please consider the following letter my application to be considered for sabbatical leave during the 2022-2023 school year, pursuant to the Ketchikan Education Association negotiated agreement and applicable state statutes. I am also happy to provide additional information verbally or in writing.

In May 2013, during my final year as an undergraduate student, I completed an honors thesis entitled "Lingít ka Waashdan K̄wáan, the Tlingit and the Americans: Interactions and Transformations, 1856-1896." That work was the product of a year spent researching nineteenth-century Tlingit history, and it was awarded the Jules Davids Medal for outstanding senior honors thesis by the History Department at Georgetown University. (The thesis can be accessed via this permanent link: <http://hdl.handle.net/10822/557915>.) I later presented a portion of my research entitled "Lost At.óow, Found Wages: The Tlingit and the Globalization of Pacific Fisheries, 1878-1896" at the symposium Capitalism and Indigenous Communities, 1850-1950, in Oaxaca, Mexico, in October 2013, and at the University of Alaska Southeast-Ketchikan Undergraduate Research & Creative Activities Symposium in April 2014.

This historical research has informed a great deal of my work as an educator in Ketchikan: Over the past eight years, I have taught Alaska Studies, U.S. History, World History, and Indigenous History courses both with the Tribal Scholars Program and at Ketchikan High School. In every course I teach, I strive to provide students with relevant connections between the history of their home in Southeast Alaska and the history of our state, our country, and our world. I also aim to offer students ample opportunity to learn from the diverse perspectives of Indigenous peoples, American settlers, immigrants, and others who have made our society what it is today. I frequently draw on my undergraduate research in order to provide students with case studies and sources related to Indigenous cultures and societies, the trans-Pacific fur trade, the Russian

colonization of Alaska, U.S.-Indigenous military conflict, Alaska Native assimilation, and other important topics.

As I have gained experience as a history educator, however, I have increasingly realized that my academic work in Tlingit history is incomplete, and that my undergraduate thesis has limited educational application in its current form. When I wrote my thesis, I used the academic jargon of an undergraduate desperate to impress his professors, not the language of an educator intending to reach as wide an audience as possible. Now when I use portions of my research in high school classes, I need to adapt my writing so that it is more accessible to my students. I also know that there is a great deal more research for me to do into various aspects of nineteenth-century Tlingit history, including using many primary and secondary sources that I did not have the time or ability to utilize in 2013. I believe my research and writing has a great deal of potential to help educate students, educators, and the general public, but with my current teaching responsibilities I do not have the time to reach that potential.

With these goals in mind, I am enthusiastic to apply for one year of sabbatical leave so that I can use the foundation of my undergraduate research to write the manuscript of a complete book intended for students and a general audience. The tentative title of this book is *Tlingit History from Independence to Assimilation*. I would expand the scope of my work to address the timeframe from the late eighteenth to early twentieth centuries, and strengthen previous weaknesses in my thesis, such as addressing changes in social practices like the *ku.éex'* (potlatch), and further investigating how Tlingit people entered into wage labor for American businesses. Perhaps most importantly, I would strive to ensure that the book would be readable and enticing to a wide audience, from secondary students to adults of all backgrounds.

I strongly believe that it is invaluable for Ketchikan Gateway Borough School District students to see that the history of the land they live on is integral to their school curriculum. The stories of Southeast Alaska and its Indigenous peoples are critical parts of Alaska history, American history, and the history of the whole world. Now as much as ever, students, educators, and community members in Ketchikan need to learn from the lessons of the past in order to foster intercultural tolerance, understanding, and progress. My work would serve as a uniquely useful tool in that effort: There is no book currently in print that specifically aims to educate readers on the full story of nineteenth-century Tlingit history, explaining how a powerful Indigenous nation made up of independent clans began assimilating into American society in the space a few generations. Ketchikan students—and students across Southeast Alaska—need and deserve to know that story. It should serve as a testament to KGBSD if one of its own educators is able to tell it.

In order to pursue this educational goal, I would enroll in an independent study course in order to work with Professor John Radzilowski of the University of Alaska Southeast. This course would allow me to benefit from Dr. Radzilowski's ample expertise in writing and publishing

works of historical scholarship that are also accessible to general audiences, and it would allow me to earn academic credit for my work.

My program of study for this sabbatical would be as follows:

- Contact and collaborate with museums, archives, scholars, and knowledge bearers including (but certainly not limited to): John Radzilowski, Priscilla Schulte, and the University of Alaska Southeast; Irene Dundas and Ketchikan Indian Community; the Sealaska Heritage Institute; and the National Archives and Records Administration.
- Gather and utilize primary and secondary sources relevant to my work that I did not have access to as an undergraduate.
- Travel when necessary in order to access archives and other resources.
- Revise and expand my undergraduate thesis chapter by chapter to write a complete, publishable manuscript.
- Work with an agent or directly with a publisher to bring the book to a general audience.

This plan requires one year of sabbatical leave because it is impossible for me to devote the required time and effort to these tasks while performing my regular duties as a teacher. If I do not take a sabbatical, I would only be able to write this manuscript if I took a leave of absence, quit my position, or waited until my retirement from teaching. I do not believe this work should wait until I retire. It is also worth emphasizing that the spirit and purpose of this sabbatical would be entirely educational in nature: I hope to publish my work solely in order to make it widely available to a general audience, not to make a profit. It is inconceivable that whatever nominal income I may derive from publishing this book would come anywhere close to my income lost by taking the sabbatical and the personal expenses incurred by traveling to conduct research.

The outcome of this sabbatical would be that I could provide students, teachers, and our wider community with a book that comprehensively explains the triumphs, struggles, and transformations of Tlingit people from the late eighteenth to early twentieth centuries. The book would be useful as part of nearly all the social studies courses taught in our secondary schools, both as a text and as reference material for student research. Many students learn about Alaska history through disconnected lessons based on compartmentalized themes, but my book would provide an alternative: For example, my work would allow students to readily track changes over time in Tlingit life between the fur-trading era, the late Russian colonial period, early American military rule in Alaska, and the later period of American settlement. Other resources address Russian and American colonization separately, or do not specifically focus on the changes experienced and choices made by Alaska Native peoples like the Tlingit. Students shouldn't see history as a series of irrelevant events and abstract concepts they have little connection to. Instead, they should have the opportunity to learn about the past through the lives of real people who seized new opportunities and faced new challenges from generation to generation—people who were, in many cases, their ancestors.

As a history educator, I aim to help my students develop the skills to analyze sources, question accepted narratives, and support arguments with evidence. My own efforts as a historian and my dedication to lifelong learning should serve as an example to KGBSD students of how these skills can be put into action, and of what can be achieved here in Ketchikan to uncover, reinterpret, and learn from our region's past. The questions I plan to ask in my work will offer ample opportunities for educators to engage students in important historical discussions, such as: How were Alaska's people and resources part of the global economy 100, 150, or 200 years ago? How did Russian and American laws and policies differ for Alaska Native peoples? How significant were events like the Alaska Purchase and Klondike Gold Rush in Alaska's history? and many more.

An additional benefit to our school district gained from this work would be that it would allow me to expand my connections to community members and organizations in Ketchikan, around Alaska, and across the country. The contacts I make with knowledge-bearers, scholars, and institutions through my research would yield lasting dividends by providing increased educational opportunities to students and furthering my own learning as an educator.

Lastly, I believe my work would assist many educators and community members to better understand the deep, foundational history of our region and its people. As our school district strives to provide all of our students with more culturally-informed, culturally-responsive, and trauma-sensitive education, it is critical for our staff to understand the roots of our community's cultural diversity and the historical traumas that affect our students.

Upon completion of this sabbatical leave, I intend to return to teaching in the Ketchikan Gateway Borough School District for many years to come. Working as a history educator in my hometown is my lifelong dream, and this sabbatical would only increase my ability to serve this community and raise awareness of the history of our land and its people.

Please feel free to contact me with questions.

Gunalchéesh. Háw'aa. T'oyaxsut 'nuusm. Salamat. Thank you all for your time and service.

Sincerely,

Peter Stanton
Social Studies Teacher
Ketchikan High School

February 3, 2022

Melissa Johnson, Interim Superintendent
Ketchikan Gateway Borough School District
333 Schoenbar Road
Ketchikan, AK 99901

Dear Superintendent Johnson,

I am writing in support of Peter Stanton's application for a sabbatical to conduct research for a book on the history of Southeast Alaska.

As part of his sabbatical proposal, Mr. Stanton plans to register for courses at the University of Alaska Southeast Ketchikan campus that will help him with his research and writing as well as applying his work to the high school classroom. Our faculty and staff welcome students like Mr. Stanton and we are able to easily tailor independent study courses to fit his situation.

I have asked Dr. John Radzilowski, Professor of History here at UAS-Ketchikan, to work with Mr. Stanton to develop a plan for an independent study course once his sabbatical has been approved. Prof. Radzilowski is a well-published author with a long-standing interest in developing local history resources and using those resources in the classroom at both the secondary and post-secondary level. He has agreed to work with Mr. Stanton.

We are happy to support new and creative approaches to education by teachers such as Mr. Stanton. If you have questions about this matter or about the assistance UAS Ketchikan can provide, please do not hesitate to contact me.

Sincerely,



Priscilla Schulte, Ph.D.,
UAS Ketchikan Campus Director
907-228-4515
pmschulte@alaska.edu



2600 Seventh Avenue
Ketchikan, AK 99901

February 10, 2022

Melissa Johnson, Interim Superintendent
Ketchikan Gateway Borough School District
333 Schoenbar Road
Ketchikan, AK 99901

Dear Superintendent Johnson,

Peter Stanton has applied for a sabbatical to conduct research and writing that will help him teach local history to students and add to our knowledge of our community and region..

As part of his sabbatical proposal, Mr. Stanton will register for courses at University of Alaska Southeast Ketchikan campus under my direction that will help him with his research and writing. I am willing to create directed study courses that will assist him in his work and provide him with continuing education credits.

As a published author and historian who has researched regional history and worked to develop historical resources for teachers, I feel I am able to provide Mr. Stanton with assistance that will make his sabbatical a success.

I am happy to support new and creative approaches to education by teachers such as Mr. Stanton. If you have questions about this matter or the assistance I can provide, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read 'John Radzilowski'. The signature is fluid and cursive, with a long horizontal stroke extending to the right.

John Radzilowski, Ph.D.,
Professor of History