



**Regular Meeting  
AGENDA<sup>1</sup>  
ALASKA GATEWAY SCHOOL DISTRICT  
REGIONAL SCHOOL BOARD MEETING AGENDA  
District Board Room September 20, 2021**

**REGULAR MEETING CALLED TO ORDER 6:00P**

President

**ROLL CALL**

Secretary-Treasurer

**PLEDGE of ALLEGIANCE**

**HEARING OF VISITORS ON AGENDA ITEMS<sup>1</sup>**

President

**RECEIVING OF DELEGATIONS & PRESENTATIONS**

President

- Superintendent's review of COVID mitigation measures, including masking, screening and facility measures

**ACTION ITEMS - ROUTINE MATTERS**

President

1. Approval of Agenda\*
2. Approval of 06.21.2021 RSB Meeting Minutes\*

**ACTION ITEMS - OLD BUSINESS**

None

**ACTION ITEMS - NEW BUSINESS**

President

3. Personnel Actions
4. FY22 District Organization and Assigned Administrative Duties
5. Request for Long Term Leave
6. Approval of Human Reproduction and Sexuality Curriculum, and Instructors, per AS14.30.36
7. AGSD Course Descriptions and Catalog
8. Grant Acceptance

**REPORTS/INFORMATION/DISCUSSION**

President

- Superintendent's Report
  - Dot Lake
  - COVID and Masks
- Financial Report
- Assistant Superintendent, Directors, and Principals Reports\*
- Site Principal Reports and ASB Meeting Minutes\*

Superintendent

Chief Financial Officer

**DISCUSSION ITEMS, COMMENTS, QUESTIONS BY THE BOARD**

President

- Correspondence/Miscellaneous (None)
  - Requested Use of Pathways building

**HEARING OF VISITORS ON NON-AGENDA ITEMS<sup>1</sup>**

President

**EXECUTIVE SESSION –**

President

**FUTURE MEETING DATES and AGENDA ITEMS**

President

**ADJOURNMENT**

President

- \* Consent Agenda Items accepted upon approval of the Agenda. Any board member may hold any report for discussion, for any reason.

<sup>1</sup> The Board may amend its published agenda before or during the meeting, or consider items out of order without amending the agenda

<sup>2</sup> Members of the public who would like to comment on matters during Hearing of Visitors on Agenda Items or Hearing of Visitors on Non-Agenda Items, are asked to sign-in with the Board Secretary before the meeting starts.

Regional School Board Meeting  
June 21<sup>st</sup>, 2021  
Tok, Alaska

The meeting was called to order at 6:06 PM

Roll Call: Peter Talus, Jeff Wells, Lorraine Titus, Anne Esmailka, Daisy Northway.

Frank Cook was present via zoom. Steve Robbins was excused.

Hearing of Visitors on Agenda Items

Receiving of Delegations & Presentations

Scott MacManus, Superintendent presented Tracie Weisz with a retirement clock. And gave the Board a review of COVID Relief Funding.

**Action Items – Routine Matters**

**1. Approval of Agenda.**

Anne Esmailka moved to approve the agenda as presented.

Seconded by Jeff Wells.

Roll Call Vote: Yes – Peter Talus, Jeff Wells, Ann Esmailka, Frank Cook, Daisy Northway, Lorraine Titus. The Motion Carried Unanimously.

**2. Approval of 6.21.2021 RSB Meeting Minutes.**

Frank Cook moved to approve the minutes of the 6.21.21 RSB Meeting.

Motion seconded by Jeff Wells.

Roll Call Vote: Yes - Peter Talus, Jeff Wells, Ann Esmailka, Frank Cook, Daisy Northway, Lorraine Titus. The Motion Carried Unanimously.

**3. Revision of BP 6146.1 Graduation Requirements (Second Reading).**

Anne Esmailka moved to adopt revised BP 6146.1 Graduation Requirements into policy.

Motion seconded by Lorraine Titus.

Roll Call Vote: Yes - Peter Talus, Jeff Wells, Ann Esmailka, Frank Cook, Daisy Northway, Lorraine Titus. The Motion Carried Unanimously.

**4. Personnel Actions.**

Frank Cook moved to approve the personnel actions as presented.

Motion seconded by Jeff Wells.

Roll Call Vote: Yes – Peter Talus, Jeff Wells, Frank Cook, Daisy Northway, Lorraine Titus/No – Ann Esmailka. Motion Carried.

**5. Grant Acceptance.**

Jeff Wells moved to approve the grant acceptance.

Motion Seconded by Anne Esmailka.

Roll Call Vote: Yes - Peter Talus, Jeff Wells, Ann Esmailka, Frank Cook, Daisy Northway, Lorraine Titus. The Motion Carried Unanimously.

**6. Tribal Courts MOA's.**

Lorraine Titus moved to approve the Tribal Courts MOA's.

Motion Seconded by Frank Cook.

Roll Call Vote: Yes - Peter Talus, Jeff Wells, Ann Esmailka, Frank Cook, Daisy Northway, Lorraine Titus. The Motion Carried Unanimously.

**7. AGSD COVID Mitigation Plan (ARP).**

Frank Cook moved to approve the GSD COVID Mitigation Plan (ARP) as presented.

Motion Seconded by Lorraine Titus.

Roll Call Vote: Yes - Peter Talus, Jeff Wells, Ann Esmailka, Frank Cook, Daisy Northway, Lorraine Titus. The Motion Carried Unanimously.

**8. Ratification of the FY22-24 AGEA Collective Bargaining Agreement.**

Lorraine Titus moved to ratify the FY22-24 AGEA Collective Bargaining Agreement.

Motion Seconded by Anne Esmailka.

Roll Call Vote: Yes - Peter Talus, Jeff Wells, Ann Esmailka, Frank Cook, Daisy Northway, Lorraine Titus. The Motion Carried Unanimously.

Reports/Information/Discussion

Board Committee Reports

Administrative Reports

Superintendent's Report

Financial Report

Directors' & Principals' Reports

Hearing of Visitors on Non-Agenda Items

Discussion, Comments, Questions by Members of the Board

Future Meeting Date

Suggested Agenda Items

Frank Cok moved to adjourn the meeting at 7:35 PM. Seconded by Daisy Northway. Roll Call Vote: Yes - Peter Talus, Jeff Wells, Ann Esmailka, Frank Cook, Daisy Northway, Lorraine Titus. Motion Carried Unanimously.

Minutes prepared by Debbie Sparks, Board Secretary.

I hereby submit that these minutes have been approved by the District Board of Education sitting in regular session as the official minutes of the June 21<sup>st</sup>, 2021 meeting.

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Secretary/Treasurer

**To: Regional School Board**

**Date: Sept 20<sup>th</sup>, 2021**

**From: Superintendent's Office**

**Agenda Item: 3**

**Issue: Personnel Actions**

**Background Information**

Because of the federal ARP funding, and the district's early recruiting efforts, we have all but one position currently filled.

Hiring was slow this year, as we have worked our way through screening potential candidates for both the classroom and for our maintenance facilities. We are working to ensure that our selection process is careful, thoughtful, and intentional. This results in better overall staffing decisions, as we are able to find applicants who will be good fits into both our communities and the district's educational philosophy. We are also conducting more thorough background checks, and now have access to a private investigator through our insurance company.

**Certified Hires**

The district currently filled all of our open certified position in the district. They are:

- Kay Huxford – State & Federal Programs
- Brian Celce – Mentasta School Principal
- Tim Giese – Northway Secondary

**Resignations**

- Jessica Winkler – Special Education Teacher, Tok School
- Stephanie English – Child Nutrition Coordinator
- Misty Walsh – Tok School Secretary
- Karen Rajala – Tok School GAP Coord

**Exempt Hires**

- Tracy Hulett – Child Nutrition Coordinator

**Classified Hires**

- Annaliese Thurneau – COVID Screening Coordinator
- Cynthia Neuman – Tok Teacher's Aide
- Candy Peet – Tok Teacher's Aide
- Cheryl Silas – Tok Teacher's Aide

**Administrative Recommendation:**

Confirm the above personnel actions as recommended.



**To: Regional School Board**

**Date: September 20, 2021**

**From: Superintendent's Office**

**Agenda Item: 4**

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**Issue: FY22 District Organization**

**Background Information:**

Enclosed for your review, find the FY22 Organizational Flowchart, which outlines the structure of the AGSD Organization. Also attached is the District Office Assignment of Duties and Responsibilities, and a current Staff Directory.

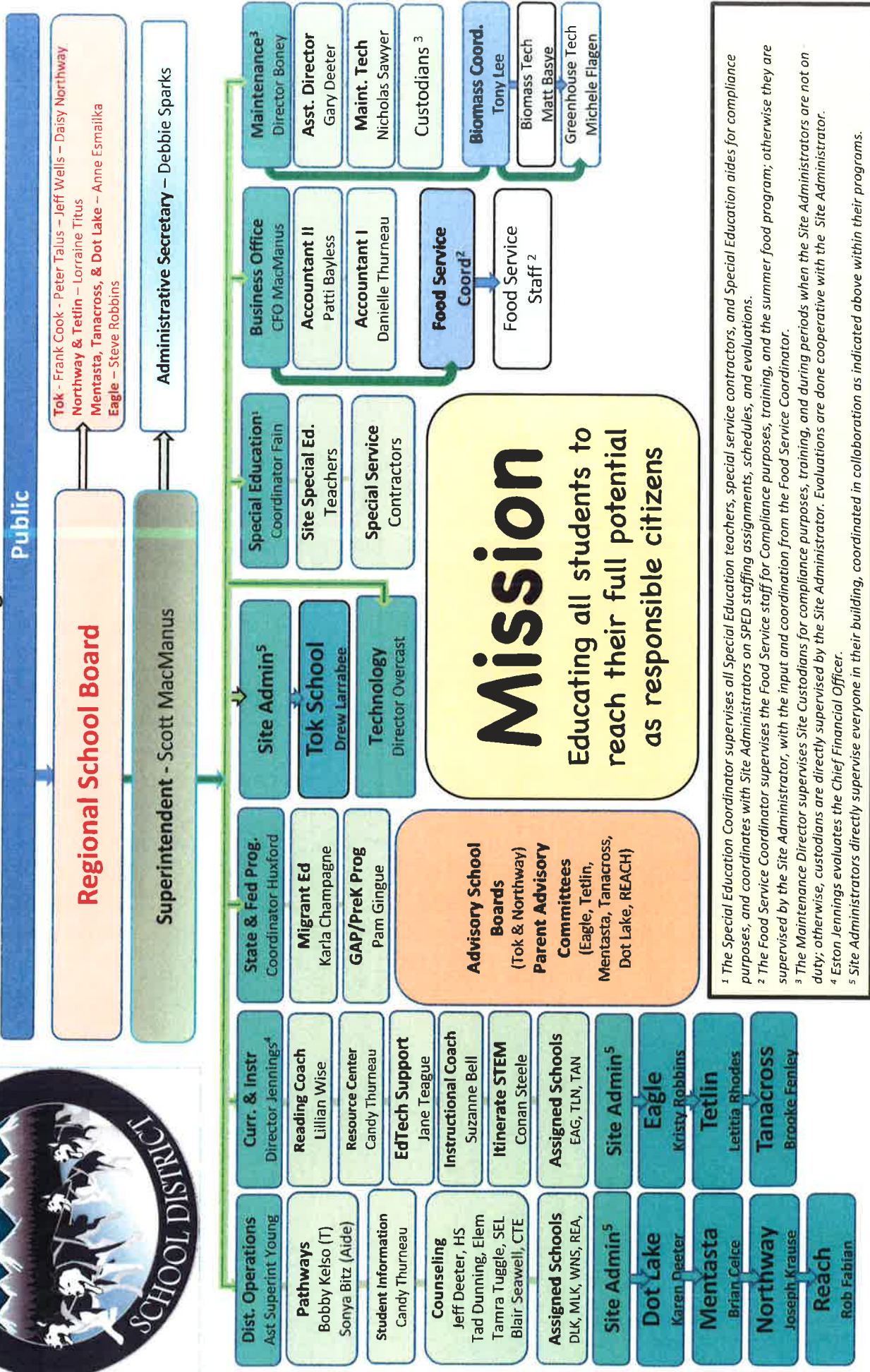
**Administrative Recommendations:**

Approve the AGSD Organizational Structure as presented



# ALASKA GATEWAY SCHOOL DISTRICT

## FY22 District Organizational Flowchart





# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

Ph: 907.883.5151 x 103 Fax: 907.883.5154

Scott MacManus, Superintendent of Schools

## FY22 District Office Assignments, Roles and Responsibilities

September, 2021

### Superintendent - Scott MacManus

Oversight of all District Operations

- Personnel
- Policy, Budget
- Community Relations

Directly Supervises & Evaluates:

- Asst. Superintendent
- Directors & Principals

\*Supervises TOK

### Assistant Superintendent -

LeAnn Young

TechPrep, and Dual Credit

Crisis Response (Safe schools)

Student Remedial Services

Directly Supervises & Evaluates:

- Counseling staff
- Assigned Program Coordinator(s)

\*Supervises DLK, WNS, TLN, REA,

Special Projects as assigned

### Administrative Secretary –

Debbie Sparks

Human Resources Coordinator

School Board Secretary

District Office Manager

Special Projects as assigned

### State & Federal Program Coord-

Kay Huxford

State & Federal Programs

Grants & Grants management

Grantsmanship

ESSA (Title IA, IC, )

Carl Perkins (CTE)

Special Projects as assigned

### Special Education Director –

Stephanie Fain

Special Education Services

Sped Aide Assignments & training

Intensive and Gifted & Talented

IEP's & 504 Plans

Referral Services & Child Find

Assessment Accommodations

Collaboratively Supervises & Evaluates:

- <sup>1</sup>Sped Teachers & Aides

Special Projects as assigned

### Curriculum and Instruction Dir-

Eston Jennings

Curriculum & Instruction

Professional Development and PLC's

Title II

Assigned Grants (SLAM/IPRARS)

Grantsmanship

Courses and Site Schedules

Instructional Coaching

District & Site In-services

Site Improvement (STEPP) Plans

Resource Center

Supervision of MLK & TAN, EAG

Directly Supervises & Evaluates:

- SIM & Resource Center Coord.
- Instructional Support Staff
- Chief Financial Officer

Special Projects as assigned

### Chief Financial Officer -

Robbie MacManus

Business Office Operations

Payroll & Purchasing & AP's

Procurement

District Finances & Auditing

OASIS – Student Count

Food Service

Capital Project Management

Pupil Transportation

Risk Management

Student/site Activity Accounts

Directly Supervises & Evaluates:

- Payroll and Purchasing staff
- Food-Service Coordinator

### Maintenance Dir - Wade Boney

School Facility Management

Facility and Housing Leases

Preventative Maintenance Program

Facility Procurement

OSHA & DEC Compliance

Fleet Management

Maintenance Staff Training

Coordination of CIP grants

Supervises & Evaluates:

- <sup>1</sup>Custodians & Maintenance Techs

### Food Service Coordinator-

Tracie Hulett

District food service operations

Supervises & Evaluates:

- <sup>1</sup>Cooks

### Technology Dir - Brenda Overcast

Technology Maintenance & Software

Student Information System

Technology Professional Development

Technology Inventory and Procurement

District Website Management

Internet Security

Technology Use Agreements

E-rate Application and Appeals

### Biomass & Project Manager - Tony Lee

Biomass Complex Operations, including

Boiler and Powerplant Operations

Biomass Procurement

Greenhouse Operations

Assigned Construction Projects

Supervises & Evaluates:

- Biomass Technician(s)
- Greenhouse Technician(s)

### Program Coordinators -

- Karla Champaign-MigrantEd

- Pam Gingue – GAP, LEP, PreK & COVID Program

### COVID Screening – Annaliese Thurneau

### Student Information Management &

Resource Center-

- Candy Thurneau

### Instructional Support Staff

- Suzanne Bell

- Lillian Wise

- Conan Steele

- Jane Teague

### Payroll and Purchasing

- Patti Bayless

- Danielle Weisz

### School Counselors -

- Thomas "Tad" Dunning

- Jeff Deeter, Tamra Tuggle

- Blair Seawell

<sup>1</sup>Collaborative with Site Administration

**"Where Teachers Are The Gateway To Learning"**

**DotLake**

907-882-2663

Fax: 907-882-2112

**Eagle**

907-547-2210

Fax: 907-547-2302

**Mentasta**

907-291-2327

Fax: 907-291-2325

**Northway**

907-778-2287

Fax: 907-778-2221

**Tok**

907-883-5161

Fax: 907-883-5165

**Tanacross**

907-883-4391

Fax: 907-883-4390

**Tetlin**

907-324-2104

Fax: 907-324-2114



## FY 22 DISTRICT DIRECTORY

**DISTRICTWIDE - 883-5151/Fax 883/5154**

Scott MacManus, Superintendent (Ext 101)	Deb Sparks, Administrative Secretary /HR (Ext 101)	Tad Dunning, Districtwide K-8 Counselor (883-4347)
LeAnn Young, Special Projects Director. (Ext 115)	Patti Bayless, Accountant II (Ext 105)	Jeff Deeter, HS Academic Counselor
Eston Jennings, Dir. Curriculum and Instruction (Ext 113)	Danielle Thurneau, Accountant I (Ext 107)	Blair Seawell, CTE Counselor/Coordinator
Robbie MacManus, Chief Financial Officer (Ext 109)	Candy Thurneau, Power School Specialist (Ext 103)	Tamra Tuggle, Mental Health Counselor
Stephanie Fain, Special Education Coord. (883-4427)	Jane Teague, Tech Support Technician (Ext 102)	Mari Hoe-Rattio, Itinerant Sped
Brenda Overcast, Technology Director (883-4437)	Karla Champagne, Migrant Education Coordinator	Tony Lee, BioMass Project Coordinator (505-0038)
Kay Huxford, State & Federal Prog. Coordinator	Pam Gingue, Program Coordinator	Gary Deeter, Lead Maintenance Tech
Suzanne Bell, Instructional Coach	Tracy Hulett, Child Nutrition Coordinator (Ext 105)	Matt Basye, Biomass Maintenance Tech
Lillian Wise, Itinerant Reading Interventionist	Michele Flagen, Greenhouse Manager	Nicholas Sawyer, Maintenance Tech
Conan Steele, STEM	Wade Boney, Maintenance Director (Ext 114)	Annaliese Thurneau, Testing Coordinator

**DOT LAKE - 882-2663/Fax 882-2112**

Karen Deeter, Principal/Teacher	Lelola Masters, Cook	Eric Masters, Teacher's Aide
	Matthew Thompson, Custodian	(Vacant), Teacher Aide
		Rebecca Thompson, Sec

**EAGLE SCHOOL 547-2210/Fax 547-2302**

Kristy Jones-Robbins, Principal	Ryan Becker, Custodian	Meg Helmer, Teacher's Aide
Zach Sanders, Teacher	Michelle Ashley, Secretary/Teacher's Aide	Patricia Nix, Teacher's Aide

**MENTASTA LAKE KATIE JOHN SCHOOL 291-2327/Fax 291-2327**

Brian Celce, Principal/Teacher	Marvin Sanford, Custodian	Robert John Jr., Teacher's Aide
Kaitlyn Moeller, Teacher	John Baker II, Cook	Emmanuel Baker, Teacher's Aide
Jamie Harris, Teacher		Andrea David, Teacher's Aide
		Virginia John, Teacher's Aide

**NORTHWAY SCHOOL 778-2287/Fax 778-2221**

Joseph Krause, Principal	Sherri Demit, Secretary/Teacher's Aide	Jamey Titus, Teacher's Aide
Tina Sakurada, Sped/Secondary Teacher	Carolyn Dillard, Cook	June Paul, Teacher's Aide
Christine Krause, Teacher	Gerald Albert, Maintenance Tech/Custodian	(Vacant), Teacher's Aide
Susan Beitia, Teacher	Avery Dillard, Custodian	Dena Paul, Teacher's Aide
Marci Woern, Teacher	(Vacant), GAP Site Coordinator	Leslie Sam, Teacher's Aide
Tim Giese, Secondary		Cheryl Silas, Teacher's Aide

**TANACROSS SCHOOL 883-4391/Fax 883-4390**

Brooke Fenley, Principal/Teacher	Liz Webb, Secretary/Teacher's Aide	Marlene Griffith, Teacher's Aide
	Davis Paul, Custodian	Marrin Peet, Teacher's Aide
	Dinashay Easton, Cook	Jaycee Peet, PreSchool Teacher's Aide

**TETLIN SCHOOL 324-2104/Fax 324-2120**

Letitia Rhodes, Principal/Teacher	Amanda Hokkanen, Secretary/Aide	Natalie Sam, Intensive Aide
Philip Nesse, Math/Science Teacher	Ashley Nyswaner, Cook	Eva Thomas-Churchwell, Intensive Aide
Samone Frazier-Drath, Teacher	Gerald Joe, Custodian	Shanna Joe, Teacher Aide/GAP

**TOK SCHOOL 883-5161/Fax 883-5165**

Drew Larrabee, Principal	Diana Ervin, Secretary	Megan Schmidt, Teacher's Aide
Alicia Lovelace, Asst. Principal	Misty Walsh, Secretary	Diane Titus, Teacher's Aide
Deb Berg, Kindergarten	Tim Hulett, Cook II	Laurie Ebben, Teacher's Aide
Sara Talus, Grade 1	(Vacant), Cook I	Juliet Stoessel, Teacher's Aide
Cathy O'Neil, Grade 2	Kelly Goneau, Maintenance Tech/Custodian	Sonya Bitz, Teacher's Aide
Bonnie Dompierre, Grade 3	Tony Peet, Custodian	Kelsea Deeter, Teacher's Aide
Molly Nelson, Grade 4	Nicole Wells, Librarian	Jason Wilkinson, Teacher's Aide
Joyce Dunning, Grade 5	Gayle Hamner, PreSchool Teacher's Aide	Ashley Smith, Teacher's Aide
Erica Burnham, Social Studies	Matthew Nelson, PreSchool Teacher's Aide	Jessie Fix-Nelson, Teacher's Aide
Shania Fifarek, Language Arts	Jocelyn Espinosa, PreK/K Teacher's Aide	Rebecca Warren, Teacher's Aide
Shane Schoeneberg, Social Studies		Kia Thomas, Teacher's Aide
Lacy Schoeneberg, English/STEAM		Seth Roberts, Tech/Teacher's Aide
Liz Fabian, Math		(Candy Peet) Teacher's Aide - Indian Ed
Robert Kelso, Pathways Alternative		(Vacant), Teacher's Aide
Rex Hamner, CTE		(Vacant) Teacher's Aide
Lindsay Brush, Science		(Vacant), Teacher's Aide
Marian Hazelton, Sped Teacher		
Vacant, Sped Teacher		

**Alaska REACH Academy 883-2591/Fax 883-5777**

Rob Fabian, Teacher	Joey Edmunds, Secretary
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**To: Regional School Board**

**Date: September 20, 2021**

**From: Superintendent's Office**

**Agenda Item: 5**

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**Issue: Long-term Leave Request**

**Background Information:**

Annaliese Thurneau is requesting to take Leave in excess of 5 days, which requires Board Approval. This was a request made when she was hired for the position. Specific information will be sent separately to the Board.

**Administrative Recommendations:**

Approve the Long term Leave Request

**To: Regional School Board**

**Date: September 20, 2021**

**From: Superintendent's Office**

**Agenda Item: 6**

**Issue: Approval of Human Reproduction and Sexuality Curriculum & Instructors, as required under AS14.30.36**

**Background Information**

Alaska Gateway School District is required to be compliant with AS 14.30.36 each year, which requires School Board approval of all curriculum and teachers who instruct Human Reproduction as a part of their teaching assignment. The certified teachers listed below teach units of study on sex education in their courses that are included in Glencoe Biology, Prentice Hall Science, and Carolina Science Kits, and the courses in REACH which are approved curricular materials, and include Life and Health Sciences offered in approved Online and Distance Ed programs to include:

- North Dakota Center for Distance Education
- University of Missouri
- University of Nebraska
- Oak Meadow
- Brigham Young University
- American School
- Calvert
- Alaska Independent Distance Education (AIDE)
- K12
- Teaching Textbooks
- Edgenuity

The following teachers are assigned to instruct this content as the Teacher of Record, and require Board approval:

- Shania Fifarek, Tok
- Robert Kelso, Tok
- Alicia Lovelace, Tok
- Lindsay Brush, Tok
- Christine Kraus, Northway
- Tim Geise, Northway
- Samone Frazier-Drath, Tetlin
- Phil Nesse, Tetlin
- Liz Fabian, Tok
- Brian Celce, Mentasta
- Jamie Harris, Mentasta
- Brooke Fenley, Tanacross
- Karen Deeter, Dot Lake
- Kristy Robbins, Eagle
- Zach Sanders, Eagle
- Rob Fabian, REACH

**Administrative Recommendations:**

Approve above curriculum and designated instructors as presented

**To: Regional School Board**

**Date: Sept 20<sup>th</sup>, 2021**

**From: Superintendent's Office**

**Agenda Item: 7**

**Issue:** District course description catalogue and curriculum Materials (Texts, Programs) approval

**Background Information**

BP6162 provides for the approval of district curriculum by the Regional School Board. Enclosed is a summary of the current courses and K-12 curriculum materials list. Eston Jennings, the district's Director of Curriculum and Instruction, is tasked with these responsibilities, and will be present to respond to any questions. Board review, and questions are encouraged.

**Administrative Recommendation:**

Approve the enclosed course descriptions and catalogue

**Alaska Gateway School District  
2021/2022  
District Textbook and Curriculum Materials List**

Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
<b>Math</b>						
Math	K-5	MyMath	McGraw Hill	<a href="#">MyMath online</a>	2018	8/21/17
Math	K-5	Redbird	McGraw Hill	<a href="#">Redbird Online</a>	2018	8/21/17
Math	6	Core Focus on Decimals and Fractions Stage 1	SMc Curriculum	9781938801709	2014	2/15/16
Math	6	Core Focus on Introductory Algebra Stage 1	SMc Curriculum	9781938801723	2014	2/15/16
Math	6	Core Focus on Ratios, Rates, & Statistics Stage 1	SMc Curriculum	9781938801716	2014	2/15/16
Math	7	Core Focus on Rational Numbers and Equations Stage 2	SMc Curriculum	9781938801730	2014	2/15/16
Math	7	Core Focus on Shapes & Angles Stage 2	SMc Curriculum	9781938801754	2014	2/15/16
Math	7	Core Focus on Proportions and Probability Stage 2	SMc Curriculum	9781938801747	2014	2/15/16
Math	8	Core Focus on Geometry Stage 3	SMc Curriculum	9781938801778	2014	2/15/16
Math	8	Core Focus on Functions & Data Stage 3	SMc Curriculum	9781938801785	2014	2/16/16
Math	8	Core Focus on Linear Equations Stage 3	SMc Curriculum	9781938801761	2014	2/17/16
Math	3-12	ALEKS	McGraw Hill	<a href="#">ALEKS online</a>	2018	8/21/17
Math	HS	Big Ideas Math Algebra 1	Houghton Mifflin	9781608408382	2015	2/18/16
Math	HS	Big Ideas Math Algebra 2	Houghton Mifflin	9781608408405	2015	2/19/16
Math	HS	Big Ideas Math Geometry	Houghton Mifflin	9781608408399	2015	2/20/16
Math	HS	Merrill Advanced Mathematical Concepts Precalculus	Glencoe	0028243145	1997	11/16/09
Math	HS	Mathematics with Business Applications	Glencoe	978-0028147307	1998	8/26/19
Math	HS	Glencoe Pre-Algebra	Houghton Mifflin	978-0078252006	2002	8/27/18
Math	K-8	Math in a Cultural Context	Brush Education, Inc.	<a href="#">MCC Online</a>	2013	11/17/14
Math	HS	Personal Finance	Goodheart-Wilcox	978-1-63126-137-4	2018	
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
<b>Language Arts</b>						
ELA	1st-12th	Write Source Writing & Grammar	Houghton Mifflin Harcourt	9780547485034	2012	2/15/16
ELA	K-6	Lexia Core5 Reading	Lexia Learning	<a href="#">Lexia Learning</a>	2018	8/27/18
ELA	K-12	Accelerated Reader 360	Renaissance Learning	<a href="#">Renaissance Learning</a>	2018	8/27/18
ELA	K-8	Scholastic Leveled Book Room	Scholastic	<a href="#">Scholastic</a>	2018	8/27/18
ELA	6-8	Amplify ELA	Amplify	<a href="#">Amplify</a>	2020	
ELA	6	Literature-Timeless Voices, Timeless Themes-Copper	Prentice Hall	0134352939	2000	2/15/16
ELA	7	Literature-Timeless Voices, Timeless Themes-Bronze	Prentice Hall	0134352947	2000	11/16/09
ELA	8	Literature-Timeless Voices, Timeless Themes-Silver	Prentice Hall	0134352955	2000	11/16/09
ELA	9	Literature-Timeless Voices, Timeless Themes-Gold	Prentice Hall	0130502871	2000	11/16/09
ELA	10	Literature-Timeless Voices, Timeless Themes-Platinum	Prentice Hall	013050288X	2000	11/16/09
ELA	11	Literature-Timeless Voices, Timeless Themes-Am. Experience	Prentice Hall	0130502898	2000	11/16/09
ELA	12	Literature-Timeless Voices, Timeless Themes-Am. British Tradition	Prentice Hall	0130502804	2000	11/16/09
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
<b>Social Studies</b>						
SS	K-5	TimeLinks	McGraw Hill	978-0021513468	2009	11/16/09
SS	6-8	Journey Across Time	Glencoe McGraw Hill	0078750504	2008	2/15/16
SS	6-8	American Journey	Glencoe McGraw Hill	0078777127	2012	2/15/16
SS	6-8	Exploring Our World: People, Places and Cultures	Glencoe McGraw Hill	0078803101	2010	2/15/16
SS	HS	Human Geography	Wiley	ES8-1-118-01869-9	2012	8/19/2019
SS	HS	World Geography-Building a Global Perspective	Prentice Hall	0131817078	2003	11/16/09
SS	HS	World History	Prentice Hall	0131817612	2005	11/16/09
SS	HS	Pathways to the Present	Prentice Hall	0130528498	2003	11/16/09
SS	HS	MacGruders - American Government for Civics	Prentice Hall	0134332075	2004	11/16/09
SS	HS	Alaska History	Developed in-house by committee	Housed in AGSD's Canvas LMS	2016	8/26/19
SS	HS	Local Area History Project	Developed in-house by committee	Housed in AGSD's Canvas LMS	2017	8/26/19



Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
<b>Science</b>						
Science	K-8	Carolina Science & Technology Program	Carolina Biological	<a href="#">Carolina Biological</a>	2008	11/16/09
Science	K-5	Houghton Mifflin Science	Houghton-Mifflin	9780618492251	2008	11/16/09
Science	6-8	Science Explorer Series (Earth, Life, Physical)	Prentice Hall	978-0133668582	2009	11/16/09
Science	6-8	Amplify Science	Amplify	<a href="#">Amplify</a>	2020	
Science	HS	Earth Science	Prentice Hall	978-0133627558	2009	11/16/09
Science	HS	Biology-The Dynamics of Life	Glencoe	0028282426	2002	11/16/09
Science	HS	Chemistry in the Community	American Chemical Society	9780716789192	2007	10/18/10
Science	HS	Prentice Hall Chemistry	Prentice Hall	978-0132512107	2008	8/26/19
Science	HS	Conceptual Physics	Foresman Addison Wesley	0201332876	1999	11/16/09
Science	HS	Foundations of Physical Science	CPO Science	9781604310146	2009	8/26/19
Science	HS	Environmental Science	Holt	978003078136	2009	8/26/19
Science	HS	Natural Resources and Ecology	CASE	Housed in AGSD's Canvas LMS	2019	8/26/19
Science	HS	Introduction to Agriculture, Food, and Natural Resources	CASE	Housed in AGSD's Canvas LMS	2019	8/26/19
Science	HS	Alaska Veterinary Science	Developed in-house by committee	Housed in AGSD's Canvas LMS	2018	8/26/19
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
<b>PE/Health</b>						
Health	7-12	Nutrition Food, & Fitness	The Goodheart Willcox Co.	1566379334	2003	11/16/09
PE	k-12	SPARK Curriculum	<a href="#">sparkpe.org</a>	<a href="#">sparkpe.org</a>	2015	2/15/16
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
<b>Other subject areas</b>						
World Languages	HS	<a href="#">Rosetta Stone</a>			2018	10/18/10
World Languages	HS	Realidades	Pearson	978-0131340916	2006	8/27/18
CTE	HS	Food Products and Processing Systems	Designed in-house by committee	Housed in AGSD's Canvas LMS	2019	8/26/19
Technology	MS/HS	Survey of Emerging Technologies	Designed in-house by committee	Housed in AGSD's Canvas LMS	2018	8/26/19
Elective	MS/HS	Alaska Cultures & Dog Mushing	Designed in-house by committee	Housed in AGSD's Canvas LMS	2018	8/26/19
Elective	HS	Jobs in Fire and Fire Science	Designed in-house by committee	Housed in AGSD's Canvas LMS	2018	8/26/19
Pathways	HS	College & Career Readiness	Designed in-house by committee	Canvas	2021	
Elective	K-8	Charlie Cart	The Charlie Cart Project	Accompanying Curriculum	2018	8/26/19
<b>Approved Distance/On-line Learning Programs</b>						
All		North Dakota Center for Distance Education				10/18/10
All		University of Missouri				10/18/10
All		University of Nebraska				10/18/10
All		Oak Meadow				10/18/10
All		Brigham Young University BYU				10/18/10
All		American School				10/18/10
All		Calvert				10/18/10
All		AK Grad Online				10/18/10
All		K12 Online				10/18/10
All		Teaching Textbooks				10/18/10
All		Math-U-See				10/18/10
All		Buzz				7/1/21
All		Bookshark Literature-Base Home School Curriculum				8/27/18
<b>Parent Designed Curriculum</b>						
All		Completed on a case-by-case basis, per approved board policy.				11/17/14

# AGSD Course Catalog & Curriculum Overview

## High School Grades 9 – 12

Total Credits to graduate	22 (distributed as follows)
English Language Arts (ELA):	4 credits required
Mathematics:	3 credits required
Science:	3 credits required (1 credit must be Biology)
Social Studies	3 credits required (.5 Credits each of Alaska History and Civics)
Physical Education	.5 credits required
Health	.5 credits required
Technology*	.5 credits required (End of Course Assessment required)
Electives	7.5 credits required
(Per BP6146.1)	

### Language Arts

**Composition** *Grade level(s): 9-12 - target is 9/10; year-long. Prerequisite(s): NA*  
*APS Approved Course.*

Students will write literary analysis, logical arguments, informational/explanatory texts, narratives, and focused research projects. These writing tasks will be both formal and informal. Students will engage in in-depth analysis of increasingly more complex literature, view that literature from its historical perspective, and connect it to other arts. Additionally, they will engage in speaking and listening activities that use and incorporate media and technology. As a result of the reading, writing, speaking and listening, students will grow their vocabulary and their understanding of how to communicate effectively by making skillful choices when expressing themselves with language.

**Curriculum and Pacing:** Students will meet 9-10 Alaska ELA Standards by the end of the course utilizing the *Prentice Hall Gold Literature* anthology, the AGSD Writing Program, and various trade books.

**Alaska Literature** *Grade level(s): 9-12 - target is 10-12; year-long course. Prerequisite(s): NA*  
*APS Approved Course*

The focus is Alaska Literature with an introduction to Speech and Debate. Students engage in in-depth analysis of literature written by Alaskans or about Alaska history and culture, as well as fictional works. Students will analyze the literature and determine how it is influenced by the culture, politics and history of Alaska, and how the sense of place influences universal themes. They will write literary analysis, logical argument informational/explanatory texts, narratives, and focused research projects. These writing tasks will be both formal and informal. Additionally, they will engage in speaking and listening activities, including speech and debate, that use and incorporate media and technology. As a result of the reading, writing, speaking, and listening students will do in this course, they will grow their vocabulary and their understanding of how to communicate effectively by making skillful choices when expressing themselves with language.

**Curriculum and Pacing:** Students will meet 9-10 Alaska ELA Standards by the end of the course utilizing selected literature and informational texts, and the AGSD Writing Program.

**American Literature** *Grade level(s): 9-12 - targets 10-12; year-long. Prerequisite(s): NA*  
*APS Approved Course*

Focus on American Literature, speech and debate. Emphasis is placed on a rhetorical analysis of literature to determine how authors achieve a particular purpose or effect. Through focused readings, composition, speaking and listening activities, vocabulary study and research, students will continue to build the literacy skills. To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills. That critical content is both rigorous and relevant and includes high-quality contemporary works as well as the classics of literature, in addition to classic myths and stories from around the world, America's founding documents, foundational American literature, and Shakespeare.

**Curriculum and Pacing:** Students will meet high school Alaska ELA Standards by the end of the course utilizing *Prentice Hall Literature*, *The American Experience*, the AGSD Writing Program, and various trade books.

**World Literature** *Grade level(s): 10-12 - target is 11-12; year-long. Prerequisite(s): NA*

*APS Approved Course*

Students will engage in literature from around the world, with a focus on British Literature to heighten appreciation for those texts, improved critical and analytical skills in reading and writing, enhanced speaking and listening abilities, and enrich students' academic and personal vocabulary. Writing, research, and speaking assignments will continue to focus on formulating and expressing ideas and arguments about the readings. Particular emphasis is placed on synthesizing ideas into clear and concise prose and presentations. To become critical consumers of text, students will be exposed to increasingly more complex texts to which they apply those skills

**Curriculum and Pacing:** Students will meet 11-12 Alaska ELA Standards by the end of the course utilizing *Prentice Hall Literature The British Tradition*, the AGSD Writing Program, and various trade books.

## **MATH**

**Consumer Math** *Grade level(s): 9-12; year-long. Prerequisite(s): NA*

*APS Approved Course*

Consumer Math is an introduction to the many ways in which math can be used in everyday life. The course gives practical advice on how to handle situations that involve money and math principles. Consumer Math focuses on the basic skills and methods of arithmetic and provides students the opportunity to develop experience with algebraic techniques of evaluating variables and equations, including geometric formulas and interest equations. Students will also be introduced to topics in statistics.

**Curriculum and Pacing:** Students will complete those sections of the *Mathematics with Business Applications* text which correspond with Alaska Math Standards aligned with consumer math.

**Pre-Algebra** *Grade level(s): 9-12; year-long. Prerequisite(s): NA*

*Not an APS Approved Course*

Pre-Algebra is an introductory algebra course designed to prepare high school students for Algebra I. The course focuses on strengthening needed skills in problem solving, integers, equations, and graphing. Students will begin to see the "big picture" of mathematics and learn how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.

**Curriculum and Pacing:** Students will complete those sections of the *Glencoe Pre-Algebra* text which correspond with Alaska Math Standards aligned with basic algebra.

**Algebra IA** *Grade level(s): 9-12; year-long. Prerequisite(s): NA*

*NOT an APS Approved Course.*

**When taken in conjunction with Algebra IB, the two courses are the equivalent of Algebra I for APS approval.** Algebra IA is a full year, high school course intended for the student who has successfully mastered the core algebraic concepts covered in the prerequisite courses of 8th Grade Math or Pre-Algebra. Within Algebra IA, students will explore basic algebraic fundamentals such as evaluating, creating, solving and graphing linear, quadratic, and polynomial functions.

**Curriculum and Pacing:** Students will complete the sections of the *Big Ideas Algebra I* text detailed in the Algebra IA Scope and Sequence, which correspond with Alaska Math Standards aligned with Algebra.

**Algebra IB** *Grade level(s): 9-12; year-long. Prerequisite(s): NA*

*NOT an APS Approved Course.*

**When taken in conjunction with Algebra IA, the two courses are the equivalent of Algebra I for APS approval.** Algebra IB is a full year, high school course intended for the student who has successfully mastered the core algebraic concepts covered in the prerequisite courses of 8th Grade Math or Pre-Algebra. Within Algebra IB, students will explore basic algebraic fundamentals such as evaluating, creating, solving and graphing linear, quadratic, and polynomial functions.

**Curriculum and Pacing:** Students will complete the sections of the *Big Ideas Algebra I* text detailed in the Algebra IB Scope and Sequence, which correspond with Alaska Math Standards aligned with Algebra.

**Algebra I** *Grade level(s): 9-12; year-long. Prerequisite(s): NA*

*APS Approved Course*

Algebra I is a full year, high school course intended for the student who has successfully mastered the core algebraic concepts covered in the prerequisite course, of 8th Grade Math/Pre-Algebra. Within Algebra I, students will explore basic algebraic fundamentals such as evaluating, creating, solving and graphing linear, quadratic, and polynomial functions.

**Curriculum and Pacing:** Students will complete those sections of *Big Ideas Algebra I* text which correspond with Alaska Math Standards aligned with Algebra I.

**Algebra II** *Grade level(s): 10-12; year-long. Prerequisite(s): Algebra I.*

*APS Approved Course*

Algebra II is a full-year high school course intended for the student who has successfully completed the prerequisite course Algebra I. This course focuses on algebraic techniques and methods in order to develop student understanding of advanced number theory, concepts involving linear, quadratic and polynomial functions, and pre-calculus theories. This course also integrates geometric concepts and skills throughout the course, as well as introducing students to basic trigonometric identities and problem solving.

**Curriculum and Pacing:** Students will complete those sections of *Big Ideas Algebra II* text which correspond with Alaska Math Standards aligned with Algebra II.

**Geometry Fundamentals** *Grade level(s): 9-12; year-long. Prerequisite(s): NA*

*APS Approved Course*

Geometry is a full year, high school math course for the student who has successfully completed the prerequisite course, Algebra I. The course focuses on the skills and methods of linear, coordinate, and plane geometry. In it, students will gain solid experience with geometric calculations and coordinate plane graphing, methods of formal proof, and techniques of construction.

**Curriculum and Pacing:** Students will complete those sections of *Big Ideas Geometry* text outlined in the Geometry Fundamentals Scope and Sequence, which correspond with Alaska Math Standards aligned with Geometry.

**Geometry** *Grade level(s): 10-12; year-long. Prerequisite(s): Algebra I.*

*APS Approved Course*

Geometry is a full year, high school course for the student who has successfully completed the prerequisite course, Algebra I. The course focuses on the skills and methods of linear, coordinate, and plane geometry. Students will gain solid experience with geometric calculations and coordinate plane graphing, methods of formal proof, and techniques of construction.

**Curriculum and Pacing:** Students will complete those sections of *Big Ideas Geometry* text which correspond with Alaska Math Standards aligned with Geometry.

**Trigonometry** *Grade level(s): 10-12; year-long. Prerequisite(s): Algebra II or Geometry.*

*APS Approved Course*

Trigonometry is a course for high school students who have successfully completed Algebra I, Algebra II, and preferably Geometry. The materials cover a development of trigonometry from right triangle trigonometry to oblique triangles and the polar plane. Throughout the course, students will develop trigonometric formulas and use them in real-world applications, evaluate trigonometric proofs using complex trigonometric identities and solving trigonometric equations with regard to the unit circle. The course seeks to help students expand their knowledge and skills so that students will begin to see the "big picture" of mathematics and understand how numeric, algebraic, and geometric concepts are woven together to build a foundation for higher mathematical thinking.

**Curriculum and Pacing:** Students will complete the curriculum based on the Odysseyware Trigonometry course (in a live classroom setting), which corresponds with Alaska Math Standards aligned with trigonometry.

**Pre-Calculus** *Grade level(s): 10-12; year-long. Prerequisite(s): Algebra II or Geometry.*

*APS Approved Course*

Pre-calculus is a full-year, high school credit course that is intended for the student who has successfully mastered the core algebraic and conceptual geometric concepts covered in the prerequisite courses: Algebra I, Geometry, and Algebra II. The course primarily focuses on the skills and methods of analytic geometry and trigonometry while investigating further relationships in functions, probability, number theory, limits, and the introduction of derivatives.

**Curriculum and Pacing:** Students will complete those sections of *Advanced Mathematical Concepts: Precalculus with Applications* text which correspond with Alaska Math Standards aligned with pre-calculus.

## **SCIENCE**

**Earth Science** *Grade level(s): 9-12; year-long. Prerequisite(s): NA*

*APS Approved Course*

Earth Science is a basic science course intended to further explore the designs and patterns of our planet. This course covers such areas as the origin, history, and structure of the earth. It also covers forces that cause change on the earth and features of the earth including the crust, water, atmosphere, weather, and climate. Earth science wraps up with astronomy and a study of all the planets, the solar system, and galaxies. The course strives to teach that each feature of the earth interacts with the others in many critical ways, and the study of these relationships is important to humanity.

**Curriculum and Pacing:** Students will complete those sections of the *Prentice Hall Earth Science* text which correspond with NGSS aligned with earth science.

**Physical Science** *Grade level(s): 9-12; year-long. Prerequisite(s): NA*

*APS Approved Course*

Physical science is a course designed for high school students needing an entry-level science course covering basic concepts found in chemistry and physics. Topics included in this course are matter, motion and forces, work and energy, electricity and magnetism, and waves.

**Curriculum and Pacing:** Students will complete those sections of the *CPO Foundations of Physical Science* text which correspond with NGSS aligned with earth science.

**Environmental Science** *Grade level(s): 9-12; year-long. Prerequisite(s): NA*

*APS Approved Course*

Environmental Science is an interdisciplinary course covering a wide variety of topics including biology, physics, geology, ecology, chemistry, geography, astronomy, meteorology, oceanography, and engineering. The course considers ways in which human populations affect our planet and its processes. Of special emphasis is the concept of sustainability as a means of using resources in a way that ensures they will always be around us.

**Curriculum and Pacing:** Students will complete those sections of the *Holt Environmental Science* text which correspond with NGSS aligned with selected standards in life, earth, and physical science.

**Biology** *Grade level(s): 9-12; year-long. Prerequisite(s): NA*

*APS Approved Course*

Biology is intended to expose students to the designs and patterns of living organisms and their interactions with the environment. In preceding years, students should have developed a foundational understanding of life sciences. Expanding on that, this Biology course will incorporate more abstract knowledge. The student's understanding should encompass both the micro and macro aspects of life, and this biology course includes both. The major concepts covered are taxonomy, the chemical basis of life, cellular structure and function, genetics, microbiology, plant structure and function, animal structure and function, and ecology and the environment.

**Curriculum and Pacing:** Students will complete those sections of the *Glencoe Biology: The Dynamics of Life* text which correspond with NGSS aligned with earth science.

**Chemistry** *Grade level(s): 9-12; year-long course Prerequisite(s): NA*

*APS Approved Course*

Chemistry provides a more in-depth study of matter and its interactions. In preceding years students should have developed an understanding for the macroscopic properties of substances and been introduced to the microstructure of substances. Chemistry will expand upon that knowledge, further develop the microstructure of substances and teach the symbolic and mathematical world of formulas, equations, and symbols. The major concepts covered are measurement in chemistry, atomic structure, chemical formulas and bonding, chemical reactions, stoichiometry, gases, chemical equilibrium, and organic chemistry. Students at this level should show development in their ability and understanding of scientific inquiry.

**Curriculum and Pacing:** Students will complete those sections of the *ACS Chemistry in the Community* text, or *Prentice Hall Chemistry* which correspond with NGSS aligned with physical science.

**Physics** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

**APS Approved Course**

Physics is intended to provide a more in-depth study of the physical universe. In preceding years students should have developed a basic understanding for the macroscopic and microscopic world of forces, motion, waves, light, and electricity. Physics will expand upon that prior knowledge and further develop both. Students will learn more about the symbolic and mathematical world of formulas and symbols used in physics. The major concepts covered are kinematics, forces and motion, work and energy, waves, sound and light, electricity and magnetism, and nuclear physics. Students at this level should show development in their ability and understanding of scientific inquiry.

**Curriculum and Pacing:** Students will complete those sections of the *Conceptual Physics* text which correspond with NGSS aligned with physical science.

**Natural Resources and Ecology** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

**APS Approved Course**

This course provides students a variety of experiences in the fields of natural resources and ecology. Students will explore hands-on projects and activities while studying topics such as land use, water quality, stewardship, and environmental agencies. Study of the natural world including biomes, land, air, water, energy, use and care as well as a focus on issues surrounding man's interaction with the Earth will be addressed in this course. Students will select an ecosystem to study throughout the course and apply principles of natural resources and ecology from each unit of study to that ecosystem.

**Curriculum and Pacing:** Students will complete the CASE course curriculum housed in AGSD's Canvas LMS, which is aligned with NGSS standards.

**Introduction to Agriculture, Food, and Natural Resources** *Grade level(s): 9-12; year-long.*

*Prerequisite(s): NA*

**APS Approved Course**

This course introduces students to the basic scientific principles of Agriculture and Natural Resources. Students will be recognizing and researching plant systems, animal systems, government policy, "green" technologies, agribusiness principles, and sustainability systems. In this course, students will apply understanding of ecosystems and systems thinking to the management of natural resources to maximize the health and productivity of the environment, agriculture, and communities. Students will also analyze community practice or policy development related to sustainability.

**Curriculum and Pacing:** Students will complete the CASE course curriculum housed in AGSD's Canvas LMS which is aligned with NGSS standards.

**Veterinary Technology 1** *Grade level(s): 9-12; year-long. Prerequisite(s): NA*

**APS Approved Course**

Alaska Veterinary Technology is a portal to one of the most rewarding and enriching fields of study. Veterinary medicine is composed of compassionate professionals, technically skilled and work as a team. As in human medicine, the veterinary health-care team is composed of many members, each with an important role in the proper care of patients and function of a veterinary hospital. This course is divided into weekly units encompassing science, medical terminology, animal behavior and handling, office procedures, and so much more. This course is an overview of what knowledge is needed to become a veterinary assistant.

**Curriculum and Pacing:** Students will complete the Vet Tech 1 course curriculum housed in AGSD's Canvas LMS.

## **SOCIAL STUDIES**

**Human Geography** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*APS Approved Course*

Human Geography teaches students to appreciate the diversity of people, places, and cultures, and understand the role people play in shaping our world. The goals of this course are to provide geographic context to global, regional, national and local issues and to teach students to think geographically and critically about these issues. Students will learn the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences.

**Curriculum and Pacing:** Students will complete those sections of the *Wiley Human Geography: People, Places, and Culture* text which correspond with Alaska Standards aligned with geography.

**World Geography** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*APS Approved Course*

World Geography takes students on a journey around the world in which they will learn about the physical and human geography of various regions. They will study the history of each region and examine the political, economic, and cultural characteristics of the world in which we live. Students will also learn about the tools and technologies of geography such as globes, maps, charts, and global information systems.

**Curriculum and Pacing:** Students will complete those sections of the *Prentice Hall World Geography: Building a Global Perspective* text which correspond with Alaska Standards aligned with geography.

**World History** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*APS Approved Course*

World History explores the people, events, and ideas that have shaped history from the beginnings of human society to the present day. Students will study such topics as ancient civilizations, empires, exploration, the world wars, and globalization. Students will also gain practice in research using technology and writing through various projects. In addition to the default course program, World History includes alternate lessons, projects, essays, and tests for use in enhancing instruction or addressing individual needs.

**Curriculum and Pacing:** Students will complete those sections of the *Prentice Hall World History: Connections to Today* text which correspond with Alaska Standards aligned with history.

**U.S. History** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*APS Approved Course*

US History begins with early American exploration to the present day, placing special emphasis on the politics of the 18th and early 19th centuries and the Civil War. These areas of focus target three major content strands: History, Geography, and Government and Citizenship. Additionally, students will gain practice in writing essays and reports, covering topics like the Monroe Doctrine, the states' rights debate, the Lincoln-Douglas debates, isolationism, the New Deal, and the Korean conflict.

**Curriculum and Pacing:** Students will complete those sections of the *Prentice Hall America: Pathways to the Present* text which correspond with Alaska Standards aligned with history.

**Alaska History** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*APS Approved Course*



This course examines the development of Alaska and how different events transformed the state, and more specifically, our region of the Upper Tanana. Scope of the course includes: Geography, Alaska Native peoples, The Russian Period, American Exploration, The Gold Rush, Developing Alaska's Infrastructure and Industries, World War II in Alaska, Statehood, Oil Boom, Native Concerns and ANCSA, Eastern Interior History

**Curriculum and Pacing:** Students will complete the Alaska History course curriculum housed in AGSD's Canvas LMS.

**American Government** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*APS Approved Course*

American Government is a class designed to acquaint students with the origins, concepts, organizations, and policies of the United States government and political system. To increase comprehension, students will read and analyze relevant primary and secondary source documents and incorporate these ideas into the assigned material.

**Curriculum and Pacing:** Students will complete those sections of the *MacGruder's American Government* text which correspond with Alaska Standards aligned with government.

**Local Area History Project** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*APS Approved Course*

This course is designed in AGSD to facilitate student investigations into their local communities, with the goal of student created works about their local areas. Students will conduct research online using archives, and locally, using libraries and community members. There is an emphasis on engaging with and interviewing in the community. The course is flexible to meet to needs of unique situations, different communities, multiple grade levels (middle or high school), and course lengths. Teachers can pull from specific pieces in the modules to address the needs of their students. Scaffolding is essential for student success. They will need knowledge about historical methods, interviewing, storyboarding, as well as technical skills for camera usage and (possibly) video creation.

**Curriculum and Pacing:** Students will complete the Local Area History Project course curriculum housed in AGSD's Canvas LMS.

## **Technology\***

**Technology Survey of Emerging Technologies** *Grade level(s): 9-12; year-long.*

*Prerequisite(s): NA*

*NOT an APS Approved Course*

This course meets the District requirement for a Technology credit for those students who have not passed the technology assessment, and is otherwise an elective. In this class, students will learn practical applications of web-based software and apps used for communications, creativity, collaboration and critical thinking. They will learn 21st Century skills for leading safe and productive lives in school, and at home, and that will serve as a foundation for learning in post-secondary education. The skills and knowledge learned in this course are commonly required workplace skills. Course is aligned with the ISTENets Standards.

**Curriculum and Pacing:** Students will complete the course curriculum housed in AGSD's

## **PE/Health Education**

**High School PE** *Grade level(s): 9-12; one or two semesters-long. Prerequisite(s): None.*

*NOT an APS Approved Course*

This course is an orientation to physical education, physical fitness, and health. It is an introduction to basic skills and movement by participation and instruction in physical activities such as individual and team sports and general physical fitness. All students must pass this course in order to graduate.

**Curriculum and Pacing:** Students will complete those sections of the *SPARK* curriculum which correspond with Alaska Standards aligned with health and wellness.

**Varsity Sports** *Grade level(s): 9-12; one complete varsity level sport season Prerequisite(s): None.*

*NOT an APS Approved Course*

A student may participate in an approved varsity sport to receive the required .5 credit for physical fitness. Students must complete the season to the satisfaction of the sport's varsity coach, starting at the beginning of the season, and actively participating through the last contest of the season. Approved Varsity sports include:

- Varsity Basketball (boys/girls)
- Varsity Volleyball
- Varsity Wrestling

**High School Health** *Grade level(s): 9-12; semester-long. Prerequisite(s): None.*

*NOT an APS Approved Course*

High School Health introduces students to what good health is, why good health is important, and what students should do in order to achieve good health.

**Curriculum and Pacing:** Students will complete those sections of the *Holt Lifetime Health* text which correspond with Alaska Standards aligned with healthy living skills. As an alternative, students may complete the Odysseyware course curriculum for High School Health independently, or as the basis of a "live" course.

## **Career and Technical Education (CTE)**

**Welding I** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*NOT an APS Approved Course*

This course is designed to introduce students to some of the fundamental tools, equipment, materials, and processes used in various fields of welding. The course is designed around workplace safety and job readiness skills. Students will gain knowledge about career opportunities, requirements, and the development of skills that will prepare students for success. This course follows the industry standards set forth by the American Welding Society and the Occupational Safety and Health Administration. Students' main emphasis is welding safety and the shielded metal arc welding process. They will also gain experience on the oxygen/acetylene welding and cutting systems. Students passing the end-of-year test are eligible for AWS Welding Process/Position Certification and university credit.

**Curriculum and Pacing:** As outlined in Welding I CTE Crosswalk. Benchmark/Capstone Projects required.

**Welding II** *Grade level(s): 9-12; year-long. Prerequisite(s): Welding I.*

*NOT an APS Approved Course*

Students will learn advanced SMAW welding techniques in horizontal, vertical and overhead positions while using welding rods from the four main classifications of electrodes. Students will complete four basic weld joints including Tee Fillet single pass, corner joint, butt joint, lap joint, and v-groove with multi-pass. This course follows the industry standards set forth by AWS and the Occupational Safety and Health administration. Students' main emphasis is welding safety, advanced SMAW process, learning welding symbols, reading welding detail drawings, introductory GTAW, FCAW, and GTAW processes using both ferrous and

nonferrous metals. Students passing the end-of-year test are eligible for AWS Welding Process/Position Certification. Students are also eligible to receive university credit through UAF upon passing the Certification test.

**Curriculum and Pacing:** As outlined in Welding II CTE Crosswalk. Benchmark/Capstone Projects required.

**Welding III** *Grade level(s): 9-12; year-long. Prerequisite(s): Welding I, II.*

*NOT an APS Approved Course*

Students will learn advanced SMAW welding techniques in horizontal, vertical and overhead positions while using welding rods from the four main classifications of electrodes. Students will complete four basic weld joints including Tee Fillet single pass, corner joint, butt joint, lap joint, and v-groove with multi-pass. This course follows the industry standards set forth by AWS and the Occupational Safety and Health administration. Students' main emphasis is welding safety, advanced SMAW process, learning welding symbols, reading welding detail drawings, introductory GTAW, FCAW, and GTAW processes using both ferrous and nonferrous metals. Students passing the end-of-year test are eligible for AWS Welding Process/Position Certification. Students are also eligible to receive university credit through UAF upon passing the Certification test.

**Curriculum and Pacing:** As outlined in Welding II CTE Crosswalk with advanced skills and projects included. Benchmark/Capstone Projects required.

**AutoCAD I** *Grade level(s): 9-12; year-long. Prerequisite(s): none.*

*NOT an APS Approved Course*

AutoCAD I provides an understanding of the features, limitations, and considerations associated with the operation of a computer based drafting system. Students will gain experience using CAD software and associated plotters and printers. Students will demonstrate CAD competency as demonstrated by drawings produced during the course.

**Curriculum and Pacing:** Students will complete objectives in the first half of Beginning AutoCAD. Benchmark/Capstone Projects required.

**AutoCAD II** *Grade level(s): 9-12; year-long. Prerequisite(s): AutoCAD I.*

*NOT an APS Approved Course*

AutoCAD I improves upon the understanding of the features, limitations, and considerations associated with the operation of a computer based drafting system that students learned in AutoCAD I. Students will continue to use CAD software and associated plotters and printers for more complex designs and projects. Students will demonstrate advanced CAD competency as demonstrated by drawings that are produced throughout the course.

**Curriculum and Pacing:** Students will complete objectives in the second half of Beginning AutoCAD. Benchmark/Capstone Projects required.

**Small Engines** *Grade level(s): 9-12; year-long. Prerequisite(s): none.*

*NOT an APS Approved Course*

This course is designed to introduce students to basic engine construction, principles of operation, the various types of tools used in the field, fasteners, sealants, and gaskets. This course is primarily based on 4-stroke engines with brief introductions to 2-stroke and diesel engines. Basic fuel, carburetion, injection, ignition, lubrication and cooling will also be covered. Students passing the industry certification test at the end of the course are eligible to receive university credit.

**Curriculum and Pacing:** As outlined in Small Engines CTE Crosswalk. Benchmark/Capstone Projects required.

**Food Products and Processing Systems** *Grade level(s): 9-12; year-long. Prerequisite(s): none.*

*NOT an APS Approved Course*

Agriculture, food, and natural resources (AFNR) are central to human survival and civilization. Mankind's development, use, and stewardship of natural resources to create food products have a long and ever-changing timeline. This course explores the history and evolution of food products, along with the processing methods that have arisen to feed an ever-growing world population. Students study specifics in a wide spectrum of food product topics, from early methods of preservation to technological advancements in packaging, regulations in labeling, and marketing trends. The course prepares students for a variety of possible educational and career pathways in the food industry. Students learn industry terminology in each area of the overall system, from "farm to fork" to vertical integration to smart packaging.

**Curriculum and Pacing:** Students will complete the Food Products and Processing Systems course curriculum housed in AGSD's Canvas LMS. Benchmark/Capstone Projects required.

**Technology Survey of Emerging Technologies** *Grade level(s): 9-12; year-long.*

*Prerequisite(s): NA*

*NOT an APS Approved Course*

This course meets the District requirement for a Technology credit. In this class, students will learn practical applications of web-based software and apps used for communications, creativity, collaboration and critical thinking. They will learn 21st Century skills for leading safe and productive lives in school, and at home, and that will serve as a foundation for learning in post-secondary education. The skills and knowledge learned in this course are commonly required workplace skills. Course is aligned with the ISTENets Standards.

**Curriculum and Pacing:** Students will complete the course curriculum housed in AGSD's

## **AGSD CANVAS Learning Management System (LMS)**

**CS Discoveries** *Grade level(s): 9-12; year-long. Prerequisite(s): none.*

*NOT an APS Approved Course*

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.

**Curriculum and Pacing:** Students will complete the CS Discoveries Code.org curriculum as presented by instructor who has been specifically trained to teach this curriculum.

**World Languages Spanish I** *Grade level(s): 9-12; year-long. Prerequisite(s): none.*

*APS Approved Course*

In Spanish I, students begin to develop competence in four basic skill areas: listening, speaking, reading, and writing. While developing communicative competence in Spanish, students gain and expand their knowledge of Spanish speaking countries and cultures. Emphasis is placed on learning the present tense, the near future and the past tense.

**Curriculum and Pacing:** Students will complete those sections of the *Realidades* text and course materials which correspond with Alaska Standards aligned with World Languages. For courses utilizing Odysseyware curriculum, students will complete the course.

**Spanish II** *Grade level(s): 9-12; year-long. Prerequisite(s): Spanish I.*

*APS Approved Course*

Spanish II is a high school foreign language course that builds upon skills and concepts taught in Spanish I, emphasizing communication, cultures, connections, comparisons, and communities. This course gives students practice using the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture. Course materials are designed to support

students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and in cultural competency. In addition to the default course program, Spanish II includes extra alternate lessons, projects, and tests for use in enhancing instruction or addressing individual needs.

**Curriculum and Pacing:** Students will complete those sections of the *Realidades* text and course materials which correspond with Alaska Standards aligned with World Languages. For courses utilizing Odysseyware curriculum, students will complete the course.

**German I** *Grade level(s): 9-12; year-long. Prerequisite(s): none*

*APS Approved Course*

In German I, students begin to develop competence in four basic skill areas: listening, speaking, reading, and writing. While developing communicative competence in German, students gain and expand their knowledge of German speaking countries and cultures. Emphasis is placed on learning the present tense, the near future and the past tense.

**Curriculum and Pacing:** Students will complete those sections of the *Komm mit* text and course materials which correspond with Alaska Standards aligned with World Languages.

**Fine and Performing Arts Fine Arts** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*NOT an APS Approved Course*

Students will learn to apply the basic concepts of art theory, including space, form, line, value, texture, and color, to a variety of different projects and mediums. In this hands on class students will practice with different mediums to create their own original works of art. Projects may include drawing, painting, sculpting, wood burning, glass mosaics, beading, and carving. Students will also analyze famous works from different historical periods and cultures to improve their own works and their understanding of art.

**Curriculum and Pacing:** Students will complete sections of the *Art Fundamentals* text and utilize other course resources which correspond with Alaska Standards for The Arts.

**Fiber Arts** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*NOT an APS Approved Course*

Fiber Arts students will learn how to select and care for fabrics, follow pattern directions, and use a sewing machine. They will learn about the use of various textiles and weaving/sewing techniques, as well as how fiber arts within various cultures.

**Curriculum and Pacing:** Teacher will utilize approved course texts, including *Textiles*, *Stitch*, *Fabric & Thread*, and *The Weaving Explorer*. Course objectives and resources will correspond with Alaska Standards for The Arts.

**Drama** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*NOT an APS Approved Course*

The class introduces the student to beginning acting techniques and theatre appreciation. The class includes: Teamwork, relaxation, concentration, movement, voice, play analysis, acting, improvisation, character analysis, theatre vocabulary, scene work, monologues, audition/interview skills, and public performance.

**Curriculum and Pacing:** Students will complete those sections of the *Introduction to Theater Arts* text and utilize other course resources which correspond with Alaska Standards for The Arts.

**Music** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*NOT an APS Approved Course*

Different schools within the district may utilize approved music curriculum, host guest music programs, or take advantage of local or area musicians willing to teach a course. These courses must have prior approval.

**Curriculum and Pacing:** Students will utilize course resources and expertise which correspond with Alaska Standards for The Arts.

## **Other General Electives**

**Alaska Cultures and Dog Mushing** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*  
*NOT an APS Approved Course*

This course covers an array of topics related to dog mushing in Alaska, including community cultures and history around dog mushing, as well as special curriculum about Native cultures, environment, veterinary science, and history. The course materials are in an online format, which includes a suggestion of a variety of physical materials available for check-out by teachers. Each unit is a stand-alone unit of curriculum with materials and a planning structure. Teachers can pick and choose from the variety of units, and form their own scope and sequence using these units in a way that is best suited to the seasons, local resources, and activities to plan their year.

**Curriculum and Pacing:** Students will complete the course curriculum (teacher resource materials) housed in AGSD's Canvas LMS.

**Culinary** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*  
*NOT an APS Approved Course*

Culinary is a course for students who are interested in learning how to cook. It includes studying simple food preparation techniques. Students will also gain an understanding of safe and sanitary food handling practices, dealing with food in social gatherings, and measuring and converting recipes.

**Curriculum and Pacing:** Students will complete those sections of the *On Cooking and On Baking* texts and utilize other course resources which correspond with Alaska Standards for Employability Skills, and Cultural Standards.

**Robotics** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*  
*NOT an APS Approved Course*

Robotics is designed to help students in grades 9-12 explore the fundamentals of robotics and the engineering design process while learning to use classroom and competition robotics kits. Students will walk through the design and build a robot to play a sport-like game, while also learning key STEM principles, and robotics concepts. Students will compete head-to-head against their peers in the classroom, as well as work toward participation in state robotics competitions.

**Curriculum and Pacing:** Students will use FIRST Lego Robotics Curriculum, and utilize other course resources which correspond with ISTE Standards.

**Outdoor Leadership Skills** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*  
*NOT an APS Approved Course*

This course is a Wilderness Skills elective that covers basic skills needed to survive, thrive, and enjoy the Alaskan wilderness. This hands-on class involves lots of outdoor time, and includes learning about such vital skills as fire building, navigation, backpacking, clothes and layering, and wilderness first aid.

**Curriculum and Pacing:** Students will complete those sections of the *Quality Lesson Plans for Outdoor Education* texts, and utilize other course resources which correspond with Alaska Cultural Standards.

**Greenhouse** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*  
*NOT an APS Approved Course*

Greenhouse is an integration of hands-on experiences in the Gateway Greenhouse, publishing on the Greenhouse blog, and in-class coursework. The class introduces students

to the basics of plants, soils, basic agriculture and horticulture concepts, along with environmental management practices involved in each. Students will learn the basics of greenhouse operations and management, as well as hydroponics operations and management. All of these concepts are covered in the in-class work, and put into practical application in the Gateway Greenhouse

**Curriculum and Pacing:** Students will complete those sections of the *Alaska Gardening Guide* text and utilize other resources which correspond with Alaska Employability Standards.

**Jobs in Fire and Fire Science** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*NOT an APS Approved Course*

This high school level course serves as an engaging, hands-on introduction to forest and tundra ecology, wildland fire behavior, and fire management principles. Students will become acquainted with jobs related to ecology and fire management through community partnerships, and explore career pathways, obtain job training and employability skills, and research careers of interest.

**Curriculum and Pacing:** Students will complete the course curriculum (teacher resource materials) housed in AGSD's Canvas LMS, aligned with Alaska Employability Standards.

**Future Farmers of America (Intro)** *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

*NOT an APS Approved Course*

FFA is an inter-curricular student organization for those interested in agriculture and leadership. In this course, students will have the opportunity to explore many facets of FFA. Agricultural education is a systematic program of instruction available to students desiring to learn about the science, business, technology of plant and animal production and/or about the environmental and natural resources systems.

**Curriculum and Pacing:** Based on instructor qualifications and course approval. Course objectives and resources will correspond with Alaska Employability Standards.

**Work Study** *Grade level(s): 11-12; year-long. Prerequisite(s): None.*

*NOT an APS Approved Course*

The Work Study Program provides junior and senior students an opportunity to meet their academic requirements for graduation while gaining valuable work experience along with the ability to earn credits and a paycheck. Through this business experience, they will build the knowledge, skills and self-confidence to be successful in higher education, in the workplace and in life. Students participating in this program will attend their academic classes daily, and participate in employment during school hours.

Placement for Work Study assignments to be determined in cooperation with student, principal, and counselor. Students must agree to terms (hours, duties) set forth by host employer and are evaluated based on those terms.

Middle School: 6-8

**Special Courses:** *Grade level(s): 9 -12; semester or year-long. Prerequisite(s): None.*

*NOT an APS Approved Course*

Special or Pilot Classes that are not on this list may be approved contingent upon submission of all required materials to the Curriculum Director, and with the approval of the Superintendent. Any class continuing beyond a given year requires the approval of the School Board.

# AGSD Middle School Curriculum Overview

## Grades 6 - 9

### Middle School Math

Alaska Gateway's middle school math curriculum is a complete and comprehensive program with the expectation that our students who enter the 9<sup>th</sup> grade are ready for Algebra. The curriculum includes Core, Supplemental, and Intervention components in both digital and print format. When used together and with fidelity, these components present a well-rounded program that challenges and engages students as they continue to build skills to communicate mathematically. Students build skills and knowledge in the three components of rigor: conceptual understanding, procedural skills and fluency, and application. Students also receive personalized instruction which targets specific needs and is meant to accelerate achievement, preparing them for a rigorous program of high school level mathematics. All middle school math teachers are provided with full access to the Core Components. Supplemental materials and Intervention will be provided upon request by the teacher, or as directed by the site principal or Curriculum Director. AGSD math curriculum is aligned with the Alaska Standards for Math. Teachers should utilize the [middle school math standards sheets](#) for planning and tracking purposes.

### Core Math Components

**Core Focus on Math:** Core Focus on Math is the District's adopted middle school math curriculum series, which spans the Alaska Math Standards students need, to learn in 6 grade through 8th grade. The foundation of the program is built on the Common Core Priority Clusters (also known as the Critical Areas) as well as strategies to develop the habits of mind in students articulated in the Standards for Mathematical Practice. There are three texts per grade level, each focusing on multiple clusters of standards in the Common Core and collectively addressing the complete grade level standards Alaska Standards in Math.

The series are as follows:

- 6th Grade - Stage 1: Decimals and Fractions; Introductory Algebra; Ratios, Rates & Statistics
- 7th Grade - Stage 2: Rational Numbers & Equations; Proportions & Probability; Shapes & Angles
- 8th Grade - Stage 3: Linear Equations; Geometry; Functions & Data.

Each title in the series includes a teacher edition and teacher resource binder. Students have access to online interactive activities, and enrichment and re-teaching activities. Teachers have access to online assessments and teaching support resources, such as videos.

**ALEKS** - ALEKS is an adaptive, online math program that uses artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know. Through individualized learning and assessment, ALEKS delivers a personalized learning path on the exact topics each student is most ready to learn. Students are expected to work in ALEKS each week, and teachers will use the program to track readiness, progression through the course objectives, and end of course readiness for the following year.

### Supplemental Math Components

**MobyMax** - MobyMax is an engaging digital program designed to close learning gaps with adaptive, differentiated learning. Moby assessments pinpoint missing skills and clearly map out student progress with quick formative assessments.



**IXL** - A digital adaptive program in which students build key skills at each grade level. Based on the activities of the students within the program, they receive personalized recommendations to encourage growth and exploration. Teachers receive diagnostic information on the students, as well as analytics that help to address trouble spots.

**Mango Math** - The MANGO Math curriculum is manipulative-based, with sustainable and reusable games that are meant to supplement existing core math curriculum. As part of a STEM education, MANGO Math activities provide differentiated learning scenarios to deepen mathematical comprehension.

## **Intervention Math Components**

**STAR Math** (see above)

**ALEKS** (see above)

### **Blended Learning Model**

Teachers should use the core components of the AGSD Math Curriculum as the instructional foundation on which to plan each week and to set individual growth learning goals for students. Students should be using the ALEKS digital component at least 30 minutes per day to gather analytical data from activities and assessments (some of this time can be completed at home or during other periods of the school day, such as Continuous). The data from assessment sources should be used by the teacher to plan core instruction as well as to plan for needed supplementals and interventions in the classroom each week. This core instruction should be planned around a Blended Instructional Model, such as station rotations. Stations should include a balance of the following throughout the week:

- Students working in the core components (Core Focus, ALEKS)
- Students working in groups around specific concepts or projects
- Students working on skills through supplementals
- Students receiving intervention
- Teachers working with individuals or small groups on any of the above
- Individual students working on skills independently or choosing interest-based materials

## **Middle School English**

In Alaska Gateway School District we offer core English at the middle school level which we refer to as "Middle School Language Arts". Due to many factors, such as the number of students we have, the fact that our small numbers mean that students are often combined into the same class, and the fact that some of our students move between schools frequently, we have found it to be much more efficient to keep the names of these courses and the course objectives a bit broader in nature.

Our curriculum is designed so that if a teacher in a classroom in which all middle school students meet together the same period for English, all middle and high school students meet together for English, or combinations of grades for the purposes of leveled instruction meet together for English, they will be able to utilize the curriculum to put together a course that meets the objectives of the AGSD ELA curriculum, and gives the teacher the flexibility to meet varying grade levels and readiness levels of students. Likewise, students will be able to build language arts knowledge and skills in a progressive manner that is easy to track and build upon each year.

**Learning Objectives:** Our learning objectives for our students are the grade level Alaska Standards for ELA. Teachers are to use the [Curriculum Mapping Worksheets](#) in long term planning to address the standards.

## Core English Components

**Amplify ELA** - For Tok, Northway, Tetlin, Mentasta, Tanacross. Amplify ELA is a blended curriculum designed specifically for grades 6–8. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences.

**Prentice Hall Literature** - For Eagle, Dot Lake (also for use as a supplemental in Tok, Northway, Tetlin, Mentasta, and Tanacross). PH Lit is a literature anthology series for each grade 6-12. Although it's older, we like this series because it spans a broad range of genres, exposes students to popular and classic literature, groups the literature thematically (this helps with many of the standards), gives a lot of suggestions for having students write in response to literature, and helps students to build a familiarity year after year with authors such as Shakespeare, Poe, and many others. We do not expect all of your literature instruction to come exclusively from this series, but we do expect it to be a foundational resource in your English classrooms. [This Google folder](#) contains lists of titles/authors from each of the texts in this series.

**Trade Books.** The District maintains a [collection of sets of trade books](#). The expectations are that teachers will intersperse use of the Prentice Hall Literature anthologies in order to present a wide array of literature, with novel studies. Most of the sets are accompanied by a teacher's guide for the teacher to use if they wish. The list is added to often, so the list may not be completely up-to-date. If there is a specific novel set you'd really like to teach that is not on the list, please contact the Curriculum Director.

**AGSD Writing Program** - The District's own writing program is a comprehensive writing program that teaches students the thinking/writing connection through the development of an "Enthymeme" (akin to an organizational thesis statement), in combination with the 6 Traits of Writing. The district provides training for all teachers in the Writing Program, and also a grade-by-grade scope and sequence for instruction.

## Supplemental English Components

**Scholastic Leveled Book Room** - The Book Room is the literature connection of the curriculum. It is a collection of over 6,200 physical books, with over 240 books per reading level. The collection includes acclaimed, authentic books, both classics and new releases, that stimulate student interest and increase engagement and motivation in reading. Short texts, picture books, and chapter books at all levels provide engaging "just right" reading opportunities for students on a daily basis. The books are grouped into sets of 6, so that they may be used individually, or with small groups.

**MyOn Reading** - MyOn is a digital book library, providing another literature connection. It contains thousands of enhanced and age-appropriate titles for pre-K through 12th grade. MyOn's digital library is dynamically matched to each individual learner's interests, grade, and lexile reading level, and is available to students 24/7 year round. MyOn may be used in addition to the Scholastic Book room, as a digital option, with individual students, or with small groups.

**Accelerated Reader** is an assessment software to be used in conjunction with titles from the Scholastic Book Room, MyOn titles, AGSD's trade books, and other independent titles students may choose from the library. The program contains assessments for over 600,000 titles. Students take assessments in the program for the books they read, and set reading goals based on their assessments. Teachers also utilize the data from the AR program to encourage students and provide tiered, targeted instruction in reading comprehension.

**Odysseyware English.** The District has approved the English curriculum in Odysseyware. However, we do not expect our English teachers to put their students into an

Odysseyware English course and then leave them to work on the online program on their own. The expectation is that if a teacher chooses to use the Odysseyware English as their core English curriculum material, that it will be used in a blended fashion. The teacher should present the Odyssey content in a dynamic way using best practices and instructional strategies. Students may do selected assessments in Odyssey (for quick assessment and data gathering for the teacher), and also work on the essays and projects in various ways. The Odyssey curriculum includes many "outside" literature selections - these can be found in the Prentice Hall series, the trade book sets, and on other free resource sites online. Teachers may also utilize modules, lessons, or assessments from Odysseyware English to supplement their course.

**Daily 6-Trait writing** - the [Google folder](#) includes digital versions of lessons for teaching 6-Trait writing in the middle school classrooms. These supplementals can be valuable resources for planning and instruction and support the AGSD Writing program. In lit-heavy classes, it is recommended that a good deal of the writing students do be based in literature analysis - this is more time efficient and gives you more "bang for your buck".

**Write Source Skills Book** - The district keeps master copies of these in hard copy only. These are supplementals that cover mechanics, grammar, and usage. Teachers may request a master copy from the Resource Center.

**Other supplementals.** The District subscribes to some online supplemental resources which may be useful if a teacher chooses to use them. If you would like access to preview these please contact the Curriculum office. They include: [PowerUp](#), [MobyMax](#), [IXL](#), [Alaska Digital Library](#), [Spelling City/Vocabulary City](#), [Vocabulary.com](#)

**A hybrid course.** English teachers may use the [curriculum mapping sheets](#) to plan for a combined use of all of the above listed resources, included selected lessons or units from Odysseyware. This is completely acceptable. The reason we offer this variety of materials is so that teachers may use what will best help students to meet the curricular objectives for the course.

**Using the Curriculum Mapping Sheets** More often than not, AGSD classrooms are some combination of two or more grades. The following are acceptable ways to approach planning for your course;

1. If your classroom is your entire middle school, but you want to plan for a personalized curriculum - Choose the sheet for the grade level you believe will best meet the needs of your students. Begin the year with some pre-assessments to determine what levels of knowledge and skills your students are starting the year with. This will help you and your students to set learning goals. These types of pre-assessments can be found in places such as:

[Odysseyware Placement Tests](#) (contact Curriculum Director to set this up)  
[Reading placement test in MyOn](#)  
[Reading placement tests in PowerUp](#)  
[Easy CBM Intervention Central](#)

2. If a teacher has some other combinations of middle school, the suggestion is to choose 1 grade level of material for the class and use it, then the next year rotate it. It may happen that 7th graders get access to 8th grade materials or vice versa. Teachers can still use writing activities, selected readings, and supplementals to personalize the learning experience and meet student needs.

Teachers should look through the District approved core materials and supplementals, and think about how to best use them to meet student needs for each standard in the [curriculum mapping sheets](#). Be sure to plan for blended learning that promotes student engagement, for collecting

and using regular assessment data, and personalized learning that meets students where they are.

## **A Blended Learning Model**

Teachers should use the core components of the AGSD ELA Curriculum as instructional foundation on which to plan each week and to set individual growth learning goals for students. This core instruction should be planned around a Blended Instructional Model, such as station rotations. Stations should include a balance of the following throughout the week;

- Students working in the digital components (PowerUp, A/R, STAR Reading, MobyMax, etc.)
- Student reading groups (trade books, Scholastic, or MyOn)
- Student writing groups - (AGSD Writing Program, Daily 6-Trait writing)
- Students working on skills through supplementals (spelling, vocabulary, writing skills, handwriting, etc.)
- Students receiving intervention (through the core or supplemental components)
- Teachers working with individuals or small groups on any of the above
- Individual students working on skills independently or choosing interest-based reading or writing

## **Middle School Science**

AGSD will provide an inquiry and standards based comprehensive curriculum in life science, earth and space science, and physical science. An integral part of this curriculum is to promote an understanding of the interconnections within the sciences and the interactions among science, technology, society, and the environment. Science instruction in every middle school classroom will model and provide hands-on opportunities for students to participate in scientific inquiry. A variety of cognitively appropriate strategies and resources will be utilized so that all students have opportunities to experience both success and challenge.

Using inquiry implies involvement that leads to understanding. The environment in every middle school science classroom will have students actively constructing knowledge by being engaged in observing, questioning, investigating, problem solving, predicting, evaluating, and communicating ideas.

Through implementation of this curriculum, AGSD will develop scientifically literate students who will learn to ask and investigate scientific questions, evaluate claims and evidence, and make responsible decisions in a rapidly changing world.

Alaska Gateway's middle school science curriculum promotes hands-on, project based exploration of the sciences. The curriculum is based on comprehensive learning lab kits complete with materials and lessons, as well as a set of standard texts with a balanced approach to Earth, Life, and Physical sciences. These are supplemented with access to quality online components that provide the teacher with resources for hands-on explorations and experiments, or digital supplements for students pursuing interests or content related learning within a blended learning structure.

AGSD Science curriculum is aligned with the Next Generation Science Standards (NGSS). Teachers should also utilize the 6-8 Scope and Sequence worksheet for curriculum mapping purposes.

Each school should have a plan for how middle school students proceed through the standards and curriculum. Using the Scope and Sequence worksheets and the Core Components,

students will either receive a mix of the sciences each year, progressing through the standards, OR, they will be rotated between Earth, Life, and Physical over the course of three years.

## Core Science Components

**Amplify Science:** Amplify Science is currently used at Tok, Tanacross, Northway, Tetlin, and Mentasta. Amplify Science was developed by the science education experts at UC Berkeley's Lawrence Hall of Science and the digital learning team at Amplify. The curriculum is designed to address the Next Generation Science Standards (NGSS). Each unit of Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. In each unit, students take on the role of a scientist or engineer to investigate a real-world problem. These problems provide relevant contexts through which students investigate phenomena.

**Prentice Hall Science Explorer:** Prentice hall is currently used at Eagle and Dot Lake. This series is comprised of three texts for Life, Earth, and Physical Science. This 3-book series of middle school science content builds a solid inquiry approach to Life, Earth, and Physical Science. Features include strong reading support, and multiple opportunities for hands-on inquiry. Whether using the text alone or with the labs included, the Carolina Kits, Mystery Science, or supplemental resources, teachers can utilize differentiated instruction components to meet the needs of every student at every learning level.

**Mystery Science:** Mystery Science is currently used at Eagle and Dot Lake. It is a hands-on science program, which can be used as an entire science curriculum or as a supplement. It is aligned with the Next Generation Science Standards (NGSS). The lessons are complete with inquiry, experiments, and engaging activities. They give students opportunities to talk with each other about their ideas, hypothesize, and practice the work of real scientists.

**Carolina Science Kits:** Carolina Science Kits are available to middle school classrooms around the district throughout the school year. Generally a teacher should plan to spend from 1 to 3 months with a kit in order to appropriately utilize the curriculum within it. At the end of that time, they return the kit and may check out another if they choose. The kits themselves are hands-on kits complete with lessons, assessments, and materials for a multi-grade middle school classrooms around a particular topic in the sciences. The kits are designed based on a four-stage learning cycle that is grounded in educational research and practice:

- First, students **focus** on what they already know about a topic.
- Second, students **explore** a scientific phenomenon or concept, following a well-structured sequence of classroom investigations.
- Third, students **reflect** on their observations, record them in journals, draw conclusions, and share their findings with others.
- Finally, students **apply** their learning to real-life situations and to other areas of the curriculum.
- Below are links to the middle school Carolina Kits in AGSD's resource center. The links will go to the most current edition of the kit, but be aware that we may have an earlier edition.

[Weather and Climate Systems](#) [Genes and Molecular Machines](#) [Matter and its Interactions](#) [Space Systems](#) [Exploration Ecosystems and Their Interactions](#) [Energy, Forces, and Motion](#)

## Supplemental Science Components



The following resources are approved supplemental components of the middle school Science curriculum. Teachers should use these components for targeted instruction and support, and within a blended learning structure to help provide a complete program. If you have not received your teacher/classroom access to the following programs, please contact the Curriculum Director.

**Rozzy Learning Science** - All teachers have access to Rozzy Learning Science Career Adventures for middle school. This includes online access to hundreds of NGSS aligned hands on lessons, projects and experiments. Subscription includes access to all visual aides and handouts, videos, activity magazines, vocabulary cards, writing extensions, and assessments. Also included are teacher training sections, and a teacher portal.

**Odysseyware** - **Odysseyware** is online digital curriculum. Teachers may create custom courses, assessments, or modules for students to utilize as supplement, enrich, or enhance science curriculum

**MyOn Reading** - **MyOn** is a digital book library, providing literature connections and science related titles and concepts. It contains thousands of enhanced and age-appropriate titles across genres - including science - for pre-K through 12th grade. MyOn's digital library is dynamically matched to each individual learner's interests, grade, and lexile reading level, and is available to students 24/7 year round. Most of the selections include short comprehension assessments at the end of the reading.

**BrainPop** - **BrainPop** includes engaging learning games, activities, and videos that encourage students to explore their interests, reflect on their learning, make connections, and engage in deeper thinking.

**MobyMax** - **MobyMax** is an engaging digital program designed to close learning gaps with adaptive, differentiated learning. Moby assessments pinpoint missing skills and clearly map out student progress with quick formative assessments.

**IXL** - **IXL** is a digital adaptive program in which students build key skills at each grade level. Based on the activities of the students within the program, they receive personalized recommendations to encourage growth and exploration. Teachers receive diagnostic information on the students, as well as analytics that help to address trouble spots.

## **Middle School Social Studies**

The social studies in the middle school grades are crucial if we expect the young people of Alaska to become active, responsible citizens. Unless children acquire the foundations of knowledge, attitudes, and skills that can prepare them for high school, it is less likely that courses in later years will be successful in preparing them for citizenship in the twenty-first century. The middle school social studies curriculum dives into more complex and important topics and concepts in world history, U.S. history, and world geography. Support is provided for engaging, hands on-exploration of themes across the strands of social studies. Students will acquire knowledge of history to understand the present and plan for the future, as well as more complex concepts in geography to understand the interactions of the people and places in the world. Social studies at this level should provide students with the skills needed for problem solving and decision making, as well as for making thoughtful value judgments.

The curriculum materials are based on a series of three texts complete with resource materials, and lesson and project ideas, and assessments. These are also supplemented with access to quality online components for students pursuing interests or content related learning within a blended learning structure.

AGSD Social Studies curriculum is aligned with the [Alaska Content Standards](#) in Geography, Government and Citizenship, and History. Planning is best accomplished utilizing the Standards Alignment Worksheets for [Geography](#), [Government and Citizenship](#), and [History](#).

Each school should have a plan for how middle school students proceed through the standards and curriculum. Using the Scope and Sequence worksheets and the Core Components, students will rotate between World History, US History, and World Geography over the course of three years.

### Core Components

- Glencoe: Journey Across Time - This world history program is organized chronologically from the first humans and ancient civilizations to the present. Co-authored by National Geographic and Jackson Spielvogel, Journey Across Time's engaging narrative and outstanding visuals transport students back in time.
- Glencoe: The American Journey - This survey program introduces students to key moments in American History, including people, events, places, art and literature.
- Glencoe: Exploring Our World - People, Places, and Cultures - Co-authored by National Geographic. This program introduces students to an enriched view of the interrelationships of geography, history, economics, government, citizenship, and current events all in one package. A strong geographic thread is interwoven with history, government, and current events to analyze different regions of the world and the issues they face.

### Supplemental Components

The following resources are approved supplemental components of the middle school Social Studies curriculum. Teachers should use these components for targeted instruction and support, and within a blended learning structure to help provide a complete program. Teachers needing account set-up for these programs should contact the Curriculum Director.

**Rozzy Learning Social Studies** - All middle school teachers have access to Rozzy Learning Social Studies Career Adventures for middle school. This includes online access to hundreds of hands-on lessons exploring history, geography, civics, culture, and economics. Subscription includes access to all visual aides and handouts, videos, activity magazines, vocabulary cards, writing extensions, and assessments. Also included are teacher training sections, and a teacher portal.

**Odysseyware** - [Odysseyware](#) is online digital curriculum. Teachers may create custom courses, assessments, or modules for students to utilize as supplement, enrich, or enhance social studies curriculum.

**MyOn Reading** - [MyOn](#) is a digital book library, providing literature connections and social studies related titles and concepts. It contains thousands of enhanced and age-appropriate titles across genres - including the strands of social studies - for pre-K through 12th grade. MyOn's digital library is dynamically matched to each individual learner's interests, grade, and lexile reading level, and is available to students 24/7 year round. Most of the selections include short comprehension assessments at the end of the reading.

**BrainPop** - [BrainPop](#) includes engaging learning games, activities, and videos that encourage students to explore their interests, reflect on their learning, make connections, and engage in deeper thinking.

**MobyMax** - [MobyMax](#) is an engaging digital program designed to close learning gaps with adaptive, differentiated learning. Moby assessments pinpoint missing skills and clearly map out student progress with quick formative assessments.

**IXL** - IXL is a digital adaptive program in which students build key skills at each grade level. Based on the activities of the students within the program, they receive personalized recommendations to encourage growth and exploration. Teachers receive diagnostic information on the students, as well as analytics that help to address trouble spots.

**180 Days of Social Studies:** This series from Teacher Created Resources is a supplement to assure teachers have covered state standards as well as provided quality daily work for students. The series provides practice opportunities as well as assessment. The 180 days (one page per school day) of black and white worksheets (reproducible for classroom) cover grade-appropriate topics in each of four areas: Civics, Economics, Geography, and History. One area is covered each week. For instance, explorers (history), principles of American democracy and the Constitution (civics), major features represented on maps and globes (geography), and trade and economic independence (economics). The topics build on each other as well as being related in a general way across the year.

## **Middle School Technology**

- Survey of Emerging Technologies (preparation for the Technology Assessment)

## **Middle School Physical Education (MPE) and Electives**

### **Physical Education**

Typically listed in the schedule as **Middle School PE (MPE)**. PE should be aligned with the Alaska Content Standards for Healthy Living Skills.

### **Middle School Electives (MEL)**

- College & Career Readiness
- Culinary
- Computer Science Discoveries
- Outdoor Leadership Skills
- Ak Cultures & Dog Mushing Fine Arts
- Creative Writing
- Explorations in Agriculture FFA
- Robotics
- Shop Explorations
- Drama
- Music
- MS Online



# AGSD Elementary Curriculum Overview

## Grade K- 5

### K-5 Math

Alaska Gateway's K-5 Math curriculum is a complete and comprehensive program comprised of high quality, research-based components, including Core, Supplemental, and Intervention components in both digital and print format. The programs were vetted, reviewed, and chosen by a team of AGSD teachers. When used together and with fidelity, these components present a well-rounded program that challenges and engages students as they build skills to communicate mathematically. Students build skills and knowledge in the three components of rigor: conceptual understanding, procedural skills and fluency, and application. Students also receive personalized instruction which targets specific needs and is meant to accelerate achievement. Math instruction is structured with the goal of moving students toward being independent learners, building a love of math, and providing a solid foundation for problem solving and real-world application. All K-5 teachers are provided with full access to all components, training for Core Components, and training as needed with Supplemental and Intervention Components.

AGSD's Math curriculum is aligned with the Alaska Standards for Math. To see the grade specific standards (GSS) by grade level, or to see how each standard flows into the next on a K-5 continuum (useful for multigrade classrooms), [click here](#) for the planning sheet. To work in the sheet, make a copy of it and add it to your own Google Drive.

### Core Components

**MyMath** is built around the Standards for Mathematical Practices, and engages students with the focus, coherence, and rigor required by the Alaska State Standards for Mathematics. The program is made up of a combination of digital activities and assessments meant to engage students, provide practice, and gather current learning data, as well as associated worksheets, project suggestions, and activities with manipulatives.

**Redbird** software features adaptive instruction, gamification, and digital project-based learning. STEM projects, exploration of career pathways, and contextualized problems inspire students to develop a love of math and connections to the real world. Redbird provides teachers with recommendations for instructional groups and intervention needs based on data from student's work in the program. Assessment is continual, based on student activity within the program, and provides teachers with up-to-the-minute information about student growth.

### Supplemental Components

**MobyMax** - MobyMax is an engaging digital program designed to close learning gaps with adaptive, differentiated learning. Moby assessments pinpoint missing skills and clearly map out student progress with quick formative assessments.

**IXL** - A digital adaptive program in which students build key skills at each grade level. Based on the activities of the students within the program, they receive personalized recommendations to encourage growth and exploration. Teachers receive diagnostic information on the students, as well as analytics that help to address trouble spots.

**Math in a Cultural Context (MCC)** is a supplemental math curriculum based on a long term collaboration project with the University of Alaska, Yu'pik elders, teachers, and Alaskan school districts to develop culturally based curricular materials. MCC consists of 10 supplemental math modules for varying elementary grade levels. These modules are available for checkout from the District Resource Center. The modules contain the teacher guides, lessons, and other materials and materials suggestion lists. Teachers within AGSD have also worked closely with the MCC project, and have developed manipulative kits available for check-out as well.

**BrainPop** - **BrainPop** includes engaging learning games, activities, and videos that encourage students to explore their interests, reflect on their learning, make connections, and engage in deeper thinking.

**Daily Word Problems** is a collection of engaging word problems for students to solve individually or in small groups. Each grade level set presents five problems for each week of the school year, correlated to the Alaska State Mathematics Standards.

**Success With Math** leveled workbooks present grade leveled sets of activities with approximately 40 activities for each level correlated to Alaska State Mathematics Standards. The engaging supplemental activities stand alone and can be used for individuals or small groups.

**Mad Minute** - a 30-40 day sequence of speed drills on basic number facts which can be administered in a short period of time - ideally around 5 minutes per day.

## Intervention Components

**Redbird** software provides information for teachers to utilize for intervention purposes to target specific individual and small group needs. The software is adaptive, and also provides targeted instruction within the program. (Login)

**KP Mathematics** from Winsor Learning (like Sonday System) is an instructional program that teaches number sense, place value, the four arithmetic operations, money and numbers up to nine digits. As an intervention, it introduces students who struggle with math to new instructional approaches, strategies and ways of thinking.

## A Blended Learning Model

Math instruction should take place approximately 90 minutes of each day. Teachers should use the core components of the AGSD Math Curriculum as the instructional foundation on which to plan each week and to set individual growth learning goals for students. Teachers should have students in the MyMath digital component a minimum of two times per week, and in Redbird at least 15 minutes per day to gather analytical data from activities and assessments. The data from both of these sources should be used by the teacher to plan core instruction as well as to plan for needed supplementals and interventions in the classroom each week.

This core instruction should be planned around a Blended Instructional Model, such as station rotations. Stations should include a balance of the following throughout the week:

- Students working in the digital core components (MyMath, Redbird)
- Students working in groups around specific concepts or projects
- Students working on skills through supplementals
- Students receiving intervention
- Teachers working with individuals or small groups on any of the above

- Individual students working on skills independently or choosing interest-based materials

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## **K-5 English/Language Arts**

Alaska Gateway's K-5 ELA curriculum is a complete and comprehensive program comprised of high quality, research-based components including Core, Supplemental, and Intervention components, in both digital and print format. The programs were vetted, reviewed, and chosen by a team of AGSD teachers. When used together and with fidelity, these components present a well-rounded program of tiered instruction geared at reading mastery, moving students toward being independent learners, building a love of reading, and a solid foundation for writing across the curriculum. All K-5 teachers are provided with training and full access to the Core Components. Professional development takes place at the beginning of the year, and then throughout the year as needed for support. All K-5 teachers are provided with full access to all components, training for Core Components, and training as needed with Supplemental and Intervention Components.

AGSD's ELA curriculum is aligned with the Alaska Standards in English Language Arts. To see the grade specific standards (GSS) by grade level, or to see how each standard flows into the next on a K-5 continuum (useful for multigrade classrooms), [click here](#) for the planning sheet. To work in the sheet, make a copy of it and add it to your own Google Drive.

### **Core Components**

**Lexia Core5** is an online program that helps teachers to provide differentiated literacy instruction for students of all abilities in grades pre-K through 5th grade. The program provides explicit, systematic personalized learning in the five essential areas of reading instruction (phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing), targeting skill gaps as they emerge and providing teachers with the data and and student-specific resources they need for individual and small group instruction. Students should spend an average of 60 minutes per week in Lexia Core5 for growth in skills. Lexia Core5 provides continual assessment data for teachers based on student activity within the program.

**Scholastic Book Room** - The Book Room is the literature connection of the curriculum. It is a collection of over 6,200 physical books, with over 240 books per reading level. The collection includes acclaimed, authentic books, both classics and new releases, that stimulate student interest and increase engagement and motivation in reading. Short texts, picture books, and chapter books at all levels provide engaging "just right" reading opportunities for students on a daily basis. The books are grouped into sets of 6, so that they may be used individually, or with small groups.

**MyOn Reading** - MyOn is a digital book library, providing another literature connection. It contains thousands of enhanced and age-appropriate titles for pre-K through 12th grade. MyOn's digital library is dynamically matched to each individual learner's interests, grade, and lexile reading level, and is available to students 24/7 year round. MyOn may be used in addition to the Scholastic Book room, as a digital option, with individual students, or with small groups.

**Accelerated Reader** is an assessment software to be used in conjunction with titles from the Scholastic Book Room, MyOn titles, and other independent titles students may choose from the library. The program contains assessments for over 600,000 titles. Students take assessments in the program for the books they read, and set reading goals based on their assessments. Teachers also utilize the data from the AR program

to encourage students and provide tiered, targeted instruction in reading comprehension.

**AGSD Writing Program** - The District's own writing program is a comprehensive writing program that teaches students the thinking/writing connection through the development of an "Enthymeme" (akin to an organizational thesis statement), in combination with the 6 Traits of Writing. The district provides training for all teachers in the Writing Program, and also a grade-by-grade scope and sequence for instruction.

**Beginning Readers and Heggerty Phonemic Awareness** - The beginning readers material kits are primarily for K-3, and include an expectation of regular direct instruction in phonemes, phonemic awareness, phonics, and other necessary supports that early readers need. Materials kits checked out at the beginning of the school year.

## Supplemental Components

The following resources are approved supplemental components of the K-5 ELA curriculum. Teachers should use these components for targeted instruction and support around the Core Components to help provide a complete program. Teachers needing access please contact Curriculum Director.

**Daily 6-Trait Writing** - For grades 1st through 5th, these levels each contain 25 weeks of mini lessons divided into five units. Each unit provides five weeks of scaffolded instruction focused on one of the six traits of writing. Teachers may wish to teach each entire unit in consecutive order, or pick and choose lessons within a unit.

**Write Source Skills Book** - Supports the writing process by providing students opportunities to practice editing and proofreading skills around mechanics, grammar, and usage. (Available upon request from DRC)

**Handwriting Without Tears and Keyboarding Without Tears** - Handwriting program uses multisensory, developmentally appropriate strategies to increase success with early and developing writing skills, including cursive. Keyboarding program is a web-based curriculum that teaches typing, general computer readiness, and digital citizenship. (Available upon request from DRC)

**BrainPop** - **BrainPop** includes engaging learning games, activities, and videos that encourage students to explore their interests, reflect on their learning, make connections, and engage in deeper thinking.

**MobyMax** - **MobyMax** is an engaging digital program designed to close learning gaps with adaptive, differentiated learning. Moby assessments pinpoint missing skills and clearly map out student progress with quick formative assessments.

**IXL** - **IXL** is a digital adaptive program in which students build key skills at each grade level. Based on the activities of the students within the program, they receive personalized recommendations to encourage growth and exploration. Teachers receive diagnostic information on the students, as well as analytics that help to address trouble spots.

## Intervention Components

**Lexia Core5** is used to direct teachers to specific, targeted intervention when and where it is needed. Components of the Lexia Core5 software can easily be used for intervention purposes as part of the regular program.

The **Scholastic Book Room** and **MyOn** libraries, used in conjunction with **Accelerated Reader** can also be used for targeted reading intervention.

**The Sonday System** is also used by the District to provide structured, systematic multisensory reading intervention. Each Sonday System lesson includes proven Orton-Gillingham methods to provide effective intervention in one-on-one and small group settings. The Sonday System can be used for beginning readers, intervention, dyslexia

instruction, special education, English language learners (ELL), and Response to Intervention (RTI).

## **A Blended Learning Model**

ELA instruction should take place approximately 90 minutes of each day. Teachers should use the core components of the AGSD ELA Curriculum as instructional foundation on which to plan each week and to set individual growth learning goals for students. Lexia Core5 is to be used an average of 60 minutes per week by each student (this time may vary slightly depending on individual student goals). The balance of the ELA time should be spent with the literature components offered by the Scholastic Book Room and MyOn, used in conjunction with Accelerated Reader, and also providing instruction using the AGSD Writing program.

This core instruction should be planned around a Blended Instructional Model, such as station rotations. Stations should include a balance of the following throughout the week;

- Students working in the digital components (Lexia Core5 and AR)
- Student reading groups (with Scholastic or MyOn)
- Student writing groups - (AGSD Writing Program)
- Students working on skills through supplementals (spelling, vocabulary, writing skills, handwriting, etc.)
- Students receiving intervention (through the core components or Sonday System)
- Teachers working with individuals or small groups on any of the above
- Individual students working on skills independently or choosing interest-based reading materials

## **K-5 Social Studies**

The social studies in the elementary grades are crucial if we expect the young people of Alaska to become active, responsible citizens. Unless children acquire the foundations of knowledge, attitudes, and skills in the early years, it is less likely that courses in later years will be successful in preparing them for citizenship in the twenty-first century. The elementary social studies curriculum introduces important concepts and generalizations from history, geography, and other social sciences through an integrated study of geography, history, culture, economics, government and citizenship, and how themes from these strands relate to children and their families, homes, schools, neighborhoods, and communities. In the early years, children develop a foundation for the entire social studies program and a beginning sense of efficacy as participating citizens. Support is provided for engaging, hands on-exploration of themes across the strands of social studies. Students learn to work in groups, to share, to respect the rights of others, and to care for themselves and their possessions. They will acquire knowledge of history to understand the present and plan for the future. Social studies at this level should provide students with the skills needed for problem solving and decision making, as well as for making thoughtful value judgments.

The curriculum materials are based on learning lab kits complete with materials, lesson ideas, suggestions for use in stations or centers, and a list of digital resources. These are also supplemented with access to quality online components for students pursuing interests or content related learning within a blended learning structure.



AGSD Social Studies curriculum is aligned with the [Alaska Content Standards](#) in Geography, Government and Citizenship, and History. This is best accomplished utilizing the Standards Alignment Worksheets for [Geography](#), [Government and Citizenship](#), and [History](#).

## Core Components

**Social Studies Kits** are scheduled in elementary classrooms around the district at the beginning of each school year. The [kits are rotated](#) so that grade level classrooms at each site (k-2, 3--5) receive kits and keep them for approximately 1 month. At the end of that time, they return the kit and receive another. Throughout the course of the school year, each grade level group will receive 1 kit each for six thematic strands of social studies (Alaska, Culture, Government/Citizenship, Economics, History, and Geography). The kits themselves are hands-on kits with accompanying lesson ideas, unit ideas, center/station ideas, and aligned online resources.

**TimeLinks** - TimeLinks is a textbook based social studies resource. The texts provide grade level content and assessments, is aligned with the Alaska Content Standards, and can act as a supplement to round out lessons with the Social Studies Kits.

## Supplemental Components

The following resources are approved supplemental components of the K-5 Social Studies curriculum. Teachers should use these components for targeted instruction and support, and within a blended learning structure to help provide a complete program. Teachers needing account set-up for these programs should contact the Curriculum Director.

**Social Studies Activity Tubs:** These tubs are for K-2 and 3-5 (separate tubs). They contain thematic and age appropriate activities based on the theme, such as games, puzzles, high interest books, art projects, and other activities. The tubs are available for checkout, or, based on demand, may be set on a rotating schedule, which will be posted for all K-5 teachers to see. The tubs themes are Culture, History, Geography, Government & Citizenship, and Economics.

**Rozzy Learning Social Studies** - All teachers have access to Rozzy Learning Social Studies Career Adventures for K-5. This includes online access to hundreds of hands-on lessons exploring history, geography, civics, culture, and economics. Subscription includes access to all visual aides and handouts, videos, activity magazines, vocabulary cards, writing extensions, and assessments. Also included are teacher training sections, and a teacher portal.

**MyOn Reading** - **MyOn** is a digital book library, providing literature connections and social studies related titles and concepts. It contains thousands of enhanced and age-appropriate titles across genres - including the strands of social studies - for pre-K through 12th grade. MyOn's digital library is dynamically matched to each individual learner's interests, grade, and lexile reading level, and is available to students 24/7 year round. Most of the selections include short comprehension assessments at the end of the reading.

**BrainPop** - **BrainPop** includes engaging learning games, activities, and videos that encourage students to explore their interests, reflect on their learning, make connections, and engage in deeper thinking.

**MobyMax** - **MobyMax** is an engaging digital program designed to close learning gaps with adaptive, differentiated learning. Moby assessments pinpoint missing skills and clearly map out student progress with quick formative assessments.

**IXL** - IXL is a digital adaptive program in which students build key skills at each grade level. Based on the activities of the students within the program, they receive personalized recommendations to encourage growth and exploration. Teachers receive diagnostic information on the students, as well as analytics that help to address trouble spots.

**180 Days of Social Studies:** This series from Teacher Created Resources is a supplement to assure teachers have covered state standards as well as provided quality daily work for students. The series provides practice opportunities as well as assessment. The 180 days (one page per school day) of black and white worksheets (reproducible for classroom) cover grade-appropriate topics in each of four areas: Civics, Economics, Geography, and History. One area is covered each week. For instance, explorers (history), principles of American democracy and the Constitution (civics), major features represented on maps and globes (geography), and trade and economic independence (economics). The topics build on each other as well as being related in a general way across the year.

## **K-5 Science**

AGSD will provide an inquiry and standards based comprehensive curriculum in life science, earth and space science, and physical science. An integral part of this curriculum is to promote an understanding of the interconnections within the sciences and the interactions among science, technology, society, and the environment.

Science instruction in every elementary classroom will model and provide opportunities for students to participate in scientific inquiry. A variety of cognitively appropriate strategies and resources will be utilized so that all students have opportunities to experience both success and challenge.

Using inquiry implies involvement that leads to understanding. The environment in every elementary science classroom will have students actively constructing knowledge by being engaged in observing, questioning, investigating, problem solving, predicting, evaluating, and communicating ideas.

Through implementation of this curriculum, AGSD will develop scientifically literate students who will learn to ask and investigate scientific questions, evaluate claims and evidence, and make responsible decisions in a rapidly changing world.

Alaska Gateway's K-5 science curriculum is hands-on, project based exploration of the sciences. The curriculum is based on comprehensive learning lab kits complete with materials and lessons. These are also supplemented with access to quality online components that provide the teacher with resources for hands-on explorations and experiments, or digital supplements for students pursuing interests or content related learning within a blended learning structure.

AGSD Science curriculum is aligned with the Next Generation Science Standards (NGSS). Teachers should also utilize the K-2 and 3-5 Scope and Sequence worksheets for curriculum mapping purposes.

## **Core Components**

**Carolina Science Kits:** Carolina Science Kits are scheduled in elementary classrooms around the district at the beginning of each school year. The kits are rotated so that each



grade level classroom (k-2, 3--5) receives a kit and keeps it for 3 months. At the end of that time, they return the kit and receive another. Throughout the course of the school year, each grade level group will receive 1 kit each in life, earth, and physical science. The kits themselves are hands-on kits complete with lessons, assessments, and materials for a multi-grade classroom around a particular topic in the sciences. The kits are designed based on a four-stage learning cycle that is grounded in educational research and practice:

- First, students **focus** on what they already know about a topic.
- Second, students **explore** a scientific phenomenon or concept, following a well-structured sequence of classroom investigations.
- Third, students **reflect** on their observations, record them in journals, draw conclusions, and share their findings with others.
- Finally, students **apply** their learning to real-life situations and to other areas of the curriculum.

Below are links to the kits in AGSD's rotation schedule. The links will go to the most current edition of

Life Science Kits K-3 - [Organisms](#), [Butterflies](#), [Plant Growth & Development](#) Life Science Kits 4-6 - [Animal Studies](#), [Microworlds](#), [Plant Experiments](#)

Earth Science Kits K-3 - [Weather](#), [Soils](#), [Rocks & Minerals](#)  
Earth Science Kits 4-6 - [Land & Water](#), [Ecosystems](#), [Measuring Time](#)

Physical Science Kits K-3 - [Solids & Liquids](#), [Changes](#), [Chemical Tests](#) Physical Science Kits 4-6 - [Electric Circuits](#), [Food Chemistry](#), [Magnets & Motors](#)

**Mystery Science:** AGSD carries a subscription to [Mystery Science](#), which is an online site containing a multitude of K-5 lessons in science. They include hands on activities, engaging videos, and assessments that are aligned with Next Generation Science Standards. Most of the materials required are easy to find within a school or classroom, or can be purchased cheaply at the grocery store.

## Supplemental Components

The following resources are approved supplemental components of the K-5 Science curriculum. Teachers should use these components for targeted instruction and support, and within a blended learning structure to help provide a complete program. If you have not received your teacher/classroom access to the following programs, please contact the Curriculum Director.

[Rozzy Learning Science](#) - All teachers have access to Rozzy Learning Science Career Adventures for K-5. This includes online access to hundreds of NGSS aligned hands on lessons, projects and experiments. Subscription includes access to all visual aides and handouts, videos, activity magazines, vocabulary cards, writing extensions, and assessments. Also included are teacher training sections, and a teacher portal.

**MyOn Reading** - [MyOn](#) is a digital book library, providing literature connections and science related titles and concepts. It contains thousands of enhanced and age-appropriate titles across genres - including science - for pre-K through 12th grade. MyOn's digital library is dynamically matched to each individual learner's interests, grade, and lexile reading level, and is available to students 24/7 year round. Most of the selections include short comprehension assessments at the end of the reading.

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**IXL** - IXL is a digital adaptive program in which students build key skills at each grade level. Based on the activities of the students within the program, they receive personalized recommendations to encourage growth and exploration. Teachers receive diagnostic information on the students, as well as analytics that help to address trouble spots.

## **K – 5 PE and Additional Programs**

### **APPROVED CURRICULUM MATERIALS and PROGRAMS:**

- K-2 and 3-5 Spark PE Curriculum
- All The Right Type
- Keyboarding Without Tears
- Handwriting Without Tears
- Action Based Learning
- Charlie Cart Curriculum (cart at Tok School, rotating in outlying sites)

**To: Regional School Board**

**Date: Sept 20<sup>th</sup>, 2021**

**From: Superintendent's Office**

**Agenda Item: 8**

**Issue:** Grant Acceptance

**Background Information**

BP 3226 is intended to assure that any gifts or grants support the school's mission, and has been accepted by the Board, and cites any stipulations that may be imposed on gifts. BP3452 requires that gifts that exceed \$1000 be brought before the Board for acceptance. The following awards and grants have been made to the district this year, and require acceptance from the Board:

- \$116,248 - DHSS COVID Screening Grant

**Administrative Recommendation:**

Approve acceptance of the above listed grants and awards, including all related personnel hiring, purchase of equipment and supplies, and travel provisions within the project scope.



## Grant Agreement

<b>Program Name</b>		<b>Grant Award Number</b>	601-308-21001
Screening Testing to Reopen and Keep Schools Operating Safely		<b>Fiscal Year</b>	2021
		<b>Relationship Type</b>	Contractor
<b>Approved Grant Project Budget Period</b>		<b>Issue Date</b>	4/27/2021
<b>Beginning</b>	5/1/2021	<b>Amount</b>	\$116,248.00
<b>Ending</b>	6/30/2022	<b>UEI</b>	
<b>Grant Duration</b>	Fiscal Year 1 of 2	<b>DUNS</b>	063864425
<b>Name and Mailing Address of Grantee</b>		<b>Service Area(s)</b>	
Alaska Gateway School District 1313.5 Alaska Highway Tok, AK 99780		Dot Lake, Eagle, Mentasta Lake, Northway, Tanacross, Tok	
<b>Grantee Contact</b>	Robbie MacManus	<b>Grants Administrator</b>	Amy Burke
<b>Grantee Phone</b>	907-883-5151 Ext 109	<b>Grants Administrator Phone</b>	(907)465-1624

Approved Budget Summary				
Cost Category	Grant Award	Match		Total Project Cost
	Total Award	Required Match	Additional Match / Project Support	
100 Personal Services	\$73,357.00	\$0.00	\$0.00	\$73,357.00
200 Travel	\$20,302.00	\$0.00	\$0.00	\$20,302.00
300 Facility	\$0.00	\$0.00	\$0.00	\$0.00
400 Supplies	\$17,785.00	\$0.00	\$0.00	\$17,785.00
500 Equipment	\$0.00	\$0.00	\$0.00	\$0.00
600 Other Costs	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Direct Costs</b>	<b>\$111,444.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$111,444.00</b>
700 Indirect Costs	\$4,804.00	\$0.00	\$0.00	\$4,804.00
<b>Total Costs</b>	<b>\$116,248.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$116,248.00</b>

Agencies expending \$750,000 or more total federal financial assistance in a fiscal year may be required to comply with the Federal Single Audit Act. This grant contains **\$116,248.00** federal funds.

*I certify that I am authorized to negotiate, execute, and administer this agreement on behalf of the agency named above, and hereby consent to the terms and conditions of this agreement including all articles listed on all pages.*

<b>Authorized Grantee Representative: Alaska Gateway School District</b>		<b>Date</b>
X 		7-7-2021
<b>Authorized DHSS Representative: Amy Burke, Grants and Procurement Chief</b>		<b>Date</b>
X 		7.8.2021

Milestones				
Please view the Award in GEMS for details on Milestones, Payments, and Reporting.				
End Date	Fiscal Report	Program Report	Payment	% (Payment)
05/01/2021			Initial Advance	20
06/30/2021	June CFR	June Program Report	July Advance	20
09/30/2021		September Program Report	October Advance	20
12/31/2021	December CFR	December Program Report	January Advance	20
03/31/2022	March CFR	March Program Report		
06/30/2022	End of Award CFR	End of Award Program Report	Final Payment	20

Federal Award Detail				
Assistance Living Number Title			Federal Agency	
Epidemiology and Laboratory Capacity for Infectious Diseases (ELC)			Department of Health and Human Services Centers for Disease Control and Prevention	
ALN #	FAIN #	Federal Funding Amount	Issue Date	Fed. Award to DHSS
93.323	NU50CK000509	\$116,248.00	4/7/2021	\$22,033,777.00

Project Deliverables (Agency Tasks)	
Please make sure you view in GEMS the Project Deliverables associated with this grant award. Completion of Project Deliverables may be necessary prior to full execution of this award. It is the grantee's responsibility to continuously monitor the Project Deliverables throughout the fiscal year for completion.	

### Terms and Conditions

1. The Department of Health and Social Services (grantor) and the grantee agree to comply with all applicable laws, the terms and conditions pertaining to the grant and services identified herein and incorporated into this agreement by reference, including 7 AAC 78, the Request for Proposals, the approved grant application, and the items listed below:
  - i. Special Conditions to this grant agreement,
  - ii. Privacy and Security Procedures for grantees,
  - iii. All other applicable items as required by the terms and conditions of the documents incorporated into this agreement, which may include but are not limited to: Federal Certifications, Waiver of Sovereign Immunity, and program specific reporting forms.
2. Subject to the availability of spending authority to the grantor to fund this grant and provided such spending authority is not revoked, rescinded, reduced or withheld, the grantor and grantee agree the amount awarded for the grant project is as indicated in this agreement. The grantor will promptly provide the grantee written notice if funding under this award is revoked, rescinded, reduced, or withheld and the effective date of such action.
3. The grantor's share of a grant project cost is earned only when the cost is incurred and the grantee's share of the cost has been contributed to the grant project. Receipt of funds from the grantor (either through advance or reimbursement) does not constitute earning of these funds.
4. Unless otherwise allocated in the approved grant project budget, or as approved by grantor, grantor funds shall be expended on a prorated basis with any required match or additional support funds according to their percentage of the total approved grant project budget.
5. The minimum required match is 0.00%. The grantee is agreeing to provide the matching contribution detailed in the required match column of this agreement.
6. Grant income, as defined in 7 AAC 78.950 (17), that is earned by a grantee must be used in accordance with 7 AAC 78.210. Grant income revenue and expenditures must be reported to the grantor if identified as match to this grant; and where other state and federal laws apply.
7. The grantee shall indemnify, hold harmless, and defend the grantor from and against any claim of, of liability for error, omission or negligent or intentional act of the grantee under this agreement. The grantee shall not be required to indemnify the grantor for a claim of, or liability for, the independent negligence of the grantor. If there is a claim of, or liability for, the joint negligent error or omission of the grantee and the independent negligence of the grantor, fault shall be apportioned on a comparative fault basis. The terms "grantee" and "grantor", as used within this article, include the employees, agents, and other contractors, or grantees who are directly responsible, respectively, for each. The term "independent negligence" is negligence other than in the grantor's selection, administration, monitoring, or controlling of the grantee and in approving or accepting the grantee's work.
8. Funds awarded through this grant may be reduced, withheld, or terminated by written notice from the grantor to the grantee at any time for violation by the grantee of any terms and conditions of this agreement, or when such action is deemed by the grantor to be in the best interest of the state.
9. For any licenses, permits or certifications required for a grantee to provide services under this agreement, if at any time during the term of this agreement, the required licenses, permits or certifications are in jeopardy for any reason, or have been revoked, rescinded or canceled, or a grantee otherwise loses the credentials necessary to receive a grant under either State or Federal law, the department may take whatever corrective action is necessary to protect the best interests of the clients served and the best interests of the State of Alaska.
10. General Administration:
  - i. The payment schedule including percentages and projected advance amounts are outlined in the Award section of Grants Electronic Management System (GEMS). Within 15 days after the grant agreement is fully executed, the grantor will make the initial advance payment. Subsequent advance payments will be based on receipt and approval of all required reports and compliance with grant and program requirements. Advances will equal a percentage of the total award less any funds not expended from prior advances; except that the grantor will withhold a percentage of the total award for final payment, until the grantor has received and approved all reports and the grantee has met all conditions of this agreement. If a grantee does not meet the identified Results Based Budgeting framework performance measures, the remaining 5% may be withheld. Under circumstances necessary to the success of the grant project, advance payments may exceed the projected



- percentages.
- ii. Reporting schedules are outlined in the Reporting section of GEMS. The grantee will submit expenditures using Cumulative Fiscal Reports (CFR) to the grantor in the format prescribed by the grantor through GEMS. Unless the grantor approves an extension of time, the grantee will submit a CFR to reach the grantor by the due dates indicated in the Reporting section of GEMS. CFRs must advise the grantor of the grantee's expenditures for costs allowable under 7 AAC 78.160 and the terms of this agreement.
  - iii. Due with the final year-end CFR grantees must also provide to their grants administrator listed on the face page of this grant agreement a detailed list of encumbrances that have been included as current year expenditures in the year-end CFR, as required in 7 AAC 78.190(d), and defined in 7 AAC 78.950(13) or those costs will be disallowed.
  - iv. Failure to submit correct CFRs on or before the deadlines stated in the Reporting section of GEMS may result in denial of payments due to the grantee. No part of the grantee's duty to return excess funds or funds determined by audit to have been improperly expended, as required in 7 AAC 78.230 (b) and (c), is affected by this provision. The grantee will return all such excess funds to the grantor upon submission of corrected CFRs and/or audit, or immediately upon later determination that a refund is due.
  - v. Reporting schedules are outlined in the Reporting section of GEMS. The grantee will submit program reports to the grantor in the format prescribed by the grantor. Unless the grantor approves an extension of time, the grantee will submit program reports to reach the grantor by the due dates indicated in the Reporting section of GEMS. Reports must be completed in the format prescribed by the grantor and submitted through GEMS. The department shall determine, based on reporting, if the grantee has met the identified outcomes consistent with the expectations and mission of the department. This determination will aid in the department's decision regarding award and funding for subsequent years. If the program report contains Protected Health Information (PHI), the grantor will contact the Department of Health and Social Services Program Manager for instructions on the secure transmission of the program report. Unless otherwise noted in the special conditions of award or items 10 ii-vi, all reports not available for submission through GEMS must be coordinated with the grants administrator listed on the face page of this grant agreement.
  - vi. All proposed changes to the approved grant project are subject to the requirements of 7 AAC 78.260. Requests for budget changes subject to 7 AAC 78.260(f), shall be submitted through GEMS as a Line Item Budget Revision request (LIBR).
11. The grantee shall maintain accurate property records for all property purchased with grant money, as defined in 7 AAC 78.950(18), and make those records available to the grantor upon request in accordance with 7 AAC 78.280.

### **Special Conditions of Grant Award**

#### **Program Special Conditions:**

1.Schools will be required to have their testing data plan approved by the State of Alaska prior to the beginning of the 2021/2022 school year.

2.Schools will be required to complete an implementation plan prior to the beginning of the 2021/2022 school year. A state plan and template will be provided.

#### **Grantee Specific Special Conditions:**

1. The grantee will subcontract with Living Word Academy, a school within their school district, in the amount of \$299.00 to assist with their screening testing efforts. Grantee will be responsible for reporting Living Word Academy's data to the Division of Public Health weekly.



# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

Ph: 907.883.5151 Fax: 907.883.5154

Scott MacManus, Superintendent of Schools

Date: September 20<sup>th</sup>, 2021

To: Regional School Board Members

From: Scott MacManus, Superintendent

RE: Superintendent's Board Report

I'm sure that everyone is as sick of reading about COVID-19 issues in our schools as I am of writing about them. But, as we learn more about how COVID spreads, we believe our schools can be safe and open for learning by using the best available information and guidance from the most reliable sources possible. One of the most difficult issues we deal with is misinformation, mostly on social media. We counter that as best we are able by checking information against the reliability of sources, counter-referencing, and using common sense. If more people understood just how much money is being made right now by so-called experts who play on Social Media, they might think more critically about what is being said. With such an emotionally charged issue, there is money to be made with every click. So it is important to be open to new information, and respectful always, but also to always put the safety of our children and families first. The continued spread of the Delta Variant is cause for increasing alarm among health care officials across the country, and in order for our schools to stay open we need everyone's help.

Each school in the district works with their communities to implement their school's COVID Mitigation program. The Tok HAT (Health Advisory Team) has had a couple of meetings, and they are carefully watching community spread numbers. If they continue to decline, the committee will be looking at recommending a loosening of masking protocols. Our mitigation efforts include encouraging vaccines, providing a solid screening program, social distancing, masking where and as appropriate, handwashing and regular cleaning and disinfecting, and using air filtration systems. There has been virtually no spread from within our schools as a result. We would like to keep it that way.

**Vaccine Information-** The vaccines that have been approved by the FDA are 99.9% effective in preventing death, and 70-80% effective in preventing transmission and spread. Vaccines are not perfect, but they are highly effective. Currently better than 70% of district certified staff are vaccinated and just under 50% of classified staff are vaccinated. Vaccines are cited by state and national officials as the most impactful way for us all to get back to a semblance of normality. We will continue to put out the best information we have from the most trusted sources to our families, knowing that things will change as our scientists learn more about this fast moving virus.

There are several vaccine incentive programs or lotteries underway, including a TCC incentive for anyone in the interior, and a state level program. Registration links for these programs are here:

- State: <https://www.giveakashot.com/>
- TCC: <https://www.tananachiefs.org/vaccinegiveaway/>

**Screening** – AGSD has implemented a screening protocol for staff and students. We are using the BinaxNow Screening tool, which is a light nasal swab, and are currently screening between 10 and 20% of students (with permission) and staff weekly. This will go up or down, depending on community spread numbers.

## “Where Teachers Are The Gateway To Learning”

<b>DotLake</b> 907-882-2663 Fax: 907-882-2112	<b>Eagle</b> 907-547-2210 Fax: 907-547-2302	<b>Mentasta</b> 907-291-2327 Fax: 907-291-2325	<b>Northway</b> 907-778-2287 Fax: 907-778-2221	<b>Tok</b> 907-883-5161 Fax: 907-883-5165	<b>Tanacross</b> 907-883-4391 Fax: 907-883-4390	<b>Tetlin</b> 907-324-2104 Fax: 907-324-2114
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Students have not been, and will not be, tested without a parent's permission. If a student has symptoms or has been a close contact, they may be sent home though, so that the parent can address the situation as they feel appropriate. In order for a student to participate in extracurricular activities, we must be able to screen regularly, so that it does not disrupt the program or sport they are in.

**Student enrollment** – Student enrollment numbers are pretty much as anticipated as reported by the CFO, which is good based on the budget we planned. Dot Lake has 8 students, but they have told me that they will have 11 in a few weeks. Every other school is holding steady or even increasing slightly. Tok, Mentasta, REACH, and Tetlin are up a bit, and Northway, Tanacross and Eagle are holding.

**Staffing** – I am very excited about how well our new staff are fitting in to the district, and how they are working together as a team. At the start of the year we had all positions filled, but ended up losing one teacher that we are now advertising for. We are getting our new positions lined out (Asst. Principal, State and Federal Programs, and our Itinerant STEM positions), and at this point everything seems to be working well.

#### **FY22 ARP Program Teams**

- **COVID Screening Team** enable us to mitigate spread, and allows for inter-site travel
- **Instructional Support Team** to address learning loss, specifically related to reading.
- **Counseling Team** to focus on meeting the academic, social, and emotional needs of our students
- **Special Education Team** to address the specific needs of our most vulnerable students

**Biomass Projects** - Our application to the Alaska Energy Authority (AEA) for a biomass heating project in Northway, was submitted last year. The AEA received 30+ applications, and anticipates that there will be only a few projects selected for funding. Northway's was ranked 3<sup>rd</sup> out of the total, and I heard from Representative Cronk's office that the Northway Project was approved in the House, and has gone to the Senate, where he feels that it will be approved.

**Home Internet Service Program** – The district has renewed our partnership with AP&T and our "Connect" program currently has 83 district families taking advantage of the AGSD/APT Connect program that provides matching subsidies with APT. We also provide a \$35 a month internet subsidy to families who do not have AP&T Internet Service. Our fall letters are being prepared to go out on that. We are funding this out of our ARP (American Recovery Plan) funds.

#### **District project status:**

- **Sprinkler System** – The new panel is going to be installed this month, which will bring that project to a conclusion.
- **Tetlin Teacher Housing Project**- Tony Lee has had his hands full this summer, and has done an exceptional job running the housing project in Tetlin. This house is a CIP (Construction Insulated Panel) duplex, about the same size as the duplex in Northway, but with some features that are going to be much better for long term maintenance, and the comfort of the teachers who will be living there.

#### **Rules for Improvement**

- Mindset
- Focus on How, not What
- Commit to action



Mike Dunleavy  
Governor

[www.Gov.Alaska.Gov](http://www.Gov.Alaska.Gov)



Office of the  
Governor

Juneau, Alaska

STATE OF ALASKA

PRESS RELEASE

**For Immediate Release**  
**21-142**

## **Governor Dunleavy Takes Immediate Action to Address Hospitalization Capacity and the Surge of COVID-19**

**August 26, 2021 (Anchorage)** – The surge of COVID-19 cases across Alaska is placing the state's health care systems and emergency response at urgent risk. Today Alaska Governor Mike Dunleavy urged Alaskans to take immediate action to combat the virus as the state remains in the red zone, at the highest alert level. The current statewide alert is over 450 cases per 100,000 people.

For boroughs and census areas, 27 areas are in high alert (>100 cases), one is in the substantial alert level (50-99.9 cases) and none are in the moderate or low alert level.

Governor Dunleavy has directed the Department of Health and Social Services, Department of Military and Veterans Affairs and Department of Commerce, Community and Economic Development, and the Department of Law to work with the hospitals to address the hospital capacity constraints. These efforts include:

- DCCED is expediting the process for licensed healthcare providers to work in licensed facilities. At the same time, DHSS is implementing an expedited background check process and waiver for licensed providers who are seeking to work in certain licensed facilities in Alaska, such as hospitals. This will aid in decreasing the time it takes to get new health care employees working in our communities.
- DHSS and DCCED are assessing General Services Administration (GSA) staffing contracts to temporarily support hospitals. This will aid in increasing staffing levels in our hospitals to care for all patients.
- DHSS and the Department of Law are evaluating the authorities in the public health order and seeking amendments as needed to support hospitals, including working with them on CMS 1135 waivers that allow for certain Emergency Medical Treatment and Labor Act (EMTALA) flexibilities to expedite additional staffing at Alaska's health care facilities. This would allow alternative care sites, urgent care sites and other areas of healthcare delivery to be more efficiently used to relieve pressure on the hospitals while still providing care.

- DHSS is procuring medical supplies to support hospitals that are unable to purchase items due to supply chain constraints. The state can bulk purchase and share the resources with the hospitals as well as support movement of supplies and medications around the state as needed.

“Hospitalizations are reaching critical levels of capacity and I have directed my administration to immediately address those needs,” **said Governor Dunleavy**. “To stop the surge of COVID-19 and to ensure the safety of our friends and families, I’m asking the entire state to work together to protect Alaska and Alaskans.”



Number of Cases Worldwide: **223,600,504**  
 Number of Cases in US: **40,731,352**  
 Number of positive cases in Alaska: **90,946**  
 Number of cumulative cases hospitalized in Alaska: **2,128**  
 Total Number of Nonresident Cases: **4,229**

Number of Worldwide Deaths: **4,612,018**  
 Number of US deaths: **656,248**  
 New Alaska cases in last 24hrs: **677**  
 Number of current hospitalizations: **208**  
 Number of deaths in Alaska: **458**  
**[444 Residents/14 Non-Resident]**  
 TCC Testing: Completed: **36,138**  
 Cumulative # of positive TCC Employees: **173**

*Please note: TCC data will only be available weekly*

*State data is not available on weekends or holidays*

*Information, charts and maps compiled from: TCC, Alaska DHHS, CDC, WHO, NY Times, COVID Tracking Project, and John Hopkins Institute.*

## COVID-19: September 3<sup>rd</sup> - September 10<sup>th</sup>

Friday 9/3	Saturday 9/4	Sunday 9/5	Monday 9/6	Tuesday 9/7	Wednesday 9/8	Thursday 9/9	Friday 9/10
578 13 Non Residents	849 38 Non Residents	505 28 Non Residents	272 12 Non Residents	431 11 Non Residents	805 33 Non Residents	809 37 Non Residents	677 25 Non Residents
14-Day Average Testing Turnaround Time = 0.7 Days							

Interior Case Counts				
Region	Total Cumulative Cases	Cases (Last 7 Days)	Cases (Last 14 Days)	Case Rate Average
<b>Fairbanks North Star Borough</b>	9,796	647	1,017	95.1 per 100,000
<b>Denali Borough</b>	145	3	12	-
<b>Southeast Fairbanks Census Area</b>	830	35	65	72.1 per 100,000
<b>Yukon-Koyukuk Census Area</b>	474	41	61	-
<b>Statewide</b>	90,946	4,348	8,062	85.2 per 100,000

Vaccinations Administered			
<b>United States</b>	378,569,717 – 56.6% Fully Vaccinated	<b>Worldwide</b>	5.64 B – 29.8% Fully Vaccinated
<b>Alaska</b>	687,507 – 56.1% Fully Vaccinated	<b>Tanana Chiefs Conference</b>	20,383

**Situation overview:** 702 new cases of COVID-19 were reported across the State, 677 of them Alaska Residents and 25 non-residents. Anchorage (186), Eagle River (26), Girdwood (1), Cordova (2), Valdez (1), Copper River Census-Other (9), Anchor Point (5), Homer (6), Kenai (19), Nikiski (3), Kenai-Other North (3), Kenai-Other South (1), Seward (6), Soldotna (16), Sterling (2), Kodiak (5), **Ester (3), Fairbanks (80), North Pole (34), Delta Junction (11), Tok (1), Yukon-Census Area – Other (6),** Big Lake (4), Houston (4), Matanuska-Susitna – Other (1), Palmer (43), Sutton-Alpine (5), Wasilla (72), Willow (2), Nome Census – Other (9), North Slope – Other (6), Utqiagvik (13), Northwest Arctic Borough – Other (4), Juneau (10), Ketchikan (7), Metlakatla (1), Prince of Wales-Hyder – Other (3), Sitka (3), Bethel (11), Bethel Census-Other (40), Dillingham (1), Dillingham Census-Other (1), Chevak (2), Hooper Bay (2), and Kusilvak Census - Other (7) raising the total cases for Alaska to **90,946** with an additional 4,229 nonresident cases. The total cases within the interior region has risen to **11,245**.

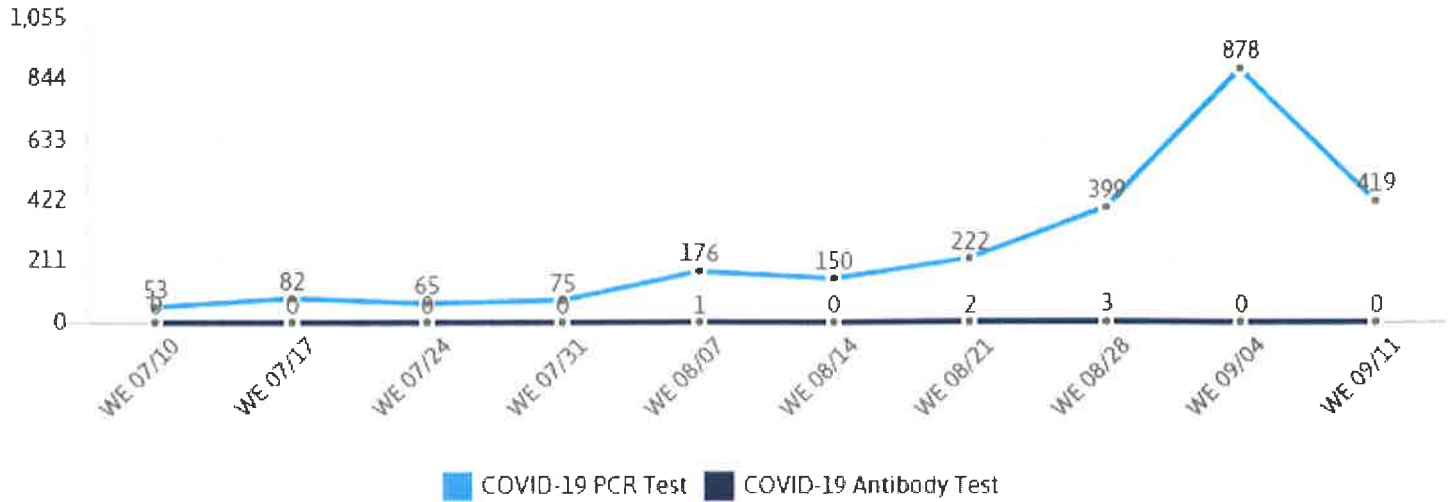


## COVID and Antibody Testing

TCC



WE 09/05/21 - 09/11/21

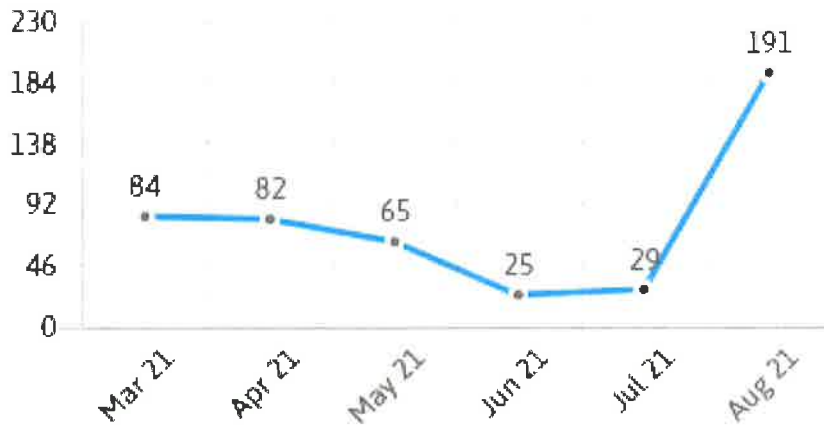


## New COVID Patients by Month



TCC

August 2021

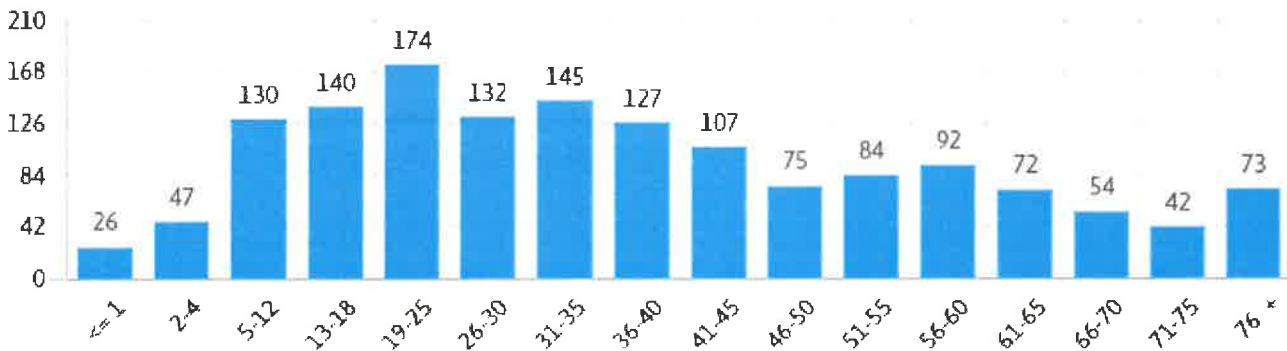


## COVID Pts by Age



TCC

TY August 2021



# Mass testing can keep COVID out of schools. But none of Alaska's largest districts are doing it.

By Nathaniel Herz, Alaska Public Media - Anchorage - September 7, 2021



Staff at the St. Mary's school district, on the Yukon River, prepare for mass testing of students and employees at the village's high school Thursday, September 2, 2021. (Courtesy Dee Dee Ivanoff)

Every Wednesday in the Yukon River village of St. Mary's, the 175 students and staff at the elementary school line up in the hallways for COVID-19 tests. The next day, the process repeats at the high school.

"We have markers where they are to stand, so we're still practicing social distancing," Superintendent Dee Dee Ivanoff, who helps with the testing, said in a phone interview. "Even when you get down to kindergarten age and preschool age, they know exactly what to do."

The weekly process, relying on rapid antigen tests, takes just an hour. So far, St. Mary's has not seen a single positive test among its 270 stu

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At least two other Alaska school districts, in Juneau and Kodiak, are instituting similar programs, known as screening testing, though they're testing a smaller share of students and staff.

The Centers for Disease Control and Prevention says that such testing can get asymptomatic but contagious COVID-19 cases out of schools more quickly, and is particularly valuable in areas with high transmission — a label that currently applies to the entire state of Alaska. One scientific model found that mass testing of students could cut cases by more than half, in schools where masks are required, and vaccination and prior infection rates are low. \*

But in Alaska's four largest road system school districts — in Anchorage, Fairbanks, the Mat-Su and the Kenai Peninsula — mass screening hasn't been possible.

**RELATED:** *Alaska's COVID hospitalizations still climbing, one in five patients now fighting virus*



The Anchorage School District has sponsored mass COVID-19 vaccination clinics, like this one in January. But it has not done the same for testing. (Jeff Chen/Alaska Public Media)

In Anchorage, district officials chose not to apply to a \$5.5 million grant that could have helped pay for mass testing, saying implementing it would have created unrealistic expectations for administrators and staff. Officials from other districts also said they're struggling to manage testing just for the far smaller number of students showing symptoms of the virus.

"There's emotion behind that answer, and it's an overwhelmed emotion," said Wendy DeGraffenried, a Mat-Su school nurse who also works as a consultant on school testing for the state health department. "That's what everyone is contending with: How do we do it? Even if we have the tools, even if we take the money, how do we do it?"

### **"Testing can make a difference"**

With students returning to classrooms amid one of Alaska's largest spikes in COVID-19, schools have become a focus in the fight against the coronavirus.

Officials say that the most important protection against transmission there is vaccination, followed by masking. But Anchorage, Fairbanks, the Kenai Peninsula and Mat-Su all rank in

the bottom half of the state's regions for their vaccination rates, and only in Anchorage schools are masks required.

**RELATED:** *Grappling with school closure and masking, Mat-Su schools hold tight to current mitigation plan*

"Particularly when you aren't doing those things, testing can make a difference," Dr. Anne Zink, Alaska's chief medical officer, told reporters last week.

Zink cited *the model by a CDC-funded lab* that predicts sharp differences in classroom infection rates between schools that are and aren't doing mass testing. If masks are required and vaccination and prior infection rates are low — protecting roughly 30% of students — then 49% of students are expected to get COVID-19 over the course of a semester.

Weekly testing of half of students reduces that number to 22%, said the study, which has not yet been peer-reviewed.

St. Mary's may be the only Alaska school district testing something close to that share of its student body. It's been running the program since last year, using free tests from both its regional tribal health care provider and the state, which has offered supplies to school districts around the state.

In Juneau, schools have been offering weekly voluntary testing for staff since the spring, and will continue doing so with the help of a \$660,000 state grant, said Kristin Bartlett, the district's chief of staff.

High school students participating in activities, like sports, have been required to take weekly tests, though vaccinated students can now opt out. That program is now being expanded to middle school athletes and coaches, Bartlett said.

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The testing has only turned up a couple of COVID-19 cases, but it's given officials peace of mind that their other protective measures, like masking, are effective, Bartlett added.

"I don't think there's any way we could have had a wrestling program last spring without being able to test students and have some kind of confidence that we weren't putting them in an unsafe environment," she said. "It's absolutely been worth it. And that's why we're trying to expand it."

In Kodiak, meanwhile, the school district is also using supplies from the state to launch optional weekly screening testing for students, with a focus on those who are unvaccinated. Teachers have been educating parents about the program at conferences at the start of the year, officials said.

**"Do the math"**

Larger districts outside Alaska have found ways to make screening testing work.

In Utah, **schools are required to conduct mass testing** to avoid moving to online learning when COVID cases rise above a certain threshold. And in Maine, **many schools are doing pooled testing**, where multiple samples are combined into one test, with individual follow-ups in the event of positives.

But one theme among the Alaska districts that have successfully launched screening tests is that they're all relatively small, with enrollments of fewer than 5,000 students. The four road system school districts that aren't currently screening all have substantially more — Kenai had more than 8,500 students last year, while Anchorage has 43,000, plus another 6,000 employees, compared to a staff of 100 nurses.

"Do the math: You've got every nurse doing some 490 surveillance tests of everybody in the district a week. You can't do it," Tom Roth, the Anchorage district's chief operating officer, said. "It's not just doing the testing. It is processing the samples, receiving the data, inputting it, making phone calls. It's physically impossible to do that."

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Screening testing is a "great idea," Roth said, but he added that an agency outside the district would have to lead the effort.

State officials point to the grant that Anchorage School District officials did not to apply for.



*A man gets tested for COVID-19 last month at the Loussac Library, one of Anchorage's free municipal testing sites. (Jeff Chen/Alaska Public Media)*

The money could have paid for staff, testing kits, or even contracted testing companies, **according to a state health department presentation**. Nearly two-dozen districts around the state applied for the grants, while four decided not to, according to state data.

Anchorage officials said they gave the grant "careful review" but found it would "bind Anchorage School District with expectations that it is unable to meet, including the administrative lift and staffing required to fulfill the grant."



"ASD continues to explore options to implement screening testing programs as a way to promptly identify cases, clusters, and outbreaks," spokeswoman Lisa Miller wrote in an email.

In the Mat-Su, the district surveyed parents during online registration about their openness to random screening testing, and it could explore such a program in the future. But officials' current focus is on testing symptomatic students and staff, said spokeswoman Jillian Morrissey.

Officials in Fairbanks and the Kenai Peninsula also said those districts are already busy keeping up with demand for symptomatic testing.

"Demand has peaked so much that we are struggling a little bit," said Kate LaPlaunt, an assistant superintendent in Fairbanks. "Our first commitment is to provide the testing we've already said that we want to offer."

LaPlaunt said she can see "a lot of value" in considering mass screening testing. But she also noted that it can be a tricky topic to broach with parents.

"I think in this community, we wanted to be really respectful of parents' right to choose things for their kids and not impose things," she said. "Testing children is something that parents feel very strongly about."

*Alaska Public Media reporter Mayowa Aina contributed reporting.*

**Nathaniel Herz, Alaska Public Media - Anchorage**



# First Episode Psychosis: How Schools can Support Students

First Episode Psychosis (FEP) often occurs when youth are still in school. FEP can create a downward trajectory for the person experiencing the illness, including disruptions at school that may lead to reduced academic achievement and school drop-out. Fortunately, better outcomes are possible with greater awareness, earlier interventions, and coordinated care that involves education supports.

## What is psychosis?

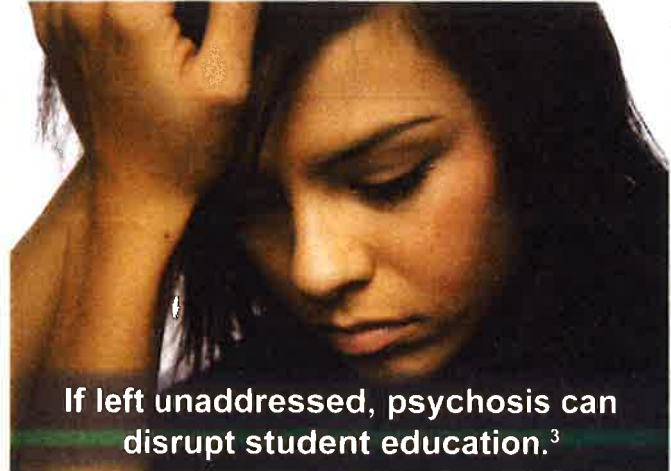
Psychosis is a broad term that describes the symptoms that occur at the onset of a serious mental illness like schizophrenia, bipolar disorder, or post-traumatic stress disorder. Psychosis is generally characterized as the person losing contact with reality, with symptoms including hallucinations, confused thoughts, changed behavior, and false beliefs or delusions.<sup>1</sup>

## What is First Episode Psychosis?

First Episode Psychosis refers to the first time someone experiences psychosis symptoms or a psychotic episode. FEP begins with a “prodromal” phase, which is a gradual period of non-specific changes to feelings and behaviors. In this phase, the person might experience depressed mood, difficulty focusing or screening out distractions, feelings of being overwhelmed or disconnected, and other behavioral changes. This period can last for several months to more than a year before the person transitions to the “acute” period, during which they experience the psychotic symptoms described above.

## How does experiencing First Episode Psychosis affect a young person’s life?

FEP can be frightening and isolating for the person experiencing it. People who have experienced FEP say they especially struggle with confronting stigma, not being taken seriously by others, and not knowing what the future holds or how to continue school.<sup>2</sup> People with FEP may withdraw from others or have trouble communicating with others, potentially leading to violence against themselves or others or clashes with authority. In addition, people with FEP may not believe that they are experiencing mental



**If left unaddressed, psychosis can disrupt student education.<sup>3</sup>**

illness, which can make it more difficult to help them seek treatment. FEP and psychotic disorders can also lead to accumulating disabilities.<sup>4</sup>

## Why is First Episode Psychosis an issue for young people in particular?

FEP is an important issue for those working with youth because the peak onset period for psychotic disorders is between ages 15 and 25, with more than half of psychotic disorders appearing before the early 20s. Without intervention, FEP and psychotic disorders can be highly disruptive to a young person’s academic and social development.<sup>5</sup>

**In the U.S., approximately 100,000 youth and young adults experience FEP each year.**

## How can First Episode Psychosis be prevented or treated?

Primary prevention of psychosis is not currently possible, because the biological and environmental factors that cause psychosis are not fully understood. Fortunately, research has shown that early intervention during FEP can improve symptoms, promote recovery, and positively influence outcomes. Early intervention in psychosis (EIP) is a community- and recovery-based secondary prevention approach.

EIP involves medical interventions like therapy and medication, as well as other more comprehensive services that support positive social and school lives for people experiencing FEP. These supports allow more youth to live independently, continue pursuit of their goals, and recover more quickly with fewer hospitalization days.<sup>7</sup>

Coordinated specialty care (CSC) is a kind of EIP that specifically targets youth. CSC is designed to be culturally competent, person-centered, and age-appropriate. An important aspect of this holistic approach to FEP intervention is that it is a team-based approach that includes the youth (and family, when appropriate) as a decision-maker in his or her own treatment. Empowering the young person experiencing FEP as an active collaborator is designed to help prevent or postpone relapse.<sup>8,9</sup>

### What are the warning signs of psychosis?<sup>6</sup>

- Perception, thinking, and speech changes (e.g., rapid and difficult to interpret speech, irrational statements, unusual sensitivity to stimuli, memory problems, severe distractibility)
- Social changes (e.g., decline of social relationships, dropping out of activities, withdrawal and isolation, unexpected aggression, extreme suspicion)
- Emotional changes (e.g., depression, anxiety, personality changes, inappropriate laughter, elated mood, inability to express joy)
- Behavioral changes (e.g., odd behavior, cutting and self-mutilation, hyperactivity or inactivity, agitation, sleep disturbances, difficulties functioning at school)

### How can schools help?

Schools can be an ideal place to promote better mental health in students, including those experiencing FEP.

- **Promote mental health literacy.** Schools can build awareness of indicators of mental health concerns and the early signs of psychosis. This can be done by promoting mental health literacy of staff, administrators, and community members through courses such as Youth Mental Health First Aid, which is designed to enhance the ability of educators to appropriately identify students in need of mental health supports and make appropriate referrals. By educating school staff on the signs of FEP and how to make mental health referrals, they will be better equipped to intervene and ensure that students obtain appropriate supports.
- **Improve student access to care.** Schools can lead coordination of efforts to bring youth-serving agencies together to provide youth and families access to appropriate services. Through school-based mental health centers or coordination with community-based providers, schools can ensure that students experience FEP are identified early on and have access to care designed to intervene early. In addition, schools can be a source of mental health supports for students who may not otherwise have access to care.
- **Provide supports for students experiencing psychosis.** Finally, schools can increase the likelihood that students experiencing FEP are able to successfully remain in school by providing appropriate supports and participating in the coordinated care being provided to students. Resuming or staying in school is often a goal for students experiencing FEP. Schools can support this goal by being involved in coordinated care and ensuring that students have what they need to succeed.

### Psychosis and School Functioning

Youth experiencing psychosis may face problems with functioning well in school. Psychosis can interfere with academic performance for many reasons, including hallucinations, delusions of reference (i.e., when a natural event is believed to have a special and personal meaning; e.g., believing a public billboard is sending a message directly to you), and paranoid thinking. These symptoms can make it hard to focus on school work and may be distressing to students. Unfortunately, these problems, if left unaddressed, often lead to dropping out of school.



## You Need to Know:

### Schools can impact student mental health for the better



An estimated **3 in 100** people will experience psychosis in their lives.<sup>10</sup>

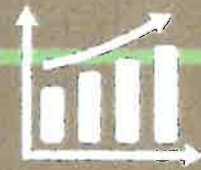
**50%**

Half of psychosis cases emerge before the early 20s.<sup>11</sup> With treatment, most people will ultimately transition to the “recovery” period, and many may never experience another episode.<sup>12, 13</sup>

Schools that facilitate “pathways to care”—including access to mental health services, a coordinated approach to making mental health referrals, and promotion of knowledge and skills about mental health problems—are able to improve student mental health.<sup>14</sup>

An abundance of research has demonstrated how education support can help decrease symptoms of psychosis and promote recovery.<sup>15</sup>

In a survey of over 1,200 people who had experienced psychosis, the most common answer to the question “who was most helpful to you?” was “no one” (22.2%). Less than 2% said a teacher.<sup>16</sup>



People who are diagnosed and treated earlier experience great improvement in quality of life and health.<sup>17</sup>

Individuals who have experienced psychosis described high school counseling centers as one of the most helpful resources.<sup>16</sup>



In that same survey of over 1,200 individuals who experienced psychosis, over 50% reported difficulties with managing school.<sup>16</sup>



Benefits of early intervention include more rapid recovery and better prognosis, lower risk of relapse and of suicide, decreased need for hospitalization, better work and school attendance, and reduced disruption to family and social life.<sup>18</sup>

#### Now Is The Time Project AWARE (NITT-PA): Supporting Students Through Improved Access

In 2014, the U.S. Substance Abuse and Mental Health Services Administration funded 20 State Education Agencies through the NITT-PA grant initiative. NITT-PA seeks to intervene with the factors that contribute to school failure for young people with under- or untreated mental illness through mental health promotion, mental illness prevention, and early intervention. In partnership with other youth-serving sectors, Project AWARE grantees are building capacity of educators to address the mental health needs of the youth they serve by improving awareness of mental health indicators, providing training in how to properly identify and respond to mental health concerns, and by improving service systems that connect young people and their families to affordable, developmentally, aligned, and culturally- and linguistically-appropriate resources in their communities.

## Endnotes

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- 4 Heinssen, R. K., Goldstein, A. B., & Azrin, S. T. Recovery After an Initial Schizophrenia Episode (RA1SE), National Institute of Mental Health (NIMH), National Institutes of Health. (2014). *Evidence-Based Treatments for First-Episode Psychosis: Components of Coordinated Specialty Care*. [http://www.nimh.nih.gov/health/topics/schizophrenia/raise/nimh-white-paper-csc-for-fep\\_147096.pdf](http://www.nimh.nih.gov/health/topics/schizophrenia/raise/nimh-white-paper-csc-for-fep_147096.pdf)
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- 15 Heinssen, R., Goldstein, A., & Azrin, S. (2014). Evidence-based treatments for first episode psychosis: Components of coordinated specialty care. Retrieved from [https://www.nimh.nih.gov/health/topics/schizophrenia/raise/nimh-white-paper-csc-for-fep\\_147096.pdf](https://www.nimh.nih.gov/health/topics/schizophrenia/raise/nimh-white-paper-csc-for-fep_147096.pdf)
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The Now Is The Time  
Technical Assistance (NITT-TA) Center



Toll-Free Phone: (844) 856-1749  
Email: [NITT-TA@cars-rp.org](mailto:NITT-TA@cars-rp.org)  
Website: [www.samhsa.gov/NITT-TA](http://www.samhsa.gov/NITT-TA)



# ALASKA GATEWAY SCHOOL DISTRICT

PO BOX 226, TOK, AK 99780

Ph: 907.883.5151 Fax: 907.883.5154

Scott MacManus – Superintendent of Schools

DATE: September 9<sup>th</sup>, 2021  
TO: Superintendent MacManus  
FROM: Robbie MacManus  
CFO

RE: September Board Report

With the new school year started, we have been busy with purchase orders for each of the schools and Administration, entering grant budgets, there are only a few that have not been added as of today. Danielle has all of the new staff entered and everyone will have received their first paycheck with the new school year. I want to say Thank you to Patti and Danielle for all of their hard work during this transition, preparing for the audit and getting ready for the new school year, this is a lot of work and can be very stressful. We have a great team in our office!

Student count; we currently have 386 students enrolled, including 24 intensive and 70 fulltime Correspondence. We based our FY22 budget on 380 students, including 24 intensive and 60 Full Time Correspondence.

	Current	Estimated	up/ (down)
Eagle	12	(11)	1
Dot Lake	8	(13)	(5)
Mentasta Lake	33	(32)	1
Northway	49	(52)	(3)
Tok School	164	( 163)	1
Tanacross	11	(14)	(3)
Tetlin	39	(35)	4
REACH	<u>70</u>	<u>(60)</u>	<u>10</u>
	386	380	6

Numbers in parenthesis are the numbers given last Spring by the schools, these are the numbers used to build the FY 22 budget. The current count is slightly higher than anticipated by 6 students, REACH seeing the highest increase with 10. These numbers will still change. There are students that have not been entered into power school and of course families are still moving around and settling in. All in all, we have held steady with our estimation of student count.

Impact Aid cards will be sent out to the schools the first week of October; the count period begins on Monday October 4th and continues for 20 days, ending on October 29th. The Impact Aid cards are used to verify where each student lives and whether their parents work or live on Native or Federal Lands. We cross reference student information with Power School to ensure accuracy of birth dates and other information. The cards serve a dual purpose for our Impact Aid report and verifying Power School information.

Our auditing firm Altman Rogers has been and gone and they are currently working on our FY21 audit. I have been told that it will be ready for presenting at the October board meeting. There were some glitches with the transition from our AS400 to Black Mountain, this was to be expected. Over all the audit looks good, no compliance issues. Once we receive the Draft we will let the Regional School Board know.

There was \$500K moved from our savings account to the General at the end of June to cover all accounts payable payments and the final payrolls for the fiscal year. This money will be transferred back after first quarter payments are received from the State and Federal grant drawdowns. See attached documentation.

I have included a "502" budget with individual printouts for each project, this makes it easier to read. Since the software conversion for the Business Office is almost complete with remaining funds we would like to transfer \$25K (minimum requirement) to set up an account for Food Service supplies, they have not purchased new supplies for the kitchens for several years. There is approximately \$1800 left in the Teen Center allocation, this project should be closed out by the next board meeting.

After 09/15/2021 we will begin a PERS and TRS audit with the State of Alaska.



# **Insured Cash Sweep (ICS) Customer Transaction Request Form**

Primary Customer Name: Alaska Gateway School District	Secondary Customer Name (if applicable):
Legal Account Title: Alaska Gateway School District	
Contact Name (for non-personal accounts): Marion R. MacManus	Institution Transaction Account No.: ICS – Savings AGSD
Transaction Amount: \$400,000	Transaction Type: <input type="checkbox"/> Deposit <input checked="" type="checkbox"/> Withdrawal <input type="checkbox"/> Liquidation
Notes: Transferring funds from ICS Alaska Gateway School District Savings to Alaska Gateway School District "General Account" 410-2000	

You may use up to **SIX** Program Withdrawals per month. To remain within this limit, you should satisfy yourself that the Triggering Events for Program Deposits and Program Withdrawals are appropriate in light of your anticipated day-to-day activity in the Transaction Account. A Program Withdrawal occurs on the business day after the business day on which the Triggering Event occurs.

If you have any updates to exclusions, please contact MaryAnn at [mboots@denalstatebank.com](mailto:mboots@denalstatebank.com) or (907) 458-4281.

Signatures:

  
\_\_\_\_\_  
Scott MacManus-Superintendent

6/29/21  
Date

  
\_\_\_\_\_  
Peter Talus - Regional School Board President

6-29-21  
Date

\_\_\_\_\_  
Institution Signature

\_\_\_\_\_  
Date



## DETAILED ACCOUNT OVERVIEW

Account ID: \*\*\*\*\*000

Account Title: ALASKA GATEWAY SCHOOL DISTRICT

### Account Summary - Savings

Statement Period	6/1-6/30/2021	Average Daily Balance	\$2,020,096.27
Previous Period Ending Balance	\$2,033,424.07	Interest Rate at End of Statement Period	0.10%
Total Program Deposits	0.00	Statement Period Yield	0.10%
Total Program Withdrawals	(400,000.00)	YTD Interest Paid	1,006.88
Interest Capitalized	166.01	YTD Taxes Withheld	0.00
Taxes Withheld	(0.00)		

Current Period Ending Balance **\$1,633,590.08**

### Account Transaction Detail

Date	Activity Type	Amount	Balance
06/30/2021	Withdrawal	(\$400,000.00)	\$1,633,424.07
06/30/2021	Interest Capitalization	166.01	1,633,590.08

### Summary of Balances as of June 30, 2021

FDIC-Insured Institution	City/State	FDIC Cert No.	Balance
BOKF, National Association	Tulsa, OK	4214	\$19.73
Bank of China	New York, NY	33653	8.12
Dime Community Bank	Hauppauge, NY	6976	248,365.99
IBERIABANK a div of First Horizon	Memphis, TN	4977	248,370.41
NexBank	Dallas, TX	29209	248,370.41
Pacific Western Bank	Beverly Hills, CA	24045	248,370.41
Pinnacle Bank	Nashville, TN	35583	143,344.19
U.S. Bank National Association	Cincinnati, OH	6548	248,370.41
Western Alliance Bank	Phoenix, AZ	57512	248,370.41

DR 100 ————— 620 166.01

CR 100 ————— 030 166.01

**Insured Cash Sweep (ICS)  
Customer Transaction Request Form**

Primary Customer Name: Alaska Gateway School District	Secondary Customer Name (if applicable):
Legal Account Title: Alaska Gateway School District	
Contact Name (for non-personal accounts): Marion R. MacManus	Institution Transaction Account No.: ICS – Savings AGSD
Transaction Amount: \$100,000	Transaction Type:  <input type="checkbox"/> Deposit <input type="checkbox"/> Withdrawal <input type="checkbox"/> Liquidation
Notes: Transferring funds from ICS Alaska Gateway School District Savings to Alaska Gateway School District "General Account" 410-2000	

You may use up to **SIX** Program Withdrawals per month. To remain within this limit, you should satisfy yourself that the Triggering Events for Program Deposits and Program Withdrawals are appropriate in light of your anticipated day-to-day activity in the Transaction Account. A Program Withdrawal occurs on the business day after the business day on which the Triggering Event occurs.

If you have any updates to exclusions, please contact MaryAnn at [mboots@denalstatebank.com](mailto:mboots@denalstatebank.com) or (907) 458-4281.

**Signatures:**

  
 \_\_\_\_\_  
 Scott MacManus-Superintendent

06/30/2021  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Peter Talus - Regional School Board President

06/30/2021  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 Institution Signature

\_\_\_\_\_  
 Date

**DETAILED ACCOUNT OVERVIEW**

Account ID: \*\*\*\*\*000

Account Title: ALASKA GATEWAY SCHOOL DISTRICT

**Account Summary - Savings**

Statement Period	7/1-7/31/2021	Average Daily Balance	\$1,536,819.69
Previous Period Ending Balance	\$1,633,590.08	Interest Rate at End of Statement Period	0.07%
Total Program Deposits	0.00	Statement Period Yield	0.09%
Total Program Withdrawals	(100,000.00)	YTD Interest Paid	1,124.79
Interest Capitalized	117.91	YTD Taxes Withheld	0.00
Taxes Withheld	(0.00)		

Current Period Ending Balance	\$1,533,707.99
-------------------------------	----------------

**Account Transaction Detail**

Date	Activity Type	Amount	Balance
07/02/2021	Withdrawal	(\$100,000.00)	\$1,533,590.08
07/30/2021	Interest Capitalization	117.91	1,533,707.99

**Summary of Balances as of July 31, 2021**

FDIC-Insured Institution	City/State	FDIC Cert No.	Balance
Dime Community Bank	Hauppauge, NY	6976	\$248,369.05
IBERIABANK a div of First Horizon	Memphis, TN	4977	248,369.05
NexBank	Dallas, TX	29209	248,369.05
Pacific Western Bank	Beverly Hills, CA	24045	248,369.05
Pinnacle Bank	Nashville, TN	35583	43,493.69
U.S. Bank National Association	Cincinnati, OH	6548	248,369.05
Western Alliance Bank	Phoenix, AZ	57512	248,369.05

## Alaska Gateway School District

Budget Change Request

Amount Awarded \$1,224,463.28 Site: District Budget

Amount Budgeted \$1,224,463.28 Dept: 502

w/ revision

Date: 09/10/2021

Page 1

Date: 09/10/2021

## School Incentives

FY21

FY22

#	FND	LOC	FNC	PRG	OBJ	Category	Current Budget	Revision	Revised Budget
	502 funds								
	Summer Maintenance								
	502	080	885	000	328	Construction Labor	262106.02	-62106.02	200000.00
	502	080	885	000	329	Construction Labor/temp	-4044.46	38754.51	34710.05
	502	080	885	000	361	Health/Life	604.22	2395.78	3000.00
	502	080	885	000	362	Unemployment Insurance	2289.85	0.15	2290.00
	502	080	885	000	363	Worker's Compensation	7718.13	-718.13	7000.00
	502	080	885	000	364	Fica/Medicare	19741.74	-1641.74	18100.00
	502	080	885	000	366	PERS	-90.35	2090.35	2000.00
	502	080	885	000	410	Professional/Technical	25000.00	-5000.00	20000.00
	502	080	885	000	420	Staff Travel	11255.38	-2755.38	8500.00
	502	080	885	000	444	Contr. Site Repair/Maint	8061.40	-61.40	8000.00
	502	080	885	000	452	Maintenance Supplies	84330.61	-34250.89	50079.72
	502	080	885	000	458	Gas and Oil	13933.12	-433.12	13500.00
	502	080	885	000	491	Dues & Fees	-475.00	975.00	500.00
	502	080	885	040	452	District Office Upgrade	100000.00	-2347.46	97652.54
	502	080	885	041	328	Tetlin duplex/labor	-3414.68	23414.68	20000.00
	502	080	885	041	361	Tetlin duplex/health/life	0.00	2000.00	2000.00
	502	080	885	041	363	Tetlin duplex/workers comp	-118.93	718.93	600.00
	502	080	885	041	364	Tetlin duplex/fica/med	-261.21	1791.21	1530.00
	502	080	885	041	366	Tetlin duplex/PERS	0.00	1500.00	1500.00
	502	080	885	041	410	Tetlin duplex/Professional Tech	44002.60	-43002.60	1000.00
	502	080	885	041	420	Tetlin duplex/Travel	-82.57	1582.57	1500.00
	502	080	885	041	452	Tetlin Teacher Housing	42098.52	-17456.00	24642.52
	502	080	885	041	510	Tetlin Teacher Housing	3711.60	6288.40	10000.00
	502	080	885	042	450	Staff/Student Technology	48591.80	0.00	48591.80
	502	080	885	043	328	Teen Center/labor	-4592.32	10592.32	6000.00
	502	080	885	043	363	Teen Center/workers comp	-163.67	463.67	300.00
	502	080	885	043	364	Teen Center/fica/med	-351.33	851.33	500.00
	502	080	885	043	420	Teen Center/travel	-283.30	1033.30	750.00
	502	080	885	043	452	Teen Center	26754.09	-22696.65	4057.44
	502	080	885	071	410	Software conversion	13357.00	-3161.67	10195.33
	502	080	885	071	450	Software conversion/supply	-6013.35	12091.20	6077.85
	502	080	885	071	452	Software conversion	8650.03	-8650.03	0.00
	502	080	885	071	510	Software conversion	25944.00		0.00
	502	080	885	072	450	School Furniture	56889.87	0.00	56889.87
	502	080	885	073	450	Supplies (rifle)	4196.00	0.00	4196.00
	502	080	885	080	420	Equip Repair & Maint/travel	380.07	196.33	576.40
	502	080	885	080	443	Equipment Repair & Maint	241525.02	-21525.02	220000.00
	502	080	885	080	452	Equipment Repair & Maint	8413.67	8586.33	17000.00
	502	080	885	080	510	Equipment (vehicles)	187227.00	0.00	187227.00
	502	080	885	255	450	Food Service Supplies	0.00	24912.14	24912.14
	502	080	885	450	450	Curriculum	63895.03	0.00	63895.03
	Steam Project								

	502	080	885	521	410	Professional/Technical	18500.00	0.00	18500.00
	502	080	885	521	420	Staff Travel	8473.72	0.00	8473.72
	502	080	885	521	433	Communications	22.00	0.00	22.00
	502	080	885	521	452	Supplies	18193.87	0.00	18193.87
							\$ 1,335,975.19	\$ (85,567.91)	\$ 1,224,463.28

Date

9/10/2021

Date

Superintendent

*M. MacManus*

Chief Financial Officer



For the Accounting Period: 9 / 21

502 SPECIAL CAPITAL PROJECTS

Program-Function-Object		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
80 DISTRICTWIDE							
0							
0							
885	CONSTRUCTION/CONTRACTOR	0.00	7,395.97	200,000.00	200,000.00	192,604.03	3 %
328	CONSTRUCTION LABOR	0.00	14,327.67	34,710.00	34,710.00	20,382.33	41 %
329	SUBSTITUTE/TEMPORARY	0.00	2,641.57	3,000.00	3,000.00	358.43	88 %
361	HEALTH/LIFE INSURANCE	0.00	0.00	2,290.00	2,290.00	2,290.00	0 %
362	UNEMPLOYMENT INSURANCE	0.00	725.67	7,000.00	7,000.00	6,274.33	10 %
363	WORKER'S COMPENSATION	0.00	1,661.85	18,100.00	18,100.00	16,438.15	9 %
364	FICA/MEDICARE	0.00	1,627.11	2,000.00	2,000.00	372.89	81 %
366	PERS	0.00	0.00	20,000.00	20,000.00	20,000.00	0 %
410	PROFESSIONAL & TECHNICAL	0.00	2,705.96	8,500.00	8,500.00	5,794.04	31 %
420	STAFF TRAVEL	0.00	0.00	8,000.00	8,000.00	8,000.00	0 %
444	CONTR. SITE REPAIR/MAINT.	873.93	31,665.09	50,080.00	50,080.00	18,414.91	63 %
452	MAINTENANCE SUPPLIES	0.00	0.00	13,500.00	13,500.00	13,500.00	0 %
458	GAS & OIL	0.00	0.00	500.00	500.00	500.00	0 %
491	DUES & FEES	873.93	62,750.89	367,680.00	367,680.00	304,929.11	17 %
Function Total:		873.93	62,750.89	367,680.00	367,680.00	304,929.11	17 %
Program Total:		873.93	62,750.89	367,680.00	367,680.00	304,929.11	17 %
Group Total:		873.93	62,750.89	367,680.00	367,680.00	304,929.11	17 %
Org Total:		873.93	62,750.89	367,680.00	367,680.00	304,929.11	17 %
Fund Total:		873.93	62,750.89	367,680.00	367,680.00	304,929.11	17 %
Grand Total:		873.93	62,750.89	367,680.00	367,680.00	304,929.11	17 %



For the Accounting Period: 9 / 21

502 SPECIAL CAPITAL PROJECTS

Program-Function-Object		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
80 DISTRICTWIDE							
0							
0							
885 CONSTRUCTION/CONTRACTOR		0.00	2,347.46	97,653.00	97,653.00	95,305.54	2 %
452-40 MAINTENANCE SUPPLIES		0.00	2,347.46	97,653.00	97,653.00	95,305.54	2 %
	Function Total:						
	Program Total:						
	Program Group Total:	0.00	2,347.46	97,653.00	97,653.00	95,305.54	2 %
	Org Total:		2,347.46	97,653.00	97,653.00	95,305.54	
	Fund Total:	0.00	2,347.46	97,653.00	97,653.00	95,305.54	2 %
	Grand Total:	0.00	2,347.46	97,653.00	97,653.00	95,305.54	2 %

502 SPECIAL CAPITAL PROJECTS

Program-Function-Object		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
80 DISTRICTWIDE							
0							
0							
885	CONSTRUCTION/CONTRACTOR						
328- 41	CONSTRUCTION LABOR	0.00	7,226.07	20,000.00	20,000.00	12,773.93	36 %
361- 41	TETLIN TEACHER HOUSING						
361- 41	HEALTH/LIFE INSURANCE	0.00	1,109.75	2,000.00	2,000.00	890.25	55 %
363- 41	TETLIN TEACHER HOUSING						
363- 41	WORKER'S COMPENSATION	0.00	250.80	600.00	600.00	349.20	41 %
364- 41	TETLIN TEACHER HOUSING						
364- 41	FICA/MEDICARE	0.00	552.76	1,530.00	1,530.00	977.24	36 %
366- 41	TETLIN TEACHER HOUSING						
366- 41	PERS	0.00	380.39	1,500.00	1,500.00	1,119.61	25 %
410- 41	TETLIN TEACHER HOUSING						
410- 41	PROFESSIONAL & TECHNICAL	0.00	426.00	1,000.00	1,000.00	574.00	42 %
420- 41	TETLIN TEACHER HOUSING						
420- 41	STAFF TRAVEL	0.00	621.19	1,500.00	1,500.00	878.81	41 %
452- 41	TETLIN TEACHER HOUSING						
452- 41	MAINTENANCE SUPPLIES	0.00	12,595.85	24,642.00	24,642.00	12,046.15	51 %
510- 41	TETLIN TEACHER HOUSING						
510- 41	EQUIPMENT	0.00	0.00	10,000.00	10,000.00	10,000.00	0 %
TETLIN TEACHER HOUSING							
Function Total:		0.00	23,162.81	62,772.00	62,772.00	39,609.19	36 %
Program Total:		0.00	23,162.81	62,772.00	62,772.00	39,609.19	36 %
Group Total:		0.00	23,162.81	62,772.00	62,772.00	39,609.19	36 %
Org Total:			23,162.81	62,772.00	62,772.00	39,609.19	
Fund Total:		0.00	23,162.81	62,772.00	62,772.00	39,609.19	36 %
Grand Total:		0.00	23,162.81	62,772.00	62,772.00	39,609.19	36 %

For the Accounting Period: 9 / 21

502 SPECIAL CAPITAL PROJECTS

Program-Function-Object		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
80 DISTRICTWIDE							
0							
0							
885 CONSTRUCTION/CONTRACTOR							
450- 42 SUPPLIES, MATERIALS & MED.		0.00	0.00	48,592.00	48,592.00	48,592.00	0 %
STAFF STUDENT TECHNOLOGY							
Function Total:							
Program Total:		0.00	0.00	48,592.00	48,592.00	48,592.00	0 %
Program Group Total:		0.00	0.00	48,592.00	48,592.00	48,592.00	0 %
Org Total:							
Fund Total:		0.00	0.00	48,592.00	48,592.00	48,592.00	0 %
Grand Total:		0.00	0.00	48,592.00	48,592.00	48,592.00	0 %

For the Accounting Period: 9 / 21

502 SPECIAL CAPITAL PROJECTS

Program-Function-Object		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
80 DISTRICTWIDE							
0							
0							
885	CONSTRUCTION/CONTRACTOR						
328- 43	CONSTRUCTION LABOR	0.00	477.98	6,000.00	6,000.00	5,522.02	7 %
	Teen Center						
363- 43	WORKER'S COMPENSATION	0.00	16.73	300.00	300.00	283.27	5 %
	Teen Center						
364- 43	FICA/MEDICARE	0.00	36.58	500.00	500.00	463.42	7 %
	Teen Center						
420- 43	STAFF TRAVEL	0.00	233.26	750.00	750.00	516.74	31 %
	Teen Center						
452- 43	MAINTENANCE SUPPLIES	0.00	8,991.48	4,057.00	4,057.00	-4,934.48	221 %
	Teen Center						
	Function Total:	0.00	9,756.03	11,607.00	11,607.00	1,850.97	84
	Program Total:	0.00	9,756.03	11,607.00	11,607.00	1,850.97	84 %
	Group Total:	0.00	9,756.03	11,607.00	11,607.00	1,850.97	84 %
	Org Total:		9,756.03	11,607.00	11,607.00	1,850.97	
	Fund Total:	0.00	9,756.03	11,607.00	11,607.00	1,850.97	84 %
	Grand Total:	0.00	9,756.03	11,607.00	11,607.00	1,850.97	84 %

Balance left  
for now

For the Accounting Period: 9 / 21

502 SPECIAL CAPITAL PROJECTS

Program-Function-Object		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
80 DISTRICTWIDE							
0							
0							
885	CONSTRUCTION/CONTRACTOR						
410- 71	PROFESSIONAL & TECHNICAL	0.00	600.00	10,195.00	10,195.00	9,595.00	5 %
	BUSINESS OFFICE UPGRADE						
450- 71	SUPPLIES, MATERIALS & MED.	0.00	64.50	6,077.00	6,077.00	6,012.50	1 %
	BUSINESS OFFICE UPGRADE						
	Function Total:	0.00	664.50	16,272.00	16,272.00	15,607.50	4 %
	Program Total:	0.00	664.50	16,272.00	16,272.00	15,607.50	4 %
	Group Total:	0.00	664.50	16,272.00	16,272.00	15,607.50	4 %
	Org Total:		664.50	16,272.00	16,272.00	15,607.50	
	Fund Total:	0.00	664.50	16,272.00	16,272.00	15,607.50	4 %
	Grand Total:	0.00	664.50	16,272.00	16,272.00	15,607.50	4 %

moved \$25k of original amount to food service for supplies/kitchen  
waiting on one more invoice from Black Mountain in November

For the Accounting Period: 9 / 21

502 SPECIAL CAPITAL PROJECTS

Program-Function-Object		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
80 DISTRICTWIDE							
0							
0							
885 CONSTRUCTION/CONTRACTOR							
450- 72 SUPPLIES, MATERIALS & MED.		0.00	0.00	56,890.00	56,890.00	56,890.00	0 %
SCHOOL FURNITURE							
Function	Total:	0.00	0.00	56,890.00	56,890.00	56,890.00	0
Program	Total:	0.00	0.00	56,890.00	56,890.00	56,890.00	0 %
Group	Total:	0.00	0.00	56,890.00	56,890.00	56,890.00	0 %
Org	Total:	0.00	0.00	56,890.00	56,890.00	56,890.00	0 %
Fund	Total:	0.00	0.00	56,890.00	56,890.00	56,890.00	0 %
Grand	Total:	0.00	0.00	56,890.00	56,890.00	56,890.00	0 %



For the Accounting Period: 9 / 21

502 SPECIAL CAPITAL PROJECTS

Program-Function-Object		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
80 DISTRICTWIDE							
0							
0							
885 CONSTRUCTION/CONTRACTOR							
450- 73 SUPPLIES, MATERIALS & MED.		0.00	0.00	4,196.00	4,196.00	4,196.00	0 %
RIFLE FUND	Function						
	Total:						
	Program	0.00	0.00	4,196.00	4,196.00	4,196.00	0 %
	Total:						
	Program	0.00	0.00	4,196.00	4,196.00	4,196.00	0 %
	Group						
	Total:						
	Org Total:						
	Fund	0.00	0.00	4,196.00	4,196.00	4,196.00	0 %
	Total:						
	Grand	0.00	0.00	4,196.00	4,196.00	4,196.00	0 %
	Total:						

For the Accounting Period: 9 / 21

502 SPECIAL CAPITAL PROJECTS

Program-Function-Object		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
80 DISTRICTWIDE							
0							
0							
885	CONSTRUCTION/CONTRACTOR						
420- 80	STAFF TRAVEL	0.00	207.13	576.00	576.00	368.87	35 %
	REPLACEMENT/MAINTENANCE						
443- 80	EQUIPMENT REPAIR & MAINT.	3,226.00	12,349.32	220,000.00	220,000.00	207,650.68	5 %
	REPLACEMENT/MAINTENANCE						
452- 80	MAINTENANCE SUPPLIES	0.00	3,411.91	17,000.00	17,000.00	13,588.09	20 %
	REPLACEMENT/MAINTENANCE						
510- 80	EQUIPMENT	0.00	0.00	187,227.00	187,227.00	187,227.00	0 %
	REPLACEMENT/MAINTENANCE						
	Function Total:						
	Program Total:	3,226.00	15,968.36	424,803.00	424,803.00	408,834.64	3 %
	Program Group Total:	3,226.00	15,968.36	424,803.00	424,803.00	408,834.64	3 %
	Org Total:	3,226.00	15,968.36	424,803.00	424,803.00	408,834.64	3 %
	Fund Total:	3,226.00	15,968.36	424,803.00	424,803.00	408,834.64	3 %
	Grand Total:	3,226.00	15,968.36	424,803.00	424,803.00	408,834.64	3 %

Repair replace.

For the Accounting Period: 9 / 21

502 SPECIAL CAPITAL PROJECTS

Program-Function-Object		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
80 DISTRICTWIDE							
0							
0							
885 CONSTRUCTION/CONTRACTOR							
450-255 SUPPLIES, MATERIALS & MED.		0.00	87.86	24,912.00	24,912.00	24,824.14	0 %
FOOD SERVICE							
Function	Total:						
Program	Total:	0.00	87.86	24,912.00	24,912.00	24,824.14	0 %
Group	Total:	0.00	87.86	24,912.00	24,912.00	24,824.14	0 %
Org	Total:	0.00	87.86	24,912.00	24,912.00	24,824.14	0 %
Fund	Total:	0.00	87.86	24,912.00	24,912.00	24,824.14	0 %
Grand	Total:	0.00	87.86	24,912.00	24,912.00	24,824.14	0 %

For the Accounting Period: 9 / 21

502 SPECIAL CAPITAL PROJECTS

Program-Function-Object	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
80 DISTRICTWIDE						
0						
0						
885 CONSTRUCTION/CONTRACTOR						
450-450 SUPPLIES, MATERIALS & MED.	0.00	0.00	63,895.00	63,895.00	63,895.00	0 %
CURRICULUM						
Function Total:	0.00	0.00	63,895.00	63,895.00	63,895.00	0
Program Total:	0.00	0.00	63,895.00	63,895.00	63,895.00	0 %
Program Group Total:	0.00	0.00	63,895.00	63,895.00	63,895.00	0 %
Org Total:			63,895.00	63,895.00	63,895.00	
Fund Total:	0.00	0.00	63,895.00	63,895.00	63,895.00	0 %
Grand Total:	0.00	0.00	63,895.00	63,895.00	63,895.00	0 %

For the Accounting Period: 9 / 21

502 SPECIAL CAPITAL PROJECTS

Program-Function-Object		Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
80 DISTRICTWIDE							
0							
0							
885	CONSTRUCTION/CONTRACTOR						
<u>410-521</u>	PROFESSIONAL & TECHNICAL	0.00	0.00	18,500.00	18,500.00	18,500.00	0 %
	BIO MASS PROJECT						
<u>420-521</u>	STAFF TRAVEL	0.00	0.00	8,474.00	8,474.00	8,474.00	0 %
	BIO MASS PROJECT						
<u>433-521</u>	COMMUNICATIONS	0.00	0.00	22.00	22.00	22.00	0 %
	BIO MASS PROJECT						
<u>452-521</u>	MAINTENANCE SUPPLIES	0.00	0.00	18,194.00	18,194.00	18,194.00	0 %
	BIO MASS PROJECT						
	Function Total:	0.00	0.00	45,190.00	45,190.00	45,190.00	0
	Program Total:	0.00	0.00	45,190.00	45,190.00	45,190.00	0 %
	Program Group Total:	0.00	0.00	45,190.00	45,190.00	45,190.00	0 %
	Org Total:			45,190.00	45,190.00	45,190.00	0 %
	Fund Total:	0.00	0.00	45,190.00	45,190.00	45,190.00	0 %
	Grand Total:	0.00	0.00	45,190.00	45,190.00	45,190.00	0 %



# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Scott MacManus, Superintendent of Schools

## MEMORANDUM

To: Scott MacManus, Superintendent

From: Eston Jennings, Director of Curriculum & Instruction

RE: Board report for September 09, 2021

I am happy to report that we had a successful New Teacher/Staff Orientation and In-Service to kick off the year. Teachers were immersed in a culturally responsive program with Tracy Snow. We had a special visit from the Alaska State Education Commissioner Dr. Michael Johnson. Our work with the MAP (Map of Academic Progress) Assessment included workshops and keynote address with MAP expert Dr. Richard Schroeder. Our learning partner, Brightways, lead us through Social Emotional Learning (SEL) training called Kaleidoscope.

The Instructional Support Team this year consists of the following:

Suzanne Bell: District Instructional Coach

Jane Teague: Technology Integration Specialist

Conan Steele: District STEM Instructor

Lillian Wise: Reading Interventionist

Candy Thurneau: Power School Specialist

Our Instructional Support Team has hit the ground running. We have been visiting schools, working with students, and supporting teachers and staff in their work. We have been visiting schools during professional learning and open houses!



Dr. Michael Johnson, AK  
Education Commissioner






Tetlin Principal Rhodes at  
Open House



**Summer Curriculum Progress Report:** The Summer Committees are wrapping up their work and would like to brief you on all they accomplished!

<b>Summer Committee Brief</b>	
<p>K-5 ELA Revision &amp; Review</p> <p>Members: Suzanne Bell Brooke Fendley Tish Rhodes Sara Talus</p> 	<p>The major focus of our work was creating a spreadsheet that lays out the expectations, available resources, recommended strategies, and grade level standards for each grade level K-5<sup>th</sup>, for the areas of comprehension, fluency, phonemic awareness, phonics/word recognition, language and vocabulary, writing, handwriting, and keyboarding. Our work also included updating the AGSD K-5 English Language Arts Curriculum Overview.</p>
<p>K-5 Science Revision &amp; Review</p> <p>Members: Joyce Dunning Samone Frazier-Drath Sara Talus</p> 	<p>The committee was tasked with looking at the state standards for science and unpacking them according to grade levels. The 3 domains were Life Science, Physical Science, and Earth Science. We provided references to resources that the district has provided for our use and the skills and objectives students should be able to meet as a result of the lessons. This provides elementary teachers the ability to see topics that should be addressed at each grade level.</p>
<p>K-5 Social Studies Revision &amp; Review</p> <p>Members: Deb Berg Samone Frazier-Drath Sara Talus</p> 	<p>The Social Studies committee worked together to align the social studies curriculum vertically so that the students would have a solid foundation when moving forward into middle school and high school. The Alaska social studies standards are very broad so the committee made sure that the k- 5 curriculum is meeting the standards while also ensuring that there are fewer gaps in the student's knowledge of history and social studies as they progress through their educational journey. The committee accomplished this by introducing the seven themes of history to the students in their k-5 curriculum and building their knowledge each subsequent year.</p>

<p>High School Lit Revision &amp; Review</p> <p>Members: Erica Burnham Shania Fifarek</p> 	<p>For the ELA curriculum, we took our previous work on the new classes from last year's (2020's) curriculum work and started by making it more uniform in appearance for greater readability. We reviewed the units and materials, editing where necessary, and added new materials. We (re)aligned the units with AK standards and added suggested assignments, projects, and essay topics for each unit. We also wrote potential writing projects to give teachers ideas on how to teach and assign a variety of types of writing for each class. Finally, we added a tab on the curriculum Sheet that linked to all materials that are available online and separated them into groups by class and unit.</p>
<p>Emerging Technologies</p> <p>Members: Lindsay Brush Erica Burnham</p> 	<p>The committee reviewed the existing course and added units on digital citizenship and digital literacy. It redesigned the course for clarity and integrated more current technology. In the course students will now create a portfolio which demonstrates mastery of technology. The course also includes a final.</p>
<p>Graduation Requirements</p> <p>Members: Lindsay Brush Erica Burnham Jeff Deeter</p> 	<p>The committee reviewed curriculum for the new graduation requirements and made the following recommendations:</p> <ul style="list-style-type: none"> <li>• For Civics, <i>MaGruder's American Government</i>, both physical textbooks and multi-year digital licenses</li> <li>• For College and Career Readiness, Lindsay Brush will create a district Canvas course on an MOA using the AKCIS program that the district already uses.</li> <li>• For Personal Finance, <i>Foundations of Personal Finance</i> program through Goodheart-Wilcox publishing.</li> </ul> <p>In making these recommendations the committee considered the usability, scope and sequence, differentiations for struggling students, supporting materials-in particular assessments, applicability in the broader community and the costs.</p>

**NEW STAFF:** We are very excited to kick off the school year with New Teacher/Staff Orientation and In-Service. Workshops and sessions have been planned to cover topics from benefits to utilizing MAP Data to support student growth and achievement along with sessions on Social Emotional Learning (SEL) and Kaleidoscope with Brightways which will be focusing on creating webs of support for schools. Team builders such as a picnic, door prizes, and lunch and breakfast will be provided. Principals will have dedicated time to work with staff and review data each day.

**IPRARS GRANT:** Teachers met this summer to work on the IPRARS Grant. Key elements of this grant are hinged on Visible Learning and Performance Based Compensation. Our work is focused on communication with families, increasing reading achievement, and retention of certified staff and classified instructional support. Visible Learning in a nutshell is the process of helping teachers see their work through the eyes of students. Visible Learning is based on the work of John Hattie.

## Visible Learning

### What is Visible Learning?

"Visible" refers to making student learning visible to teachers, ensuring attributes that make a "visible" difference to student learning.

The "learning" aspect refers to how we go about knowing and understanding then doing something about student "learning."

### Making Learning Visible

You will need to be able to skip count by 2, 5 and 10 before the exam.

My goal is to be able to skip count by 2 by next Wednesday. I'm going to practice every day.



That's a great plan, don't forget to use the rubric to check yourself.

Transparent goals

Success criteria

Rapid formative feedback

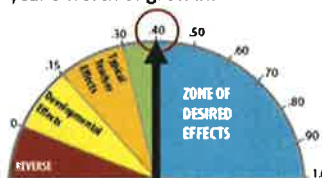
- the more transparent the teacher makes the learning goals, then the more likely the student is to engage in the work needed to meet the goal.

- the more the student is aware of the criteria of success, then the more the student can see the specific actions that are needed to attain these criteria.

- the more there is feedback about progress from prior to desired outcomes the more positive attributes to learning are developed.

### The Research

Hattie's Barometer of Influence is based on a "hinge point" of .40 which equals approximately 1 year's worth of growth.



Effect size is a method of comparing results on different measures (standardized tests, teacher tests, student work) over time or between groups that allows multiple comparisons.

### Findings





Kaleidoscope Training with Brightways



Tracy Snow, Cultural  
Responsiveness Expert



Community Building Meal at  
District-Wide Staff BBQ



# ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

PO BOX 226, Tok, AK 99780

Ph: 907.883-5151.114

Districtwide, Wade Boney, Maintenance Director

Date: September 10th, 2021  
To: Scott MacManus, Superintendent  
From: Wade Boney, Maintenance Director  
RE: September Building Maintenance Report

Summer has quickly disappeared and we continue on with projects and maintenance. Tony Peet did a good job getting our sites cleared and clean of brush for the start of the school year.



During the last month we have been able to prep for the addition at the District Office by moving our power service, removing siding and unused or old telephone and data cables, and prep and form the site for the concrete pour. We are scheduled to get that completed Wednesday so we can move on to the next steps.

The Teen Center appears to be going well with new carpet, lights, and paint. Tony Lee and his crew did an excellent job getting it in great shape and looking good while the Tetlin duplex has had a lot of progress made on exterior siding, roofing, and entryways. The interior has seen a great deal of effort in framing, vapor barrier, and rough in work. Sheetrock is now the focus as well as mechanical support coming from the school building.

In Mentasta we have been able to take care of some much needed painting projects on the exterior entry of the building. There was quite a bit of weathering and general wear and tear around the entries and doors that has been completed. We have been able to complete the tile replacement in the girls bathroom and the shop/ garage received a fresh coat of floor paint. In Tetlin we have removed large amounts of debris throughout the building, completed repairs and touch up of the old teacher units, and minor maintenance. Tish, her staff, and kids helped one day to get things donated and cleared out. Tok has had some flooring replaced in a few key areas as well as a new coat of finish on the gym floor and repairs to the basketball backboards. While in Eagle we have been able to complete the lighting upgrades in the common areas and outside, refinish the gym floor, repair floor tiles, PMS, and general maintenance. On our first visit we discovered that the power company is upgrading the city power supply and so we needed to remove the glycol in our heating system so the changes could be made. This was unexpected but we were able to get it removed and contained which will allow us to fill the system when they install the new equipment this fall. Northway has had the bathrooms painted and repaired, a new entry on one of the apartments, leveling of the duplex, and many other tasks checked off the list. Dot Lake and Tanacross have had some painting and minor maintenance items taken care of this past month but we will end up working on some of the final items in the next few weeks. The two weeks before school started was crunch time as the custodians and staff came back into the schools but it all went well and we got it ready for the year.

**“Educating all students to reach their full potential as responsible citizens”**

**DotLake**  
907-882-2663  
Fax: 907-882-2112

**Eagle**  
907-547-2210  
Fax: 907-547-2302

**Mentasta**  
907-291-2327  
Fax: 907-291-2325

**Northway**  
907-778-2287  
Fax: 907-778-2221

**Tok**  
907-883-5161  
Fax: 907-883-5165

**Tanacross**  
907-883-4391  
Fax: 907-883-4390

**Tetlin**  
907-324-2104  
Fax: 907-324-2114



# ALASKA GATEWAY SCHOOL DISTRICT

Brenda Overcast – Technology Director

P. O. Box 226, Tok, AK 99780

Ph: 907.209.9667 Fax: 907.883.5154

Date: 8/09/2021

To: Scott MacManus, Superintendent

From: Brenda Overcast, Technology Director

RE: Regional Board Report for 8/20/2021

## E-rate

July 20<sup>th</sup> I applied for the Emergency Connectivity Fund (ECF). These funds are for is for off campus connections (home) only and a limited selection of devices only. I applied for 340 chrome books for students and staff. If the districts purchase covers with them this will give us a 3 year warrantee on each and what we get back is more than what we started with. I also applied for point to point system to set up for our new and old apartments in Tetlin. The funding has not been approved yet and no one in the state has received funding at this time. We should hear soon, as they have reopened the applications again.

Also working with DRS to purchase a tower to send signals from Tok School to Pathways to make a point to point system so they will also have the same system. This may not happen till next year e-rate cycle. At the time we are using AP&T DSL at the Pathways building.

The beginning of the year there has been a work in progress tweaking the filter with DRS (our new provider) . With the new provider it's just getting the filter to work for each school. I'm pleased to say we have a more access to the filtering system then prior years and we can easily make a lot more accommodations that fit for each school.

## Schools

All Schools have Chromebooks, 1to1 K-12. Chromebooks at this time are to stay at school unless there are special circumstances that a student needs to take it home.

## Testing

MAP testing started on Sept. 6<sup>th</sup> and will be finishing up on the 24<sup>th</sup>. This year, our Alaska state testing will be using the same company, NWEA, that we use for MAP testing for. I'm hoping that it goes as smooth as our MAP testing does.

We were informed that we will be conducting the NAEP (National Assessment of Educational Progress) testing for Tok 4<sup>th</sup> grade and Tetlin 8<sup>th</sup> grade. This will be for January 24 – March 4, 2022.

Soon we will be starting the Kindergarten and 1<sup>st</sup> grade state developmental testing DLM. Normally it's just completed for our Kindergarten classes but since we didn't have students take the testing last year we will be doing both Kindergarten and 1<sup>st</sup> grade students.

Overall a good start of the school year!!

**Brenda Overcast**  
**Technology Director**





## ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780  
907-883-5151 x 115 Fax: 907.883.4352  
Scott MacManus, Superintendent of Schools

To: Superintendent MacManus

From: Tamra Tuggle, Mental Health Counselor

Re: Counselor's September Board Report

As the new Mental Health Counselor for the district, I have spent these first few weeks of school getting to know the staff and the students. I will be responsible for making sure that K-5 teachers are effectively delivering the 2<sup>nd</sup> Step (Social-Emotional Learning) curriculum weekly at all schools and personally delivering the Smarter, Safer Schools curriculum to all K-12 students quarterly, in compliance with the Alaska Safe Children's Act.

I will also be providing individual counseling to students at all schools as needed. A parent permission form for individual or group counseling has been provided to all staff and a referral form for staff to utilize when they see that a student could benefit from counseling. Because of my previous experience in working with traumatized children, I am also working on training for all staff to help them better understand how to recognize and identify ACES (Adverse Childhood Experiences) and generational trauma. A publication, *Transforming Schools: A Framework for Trauma Engaged Practice in Alaska*, will be dispersed to all staff to help better understand trauma and ensure that Alaska Gateway School District is a trauma engaged/informed district.

I have attended open house for all of the schools to get to know the students and parents in a more casual setting and let them know who I am and what services I can provide for both parents and students. I am looking forward to an awesome year at AGSD!!

Respectfully,

Tamra Tuggle

### "Where Teachers Are The Gateway To Learning"

DotLake	Eagle	Mentasta	Northway	Tok	Tanacross	Tetlin
907-882-2663	907-547-2210	907-291-2327	907-778-2287	907-883-5161	907-883-4391	907-324-2104
Fax: 907-882-2112	Fax: 907-547-2302	Fax: 907-291-2325	Fax: 907-778-2221	Fax: 907-883-5165	Fax: 907-883-4390	Fax: 907-324-2114



## Blair Seawell - CTE Counselor

### What does the Career and TechEd Counselor do?

Answer: CTE stands for Career and Technical Education. It is the CTE Counselor's job to provide Career Counseling through the use of the AKCIS platform to all students in the district grades 6-12. I do visits to all of our schools, field trips to CTE-related destinations, organizing CTE-related school functions, ensuring that our students receive university credit for their CTE classes and that information specific to CTE Career Sectors (Construction, Agriculture, Health and Education) is communicated to all our students and their families are my primary duties.

Should you have any other questions feel free to email me at [bseawell@agisd.us](mailto:bseawell@agisd.us)



## T.R. Tuggle - Mental Health Counselor

### What does the Mental Health Counselor do?

Answer: Alaska Gateway School District is dedicated to supporting students and their families through Social Emotional Learning (SEL) and Trauma Engagement work. SEL in a nutshell is working to promote skills such as empathy, mindfulness, self-regulation, persistence, maintaining and cultivating positive relationships and self-awareness.

Being Trauma-Informed or Trauma-Engaged is our work surrounding Adverse Childhood Effects also known as ACEs. There are three larger categories of ACEs such as Abuse (emotional, physical, sexual), Trauma in the Household (substance abuse, separation/divorce, witnessing violence, imprisoned household member), Neglect (abandonment, or physical and emotional needs going unmet).

ACEs can be tricky! The impact of ACEs is often passed down through families so a caregiver who was hurt through ACEs may have generational trauma that then affects their own children. Part of my work focuses on working with students, their families, and AGSD faculty and staff on reducing the impact of trauma by sharing a common language for working with trauma and in empowering students to make healthy choices, maintaining high expectations, checking assumptions, and developing positive relationships. One program we use to do this critical work is through Safer Schools.



## Jeff Deeter 9-12 Guidance Counselor

### What does the High School Guidance Counselor do?

- Counsel students in 9th-12th grade into appropriate courses for graduation, APS scholarships and applicable career paths.
- Discuss academic planning, to include scholarships, career tracks and appropriate course selection for our students.
- Academic review of transcripts to determine accuracy, eligibility for scholarships and communicate this information clearly.
- Present Dual Credit options and opportunities to students and assist in completing and submitting the required documentation.
- Delivery of our SEL curriculum, currently Habitudes, to our high school student body.



## Tad Dunning - Pre-K to 8th Grade Counselor

### What does the Elementary School Counselor do?

I have lived in Tok for the last twelve years. Most of those years I have worked as a counselor in the Alaska Gateway School District serving grades K-12. Last year I moved to counseling K-8 in order to dedicate more attention to the middle school as they transition out of elementary and prepare for high school. One of my main focuses is providing SEL lessons for grades 6-8 which addresses skills and knowledge to help them deal with challenges and also make and achieve goals for the rest of their school careers and beyond.

I work with all of the schools in the district and enjoy spending time with the students. In my time in the district I have made many friends, not only in Tok but also in the villages, and appreciate the welcoming attitude that I have received from the village leaders and residents.

Please contact me if you need anything

[tdunning@agsd.us](mailto:tdunning@agsd.us)

(907) 883-4347



## ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780  
907-883-5151 x 115 Fax: 907.883.4352  
Scott MacManus, Superintendent of Schools

Date: 09/07/2021

To: Scott MacManus, Superintendent

From: Tracy Hulett, Child Nutrition Services Coordinator

RE: Regional Board Report

Thank you for the opportunity to be the Child Nutrition Services Coordinator, I look forward to learning as much as I can, to help improve the food service and hopefully save the district money.

AGSD Food Service is in full swing, I have been spending time between the office and the school, working on filling the Assistant Cook, Gap Cook, and 2 people to do the Snacks and FFVP. All positions have been filled, with the exception of the Assistant Cook, I do have a sub in place until the position is filled.

I have site visits planned for September, and sent each school cook a questionnaire to fill out so I can find out their wants and needs.

I will complete the CNP submission process for the month of August next week.

Thank you

Tracy Hulett  
Child Nutrition Services Coordinator

### “Where Teachers Are The Gateway To Learning”

<b>DotLake</b> 907-882-2663 Fax: 907-882-2112	<b>Eagle</b> 907-547-2210 Fax: 907-547-2302	<b>Montasta</b> 907-291-2327 Fax: 907-291-2325	<b>Northway</b> 907-778-2287 Fax: 907-778-2221	<b>Tok</b> 907-883-5161 Fax: 907-883-5165	<b>Tanacross</b> 907-883-4391 Fax: 907-883-4390	<b>Tetlin</b> 907-324-2104 Fax: 907-324-2114
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# AGSD'S COACHING CORNER

NEWSLETTER ISSUE 1 SEPTEMBER 2021

## Welcome Back!

Here we are already a couple of weeks into a new school year. I am excited to be supporting you this year as an instructional coach. Take a look at the "menu" and see how I might be able to support you professionally!

**"IF WE CREATE A CULTURE WHERE EVERY TEACHER believes THEY NEED TO IMPROVE, NOT BECAUSE THEY ARE NOT GOOD ENOUGH, BUT BECAUSE THEY CAN BE even better, THERE IS NO LIMIT TO WHAT WE CAN achieve."**

www.thefirststepinprincess.com

-Dylan William

### FOR TEACHERS

#### COACHING CYCLE

Sign up for a formal coaching cycle. We will work together throughout the semester or year to achieve professional or classroom goals. This, as with all other offerings, is **non-evaluative**!

#### MODEL A LESSON

See how an instructional strategy works before trying it on your own. I can even model it in your classroom with your students if you like.

#### DIFFERENTIATION SUPPORT

Need help tailoring a lesson to the needs of your students? I can help with activities, flexible grouping, and choice assignments to help you reach every student.

#### CLASSROOM MANAGEMENT

Let's work together to design classroom management routines, procedures, and strategies to ensure a positive learning environment and save your sanity!

#### DATA CONVERSATIONS

Together we can collaboratively analyze formative or summative assessment data to guide your instructional decisions.

#### CO-PLANNING

Does a particular lesson or concept have you stumped? Schedule a planning session and we will work together to plan a lesson.

### MULTI-GRADE CLASSROOM ORGANIZATION

No one taught us how to teach multiple grades at once! Let's collaborate on how to use the blended learning model to your advantage.

#### GATHER RESOURCES

I can search for lesson ideas and strategies to support learning in the classroom.

#### CLASSROOM ASSISTANT

Need another pair of hands for a lesson or another pair of eyes to monitor student concerns? Ask me!

#### NEW STUDENT EVALUATION

You can't just drop everything when you receive a new student! I can assist you with administering benchmark assessments for new students and transfers.

### FOR PRINCIPALS

#### PLC PRESENTATION

Schedule me to present at a PLC. Please allow time to meet with me regarding what you want presented to your staff and for me to plan accordingly.

#### PROFESSIONAL DEVELOPMENT

Looking for professional development for your staff? Let me help! We can schedule a meeting to look at school-wide data and tailor professional development to meet your needs.

# SAVE THE DATE!



**MAP TESTING WINDOW (K-12) – SEPT. 6 – SEPT. 21**

**AIMSWEB+ (K-2 OPTIONAL) – SEPT. 6 – SEPT. 21**

**ALASKA DEVELOPMENT PROFILE (KINDERGARTEN) – SEPT. 17 – NOV. 1**

**PARENT (CAREGIVER)/TEACHER CONFERENCES – SEPT. 29**

**TEACHER SMART GOALS DUE TO PRINCIPALS – SEPT. 31**

## TEACHER TIP

**"SHOW GRACE. TO YOURSELF AND OTHERS. WHEN YOU FAIL, USE IT AS AN OPPORTUNITY TO LEARN AND GROW, AND MOVE ON." –ANONYMOUS**



# STAR TESTING

STAR tests are a great way to get a snapshot of your students' learning. They take about 20 minutes and can easily be part of a student's playlist. STAR tests are available for both reading and math and are adaptive, giving great individualized student data that can translate into personalized instruction. STAR is a part of the Renaissance ensemble and you can find the link on our Online Resources page under Accelerated Reader 360.

You can do STAR assessments as often as once a month, but we are asking you to administer them at least once a quarter. If you would like more information on STAR testing, please email me. I am happy to show you how to easily incorporate it in your classroom and how to use the data!



## IDEAS FOR PARENT/TEACHER CONFERENCES

Parent/Teacher Conferences are just a few weeks away. Are you ready? Here are a few things to consider when planning your PTCs.

1. Make at least one positive caretaker contact BEFORE the conference.
2. Encourage the student to attend along with their caretaker. Student-led conferences are also a possibility. [Click here for more information on student lead conferences.](#)
3. You have MAP scores and five weeks of grades and behavior data. Use this to have the student and caregiver work together to make a personal SMART goal for the student.
4. Share tangible things the caregiver can do at home to help the student in thier studies and give them any neccessary items to carry it out. Do not assume they have what they need or that they know how to do it.
5. Keep the conference positive with a growth mindset in mind.



© Big Change

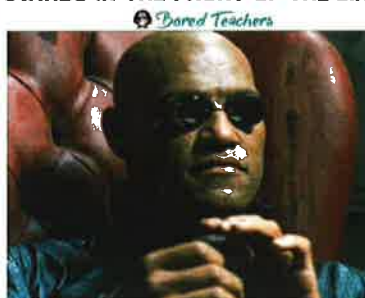
## SMART GOALS REFRESHER

<b>Specific</b>	<b>Measurable</b>	<b>Attainable</b>	<b>Relevant</b>	<b>Timely</b>
Who? What? Where?	From? To?	How?	Why? Worthwhile?	When?
Use details while keeping the goal clear and succinct. What will you do?	Identify evidence for when you reach the goal. How will you know?	Make sure you are able to put the goal into action. Can you achieve it?	The goal should meet personal interests, skills, and resources. Is it relatable?	Create a time frame for accomplishing the goal. What is the deadline?

JUST FOR FUN



WHAT IF I TOLD YOU... THAT IT DOESN'T MATTER WHO STANDS IN THE FRONT OF THE LINE.



The school's new hall passes proved to be extremely effective in discouraging frivolous trips to the rest room.



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# AGSD Instructional Coach

Suzanne Bell

Week of August 23-27, 2021

## COACHING

Assisted in finding the correct resources for various teachers throughout the district.

Checked in on new teachers, answering questionns and getting them the things they needed.

Traveled to Tetlin with Jane. Helped Samone with classroom organization and strategies for teaching K-3 Social Studies.

Created a "menu" of ways I am able to support teachers and principals.

Began reading Bold School

Began working on a newsletter for Instructional staff.

## SLAM

Met with Alex Brede, Lillian, and Eston regarding K-8 literacy in the district, where we are and where we want to be.

Met with Alex, Lillian, and Eston at the end of the week to recap Alex's school visits and plan.

## PLC

Planned Ratios of Interactions presentation for Tok School's PLC (will present on 8/30

## Testing

STAR tested Pathways students and one student at Tok school.



# WEEKLY RECAP

## AGSD Instructional Coach

Suzanne Bell

Week of August 30 - September 3, 2021

### COACHING

Assisted in finding the correct resources for various teachers throughout the district. (Including Mystery Science, Buzz, Amplify Science, and Timelinks)

Traveled to Tetlin. Worked with Samone (guided reading), Phil (Setting up a rotation for his multi-grade math class), and Ralph (introduction to Mystey Science for 4th and 5th grade).

Read more of Bold School.

Traveled to Northway. Worked with Marci (Zoophonics, Heggerty, guided reading, Write Source). Checked in with Tim, Tina, and Susan and have things I am addressing for each.

Traveled to Tanacross to meet with Brooke. Discussed mostly principal and FAN duties.

Continued working on a newsletter for Instructional staff. Waiting on one thing before completion.

### PLC

Presented on Ratios of Interactions at the Tok School PLC.

Created and updated folders and documents for the implementation and tracking of PLCs in Google Drive.

### SLAM

Arranged teacher observations for Amplify Science.(will take place next week.)

### Testing

STAR tested Pathways students





# ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

Karla Champagne, Migrant Education Coordinator

PO Box 226, Tok, Ak 99780

Ph: 907-883-5151/Fax: 907-883-5154

Date: September, 2021  
To: Scott MacManus, Superintendent  
From: Karla Champagne *KC*  
RE: Migrant Education Report

The Migrant Program assembled and distributed 197 back to school backpacks filled with school supplies to migrant students throughout the district. Berry buckets with AGSD migrant logos were also distributed along with the backpacks. Those families that requested hygiene kits were also distributed: 22 Female kits and 50 Male kits.

I attended Open Houses at the following schools so far: Dot Lake, Mentasta, Tetlin, and REACH. I attended the Meet the Principal in Tanacross at their new community hall. I will attend Northway's Open House on September 21st. During the open houses, I have started the process of interviews with families that attended. I also did book distributions to families that attended.

Migrant families were sent via text and email links to a Winter Gear Survey and a Sports Activity Fee Survey. These surveys inquire about the needs of children's winter and the financial hardships of sports fees. The hope is to ease the hardship of these families so the students will be able to participate in the school year activities. Migrant is hosting a Winter Gear Drive that will take place September 20- October 15th. There will be a trailer with a banner parked by the district office. The donations will help offset the cost of purchasing all brand new gear for families in need. Schools with migrant students have hygiene stations located at their schools for their students/families disposal.

**"Educating all students to reach their full potential as responsible citizens"**

<b>DotLake</b> 907-882-2663 Fax: 907-882-2112	<b>Eagle</b> 907-547-2210 Fax: 907-547-2302	<b>Mentasta</b> 907-291-2327 Fax: 907-291-2325	<b>Northway</b> 907-778-2287 Fax: 907-778-2221	<b>Tok</b> 907-883-5161 Fax: 907-883-5165	<b>Tanacross</b> 907-883-4391 Fax: 907-883-4390	<b>Tetlin</b> 907-324-2104 Fax: 907-324-2114
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I attended the annual training for migrant recruiting via zoom. I am in the process of interviewing families for their Certificate of Eligibility (COE) to update their eligibility. This process will continue until November 1st.

Family Activity Nights (FAN) are beginning at the sites. I will be assisting with those events. The hope is to bring more families into the schools to be part of a positive interactive experience with their sites and children.



Respectfully submitted,  
Karla Champagne



# Alaska Gateway School District

## Migrant Education

### MONTHLY NEWSLETTER



## August 2021

If you have any questions about the Migrant Education Program Please contact: Deb Sparks, Migrant Ed. Records Manager at 907-883-5151 or [dsparks@agsd.us](mailto:dsparks@agsd.us) or Karla Champagne, Migrant Coordinator 907-883-5151 or [kcchampagne@agsd.us](mailto:kcchampagne@agsd.us)

## Important Migrant Ed. Info

### Greetings Migrant Families,

It's that time of year - fishing and berry picking is upon us! Please keep track of your move days for fishing and berry picking days. That will be helpful when I go around in the fall for renewal interviews. I am also looking for pictures of your fishing and berry picking trips. If you would like to submit photos for newsletters and the website, that would be greatly appreciated! Here are some activities that are available for Summer Check Out: Migrant Fun Bags (themed bags for Prek through 8th grade), One Tab & Study Buddy (both are preloaded electronic devices that have educational games). Coming soon to current Migrant families: Summer Newsletter, Family Game, and Salmon Recipes and berry buckets. Does your child have a need for learning over the summer? Request a Summer Bridge Book. Does your child have a need for a hygiene kit? Please request one. Those that previously requested hygiene kits, I will be getting in touch with families on how to pick them up. Here are some things to be looking for starting the upcoming school year: Backpacks filled with school supplies, Close Up trip for migrant high school students, sports fees paid for migrant students. Please contact Karla Champagne at 907-883-5151 ext. 106 or [kcchampagne@agsd.us](mailto:kcchampagne@agsd.us) if you have any questions.

## Reading Zone

### TOP 7 BENEFITS OF READING REGULARLY



#### READING REDUCES STRESS

You can reduce stress by 68% only by six minutes of silent reading.



#### IMPROVES WRITING SKILLS

To develop their writing voices, many authors claim they tried to *write the way* of their favourite authors.



#### FIGHTS ALZHEIMER'S DISEASE

Since reading is mentally stimulating, it *shows against the cognitive decline* of the brain.



#### MAKES YOU MORE EMPATHETIC

Reading fiction helps us understand how other people hold *views and* desires different from us.



#### MENTAL WORKOUT THAT IMPROVES MEMORY

Challenges your mind and *forms new* neural pathways, thereby breaking your worn-out routine.



#### DEVELOPS CRITICAL THINKING SKILLS

When you read, your brain behaves as if you are doing those things and *connects* what you read to your reality.



#### IMPROVES YOUR CONCENTRATION

Reading not only improves the brain's connectivity but also *increases* attention span.

SOURCES: <https://www.nytimes.com/2012/03/18/education/edweek/the-neuroscience-of-your-brain-on-fiction.html>  
<https://www.theguardian.com/books/2013/jan/07/reading-fiction-empathy-study>  
<https://www.sciencedirect.com/science/article/pii/S0950268817300000>  
[https://www.researchgate.net/publication/277349728\\_Reading\\_Literary\\_Fiction\\_Improves\\_Theory\\_of\\_Mind](https://www.researchgate.net/publication/277349728_Reading_Literary_Fiction_Improves_Theory_of_Mind)  
<https://www.health.harvard.edu/mind-and-mood/protecting-against-cognitive-decline>  
<https://theconversation.com/content/11/6/114>  
<https://www.independent.co.uk/news/health/2070876/reading-can-help-reduce-stress.html>

BROUGHT TO YOU BY *Creatives* IN COLLABORATION WITH **LITE CONTENT MARKETER**

Do you know of any families that rely on fishing or berry picking?

Did the family move 7 nights 8 days in a calendar year?

Eligibility includes newborns - age 20.



# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

Ph: 907-883-5151 Fax: 907.883.4352

Date: September 2, 2021  
To: Scott MacManus, Superintendent  
From: Michele Flagen, Greenhouse Manager  
RE: Greenhouse Report

## Report for August 2021

- The summer market had its last sale day on August 11th. A total of 1,461 pounds of produce was sold to the public this summer.
- I am currently working on a planting schedule for the fall and winter months. The soil in the greenhouse beds needs large additions of organic matter. As summer crops reach maturity and are no longer producing suitable yields, they will be pulled and the soil amendments will be made. This will require removing the soil from each bed, layering with a "lasagna method" of absorbent materials (shredded cardboard boxes from the school), compost, manure, and topsoil. After the beds have been amended, cool weather crops (radishes, turnips, carrots, kale, swiss chard, spinach, leafy greens) will be planted. I believe focusing on these crops during the cold winter months will be the best use of the space, since the greenhouse is difficult to keep warm enough for tomatoes and other warm weather crops. It will also be much easier to provide an adequate amount of light to low growing crops because the lights can be placed directly above them. The greenhouse class will assist with this project. My goal is to have all the beds amended and have cool weather crops planted by December 1<sup>st</sup>.
- Pests in the greenhouse are currently not a problem. Aphids and thrips were kept at a minimum throughout the summer by treating plants with neem oil and insect killing soap. Both of these treatments are organic. We are pleased that there are still several praying mantises, which prey on pests, in the greenhouse.
- The Tok School greenhouse class has been working in the greenhouse several times a week. They have been harvesting, planting cool weather crops, and pruning.
- Total weights of produce provided to the school district in August:
  - Lettuce 18.65 lb, cucumber 100.54 lb, carrots 20.69 lb, zucchini 23.1 lb, cherry tomatoes 48.45 lbs, green beans 3.9 lb, crookneck squash 2.36 lb

## Upcoming plans for September:

- Continue to plant cool weather crops in greenhouse beds.
- Harvest the remainder of crops from the outdoor beds and prep for wintering. Carrots will be planted in these beds this fall so they can begin germination in the spring as soon as the ground temp is warm enough.
- Begin the lasagna method in the greenhouse beds.

## "Where Teachers Are The Gateway To Learning"

DotLake	Eagle	Mentasta	Northway	Tok	Tanacross	
Tetlin						
907-882-2663	907-547-2210	907-291-2327	907-778-2287	907-883-5161	907-883-4391	907-
324-2104						
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324-2114						



### STEM Coach Visits



Conan Steele, AGSD Itinerant STEM Teacher, visited ECS to teach students about robots, drones, trebuchets, and vinyl crafts. Students enjoyed learning Science, Technology, Engineering, and Math from a new teacher!

### Upcoming Calendar Items:

Sept. 16-17	Sept. 20-21	Sept. 27-28	Sept. 30	Oct. 1
ECS XCountry Meet	Tok AK Studies students visit	<i>Fresh Eyes On Ice</i> Scientists visit	Family Activity Night	Pie Social Fundraiser

## Middle & High School PE Challenge

Zach Sanders challenged his students to push and pull a 3,700 lb. truck using only their brute strength. Students rose to the challenge and successfully moved the truck! Then they performed a series of burpies and finished with a 2-mile run. Zach continues to facilitate a dynamic PE class for his students and the children are learning every day how capable they are!



## 4-H Frontrunners

Eagle elementary students have been busy feeding migrating birds and taking in houseplants from our community members that are leaving Eagle for the winter. This annual service project of taking care of houseplants has become a much appreciated solution for our part-time residents. Middle and High School students are building an outhouse for use on our school grounds.



## Student Council Officers Elected

Congratulations are in order to the following students for their newly elected positions: President, Taylor Beaucage; Vice-President, Shian Scott; Secretary, Tristan Beaucage; and Treasurer, Ty Scott. We look forward to your leadership this year!



# ***Dot Lake School***

*Home of the Eagles*

*September 2020*

Another busy, fun-filled summer vacation has ended, and we have welcomed our students into another school year. We are looking forward to the new teaching/learning experiences of a new year and a new grade level for our students. The first couple of weeks have been a review of standards and procedures and an easing into the schedule.

Our students prepared diligently for our Back to School Open House, held on September 3. Our "Introduce Yourself" activity this year consisted of each student creating a poster featuring their grade level for this year. Inside the large numeral, the students shared facts about themselves. These were displayed in the hallway along with a written account of an enjoyable experience they had this summer.

We have once again chosen a collaborative art project to "build" this year-- creating wall hangings (resembling quilts, but made of paper). Our first one was based on the theme of "Freedom."

On September 2, Travis David from Tetlin National Wildlife Refuge visited our school and taught our students how to make birch bark baskets. Students and staff alike appreciated his visit, and the students proudly displayed their finished products for our Open House guests.



## Walter Northway School

*Home of the Warriors*

PO Box 519, Northway, AK 99764

Phone: 907-778-2287 Fax: 907-778-2221



TO: Scott MacManus  
FROM: Joe Krause, Principal, Northway School  
DATE: September 9, 2021  
RE: September's Northway Principal Report

- COVID-19: Students are still diligent about wearing masks and using hand sanitizer.
- Instruction
  - K-2: Marci Woern. Ms. Marci's class has seven students. Their routines are falling into place and students are enjoying the lovely fall weather. Ms. Marci had them out picking LOTS of cranberries and is teaching them decipher the differences between the variety of berries we have growing around the school.
  - 3<sup>rd</sup>-5<sup>th</sup>: Susan Beitia. Ms. Susan has 13 energetic students who are excited to be learning guitar and other musical instruments. Ms. Susan likes to keep students active. Last week's teachable moments included lessons in pancake making AND spaghetti squash preparation (and learning what a spaghetti squash is).
  - 6<sup>th</sup>-12<sup>th</sup>: Tim Geise (pronounced "Geese"): Mr. Tim is teaching social studies, health, physical education, and helping get our log furniture class set up for second semester.
  - 6<sup>th</sup>-12<sup>th</sup>: Christine Krause: Ms. Christine is teaching science, language arts, fine arts, and helping get our pottery class set up for second semester.
  - K-12: Tina Sakaruda: Ms. Tina is teaching math to our 6<sup>th</sup>-12<sup>th</sup> graders and takes care of our Resource Room.

I have been able to spend some time visiting with some parents during these first days of school. One parent left my office today and apologized for taking up my time. She was concerned about how her child was doing in school. My response was, "Please don't apologize. If *you* don't act as an advocate for your child then who will?" Parents and guardians should never need to apologize for being an advocate for their children with a school district administrator. While all school employees should act as advocates for students, the best advocates are always family members. Parents have dreams for their children. Students are in the process of creating their own dreams. W.B. Yeats writes,

*I have spread my dreams under your feet:  
Tread softly because you tread on my dreams.*

Working in a school is a challenging job. Serving in a smaller school is even more challenging. Northway's teachers actually live at the job site. They'll work as ticket takers, after school tutors, concession workers, score keepers, and so much more. Every single day our staff members are

## Walter Northway School

*Home of the Warriors*

PO Box 519, Northway, AK 99764

Phone: 907-778-2287 Fax: 907-778-2221



trying to do their best for Northway's students. Northway's staff is always encouraged by feeling the support of our community, the Advisory School Board, and the Regional School Board.

I have never met a teacher who went into teaching to discourage and frustrate students. If this does happen, the teacher is usually will go to great lengths to help encourage and relieve the student's frustration. Teachers went into teaching to help support the dreams of their students. Northway School is fortunate to have caring, professional, and supportive teachers and staff members. They work hard for their school, students, and the community of Northway. I feel very fortunate to be a member of AGSD, Northway School, and the community of Northway. It's a great place to be!



# Tanacross School

SEPTEMBER, 2021

**Welcome**  
*Back to School!*

ONE DRUM ONE SOUND



*From the principal*

We have had an amazing first few weeks of school. We have spent this time getting to know each other and working on some pretty fun projects. It has been really exciting seeing students beginning to connect with what they are working on. There are some pretty amazing minds in Tanacross School!



## Getting back in the groove with hands-on multi step projects

Learning is everywhere! Sometimes we need a reminder why school is so important. When we stick to things, the possibilities are endless!



GRADES 4-8 MADE MODEL TREE HOUSES WITH MATH AND IMAGINATION



## Coming up

- 9.10 No School Moose Days
- 9.13 No School Moose Days
- 9.14 GAP begins (must enroll)
- 9.23 Family Activity Night
- 9.29 Parent Teacher conferences

## Headstart News

Headstart begins

Sept 14th

Enrolling now

## SELF PORTRAITS



We are exploring who we are and how we fit into the world around us. This deep sense of self will help us be more confident in who we are. Because, WE MATTER!



**please enroll your children at [www.AGSD.us](http://www.AGSD.us)**



Tetlin Wind Newsletter  
September 2021

**In Service:** This year the staff at Tetlin attended a District -wide Inservice for three days before school started. All staff attended and worked together to plan for the coming year. Some topics addressed were: curriculum in the classroom, District-wide Strategic Plan, Emergency evacuation plan, team building, supervision plan, round table discussions on improving attendance.

**Fishing Field Trip:** We had an all-school fishing trip to Dead Man Lake on the 2<sup>nd</sup>. Ms. Amada went around door to door to get 100% of the parents to sign permission slips for the entire year of field trips. I am very thankful for that, as it was very time consuming for her. They built a nice dock at the lake since I have been out there. Thanks crew, for the good day.



**Registration:** Apparently, this is a thing and I was not aware until this year. It took a whole two weeks to get all the kids registered for school. There should be a fast button in PowerSchool that allows us to say it is the same student with the same information. There is not. Thanks again Amanda for following through with this enormous task.

**Open House:** We had our Open House on the 8<sup>th</sup>. Several District staff attended. They explained their role and what they can do for Tetlin School. I appreciate their attendance and input into the event. I look forward to working with them this year. They are “all in” for helping us improve and continue to strive in Tetlin School. Again, the support staff was amazing in getting the place together and food on the table. I really do appreciate them.



**Tetlin Wildlife:** The students were scheduled to go to the Tetlin Wildlife Center on the 9<sup>th</sup> of September, but it was cancelled. We are looking forward to rescheduling this event.

**9<sup>th</sup> Army Band:** I want to thank Patricia Young for sending us information on the band who was interested in coming to Tetlin School for a show. They have since decided to expand and include the entire district, so we will be traveling to Tok School for the event once Tok and the Army work out a date. It is expected to happen in October and we are looking forward to it.

**Website:** Our web site is up and running with news of current events and what is happening in the classroom. We will strive to get announcements out early for parent involvement activities and keep everyone in the loop on upcoming events in the school and district.

<https://www.facebook.com/Tetlin-School-184637016975433>

Finally, we will be including in class information from all the teachers in our future newsletters. This one was a little packed with start-up events.

We are looking forward to a fabulous year with great staff and engaged parents.



# REACH Academy Newsletter

FOR THE MONTH OF SEPTEMBER

For many families the new school is already off and running. Others families may be making the most of the last few days of summer. Either way September is already shaping up to be a busy month. If you have not already done so please complete the online registration and schedule an appointment to complete Individual Learning Plans for your students. To register online access the AGSD registration portal at <https://www.agsd.us/page/student-enrollment>

REACH FAMILY FIELD TRIP SEPTEMBER 29TH AND 30TH.

**REACH FAMILY FIELD  
TRIP TO FAIRBANKS  
ARMY CORP OF  
ENGINEERS PERMAFROST  
TUNNEL TOUR 1:30-3:30  
SEPTEMBER 29TH AND UAF  
LARGE ANIMAL  
RESEARCH STATION  
SEPTEMBER 30TH 10:30**



Come join us for a "cool" field trip to learn about the research taking place at the permafrost tunnel and discover the important work being done with muskox and other large mammals that inhabit the arctic at the Large Animal Research Station.

We will stay at the Holiday Inn Express

The cost of one room for each family will be covered out of our student activity fund.

Contact Rob or Joey at the REACH office to RSVP or if you have any questions.

# PARENT WORKSHOP HANDS-ON APPROACHES TO TEACHING FRACTIONS AND EQUATIONS

Save the date!!

We will be conducting a workshop on using hands-on fraction and algebra resources available in our resource center.

Everyone that participates will get a resource kit and workbook to take home with them.

September 21st

5:15-6:00 Developing Fraction Sense

6:00-6:30-Dinner

6:30-Hands on Equations



PLEASE CONTACT ROB OR JOY AT THE REACH OFFICE TO RSVP. LET US KNOW

IF YOU WILL NEED CHILD CARE.

YOU CAN CHOOSE TO PARTICIPATE IN ONE OR BOTH OF THE SESSIONS.

HOPE TO SEE YOU THERE!!



## FALL MAP TESTING SEPTEMBER 14-23

REACH students will again be given the opportunity to the MAP (Measure of Academic Progress). Unlike traditional skills assessments, MAP (Measure of Academic Progress) testing is untimed, individualized, measures knowledge across grade level, and is consistent from assessment-to-assessment, year-to-year. The online test presents questions, immediately analyzes your child's response, and selects a follow-up question of appropriate difficulty. If your child answers correctly, the questions become more challenging. If he or she answers incorrectly, they become simpler. This adaptive progression continues throughout the assessment, providing a true picture of the skills and concepts your child has mastered and those not yet learned—independent of grade level, age, or current classroom performance. The test is untimed, your child can move at his or her own pace, lowering the feelings of anxiety and frustration that can be caused by traditional standardized testing.

MAP testing takes place three times per year in the fall, winter and spring. Students are tested in the areas math, reading, writing. Students should be able to complete a subject in about one hour. However, every student is unique. It is not recommended to take more than two tests per day. Contact the REACH office to schedule a time. It is even possible to take the assessment at your home with prior arrangements.