



**Regular Meeting
AGENDA¹
ALASKA GATEWAY SCHOOL DISTRICT
REGIONAL SCHOOL BOARD MEETING AGENDA
District Board Room, 6:00pm January 17, 2022**

REGULAR MEETING CALLED TO ORDER at 6pm

President

ROLL CALL

Secretary-Treasurer

PLEDGE of ALLEGIANCE

President

HEARING OF VISITORS ON AGENDA ITEMS¹

President

RECEIVING OF DELEGATIONS & PRESENTATIONS

President

ACTION ITEMS - ROUTINE MATTERS

President

1. Approval of Agenda*
2. Approval of 11.22.2021 RSB Meeting Minutes*

ACTION ITEMS - OLD BUSINESS

None

ACTION ITEMS - NEW BUSINESS

President

3. Personnel Actions
4. Approve Non-tenured Certified Contracts for FY23
5. Accept Grants and Gifts
6. Policy Revision-BP 5045.4 (First Reading)
7. Policy Revision-BP 5111 (First Reading)

REPORTS/INFORMATION/DISCUSSION

President

- Superintendent's Report
- Financial Report
- Board questions regarding reports
- Staff Reports*
 - Directors Reports*
 - Principal's Reports*
 - ASB Meeting Minutes*

Superintendent
Chief Financial Officer
Directors/Coordinators

DISCUSSION ITEMS, COMMENTS, QUESTIONS BY THE BOARD

President

- Correspondence/Miscellaneous

HEARING OF VISITORS ON NON-AGENDA ITEMS²

President

FUTURE MEETING DATES and AGENDA ITEMS

President

ADJOURNMENT

President

* Items marks with an Asterix are "Consent Agenda" Items and are considered approved upon approval of the Agenda. Any board member may hold any report or action for discussion, for any reason.

¹ 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.

Note: Board may amend its published agenda before or during the meeting, or consider items out of order without amending the agenda

Regional School Board Meeting
November 2nd, 2021
AGSD Boardroom
Tok, Alaska

The meeting was called to order at 6:06 PM.

Roll Call: Peter Talus, Anne Esmailka, Daisy Northway, Lorraine Titus, Jeff Wells, Frank Cook, and Steve Robbins.

Pledge of Allegiance

Seating of Boardmembers

Roll Call: Peter Talus, Anne Esmailka, Daisy Northway, Lorraine Titus, Jeff Wells, Frank Cook, and Steve Robbins.

Hearing of Visitors on Agenda Items: Julian Lillie, Karen Deeter, Jeff Deeter and Tok School Spanish Club.

ACTION ITEM – ROUTINE MATTERS

1. Approval of Agenda.

Anne Eskmailka moved to approve the agenda as presented.

Seconded by Daisy Northway.

Roll Call Vote: Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins, Frank Cook, Peter Talus, Lorraine Titus – Yes.

Motion Carried Unanimously.

2. Approval of 10.18.2021 RSB Meeting.

Daisy Northway moved to approve the RSB meeting minutes of 10.18.2021

Seconded by Jeff Wells.

Roll Call Vote: Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins, Frank Cook, Peter Talus, Lorraine Titus – Yes.

Motion Carried Unanimously.

EXECUTIVE SESSION

Anne Esmailka moved to go into executive session. Seconded by Daisy Northway. Roll Call Vote: Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins, Frank Cook, Peter Talus, Lorraine Titus – Yes.

Motion Carried Unanimously.

Out of Executive Session at 7:16 PM.

ACTION ITEMS – NEW BUSINESS

3. Dot Lake School Closure.

Lorraine Titus moved that Dot Lake School must have 10 students enrolled by April 1st, 2022, or the district will plan on closing the school.

Seconded by Daisy Northway.

Roll Call Vote: Yes - Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins/No - Frank Cook.

Motion Passed.

4. Personnel Actions.

Lorraine Titus moved to approve the personnel action items as presented.
Seconded by Frank Cook.

Roll Call Vote: Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins,
Frank Cook, Peter Talus, Lorraine Titus – Yes.

Motion Carried Unanimously.

5. Out of State Travel Approval – Dot Lake.

Lorraine Titus moved to approve the Out of State Travel for Dot Lake as presented.

Seconded by Daisy Northway.

Roll Call Vote: Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins,
Frank Cook, Peter Talus, Lorraine Titus – Yes.

Motion Carried Unanimously.

6. Out of State Travel Approval – Tok School Spanish Club.

Frank Cook moved to approve the Out of State Travel for Tok School Spanish Club.

Seconded by Lorraine Titus.

Roll Call Vote: Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins,
Frank Cook, Peter Talus, Lorraine Titus – Yes.

Motion Carried Unanimously.

7. Accept FY22 Financial Audit.

Anne Esmailka moved to accept the FY22 Financial Audit as presented.

Seconded by Daisy Northway.

Roll Call Vote: Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins,
Frank Cook, Peter Talus, Lorraine Titus – Yes.

Motion Carried Unanimously.

8. Approve Certified Contracts for FY23.

Jeff Wells moved to approve the certified contracts for FY23 as presented.

Seconded by Daisy Northway.

Roll Call Vote: Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins,
Frank Cook, Peter Talus, Lorraine Titus – Yes.

Motion Carried Unanimously.

9. Accept Grants and Gifts.

Frank Cook moved to accept the Grants and Gifts as presented.

Seconded by Anne Esmailka.

Roll Call Vote: Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins,
Frank Cook, Peter Talus, Lorraine Titus – Yes.

Motion Carried Unanimously.

10. Ratify Poll Vote – Temporary MOA for Tetlin housing project.

Lorraine Titus moved to ratify the poll vote for temporary MOA for Tetlin housing project.

Seconded by Jeff Deeter.

Roll Call Vote: Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins, Frank Cook, Peter Talus, Lorraine Titus – Yes.

Motion Carried Unanimously.

11. Leave Without Pay Request.

Anne Esmailka moved to approve the leave without pay request as presented.

Seconded by Daisy Northway.

Roll Call Vote: Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins, Frank Cook, Peter Talus, Lorraine Titus – Yes.

Motion Carried Unanimously.

Hearing of Visitors on Non-Agenda Items

Discussion, Comments, Questions by the Board

Future Meeting Date: January 17th, 2022 at District Boardroom.

Suggested Meeting Agenda Items

Anne Esmailka moved to adjourn the meeting at 7:42 PM. Seconded by Daisy Northway.

Roll Call Vote: Anne Esmailka, Daisy Northway, Jeff Wells, Steve Robbins, Frank Cook, Peter Talus, Lorraine Titus – Yes.

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 November 22nd, 2021 meeting.

Secretary/Treasurer

To: Regional School Board

Date: January 17th, 2022

From: Superintendent's Office

Agenda Item: 3

Issue: Personnel Actions

As we adjust to a potential contraction of staff,

Background Information

Current Open Certified Positions

- Principal Teacher - Mentasta
- Secondary Math/Science - Tok
- Special Education Teacher - Tok
- Elementary Teacher - Tetlin
- Assistant Principal – Tok

Certified Hires

- Katrina Batiquin – Lower Elementary (site as needed)
- Ma. Theresa Calcut – Upper Elementary (site as needed)

Transfers

- None

Certified Resignations

- Lillian Wise – Districtwide Itinerant Reading
- Alicia Lovelace, Tok Assistant Principal
- Brenda Overcast, District Director of Technology

Classified Resignations

- Virginia John – Mentasta Aide

Classified Hires

- Jessica Dillard - Northway Teacher's Aide

Administrative Recommendation:

Confirm the above personnel actions.

DISTRICTWIDE - 883-5151/Fax 883/5154		
Scott MacManus, Superintendent LeAnn Young, Special Projects Director Eston Jennings, Dir. Curriculum and Instruction Robbie MacManus, Chief Financial Officer Stephanie Fain, Special Education Coord. Brenda Overcast, Technology Director Kay Huxford, State & Federal Prog. Coordinator Suzanne Bell, Instructional Coach Conan Steele, STEM	Deb Sparks, Administrative Secretary /HR Patti Bayless, Accountant II Danielle Weisz, Accountant I Candy Thurneau, Power School Specialist (Ext 103) Jane Teague, Classroom Tech Support Technician Karla Champagne, Migrant Education Coordinator Pam Gingue, Program Coordinator Tracy Hulett, Child Nutrition Coordinator Michele Flagen, Greenhouse Manager Wade Boney, Maintenance Director	Tad Dunning, Districtwide K-8 Counselor Jeff Deeter, HS Guidance Counselor Blair Seawell, CTE Counselor/Coordinator Tamra Tuggle, Mental Health Counselor Mari Hoe-Rattio, Itinerant Sped Tony Lee, BioMass Project Coordinator Gary Deeter, Lead Maintenance Tech Matt Basye, Biomass Maintenance Tech Nicholas Sawyer, Maintenance Tech Annaliese Thurneau, Testing Coordinator
DOT LAKE - 882-2663/Fax 882-2112		
Karen Deeter, Principal/Teacher	Leola Masters, Cook Matthew Thompson, Custodian	Eric Masters, Teacher's Aide Rebecca Thompson, Sec
EAGLE SCHOOL 547-2210/Fax 547-2302		
Kristy Jones-Robbins, Principal/Teacher Zach Sanders, Teacher	Ryan Becker, Custodian Michelle Ashley, Secretary/Teacher's Aide	Meg Helmer, Teacher's Aide Patricia Nix, Teacher's Aide
MENTASTA LAKE KATIE JOHN SCHOOL 291-2327/Fax 291-2327		
Kaitlyn Moeller, Teacher Jamie Harris, Teacher Alex Mikinaak, Teacher	Marvin Sanford, Custodian John Baker II, Cook Shirley Craig, Teacher's Aide/GAP	Robert John Jr., Teacher's Aide Emmanuel Baker, Teacher's Aide Andrea David, Teacher's Aide VACANT Shawna Sam, Teacher's Aide
NORTHWAY SCHOOL 778-2287/Fax 778-2221		
Joseph Krause, Principal Tina Sakurada, Sped/Secondary Teacher Christine Krause, Teacher Susan Beitia, Teacher Marci Woern, Teacher Brian Celce, Teacher	Sherri Demit, Teacher's Aide Carolyn Dillard, Cook Gerald Albert, Maintenance Tech/Custodian Avery Dillard, Custodian	Jamey Titus, Teacher's Aide June Paul, Teacher's Aide Jessica Dillard, Teacher's Aide Dena Paul, Teacher's Aide/Secretary Leslie Sam, Teacher's Aide
TANACROSS SCHOOL 883-4391/Fax 883-4390		
Brooke Fenley, Principal/Teacher	Liz Webb, Secretary/Teacher's Aide Davis Paul, Custodian Dinashay Easton, Cook	Marlene Griffith, Teacher's Aide Marrin Peet, Teacher's Aide Kia Thomas, Teacher's Aide VACANT
TETLIN SCHOOL 324-2104/Fax 324-2120		
Letitia Rhodes, Principal/Teacher Philip Nesse, Math/Science Teacher Samone Frazier-Drath, Teacher	Amanda Hokkanen, Secretary/Aide Ashley Nyswaner, Cook Gerald Joe, Custodian	Natalie Sam, Teacher's Aide Eva Thomas-Churchwell, Teacher's Aide Shanna Joe, Teacher's Aide/GAP Ralph Bohn, Teacher's Aide
TOK SCHOOL 883-5161/Fax 883-5165		
Drew Larrabee, Principal Alicia Lovelace, Asst. Principal Deb Alsop, Kindergarten Sara Talus, Grade 1 Cathy O'Neil, Grade 2 Bonnie Dompierre, Grade 3 Molly Nelson, Grade 4 Joyce Dunning, Grade 5 Erica Burnham, Social Studies Shania Fifarek, Language Arts Shane Schoeneberg, Social Studies Lacy Schoeneberg, English/STEAM Timothy Myers, Math/Science Robert Kelso, Pathways Alternative Rex Hamner, CTE Lindsay Brush, Science	Diana Ervin, Secretary Michi Robinson, Secretary Tim Hulett, Cook II Shelly Fortier, Cook I Kelly Goneau, Maintenance Tech/Custodian Tony Peet, Custodian Nicole Wells, Librarian Gayle Hamner, PreSchool Teacher's Aide/GAP Matthew Nelson, PreSchool Teacher's Aide Jocelyn Espinosa, Teacher's Aide Marian Hazelton, Sped Teacher	Megan Schmidt, Teacher's Aide Diane Titus, Teacher's Aide Laurie Ebben, Teacher's Aide Juliet Stoessel, Teacher's Aide Sonya Bitz, Teacher's Aide - Pathways Kelsea Deeter, Teacher's Aide Jason Wilkinson, Teacher's Aide Ashley Smith, Teacher's Aide Jessie Fix-Nelson, Teacher's Aide Rebecca Warren, Teacher's Aide Seth Roberts, Migrant Ed Tutor/Tech Support Cheryl Silas, Teacher's Aide Cynthia Neumann, Teacher's Aide Candy Pete, Teacher's Aide - Indian Ed (Vacant) Teacher's Aide
Alaska REACH Academy 883-2591/Fax 883-5777		
Rob Fabian, Teacher	Joey Edmunds, Secretary	John Williams, Teacher's Aide

To: Regional School Board

Date: Jan 17th, 2022

From: Superintendent's Office

Agenda Item: 4

Issue: FY23 Certified Teacher Contracts

Background Information

The teachers listed below have had positive evaluations, are making significant contributions to the improvement of AGSD, and have demonstrated the capacity for professional growth in AGSD. As we have done in the past, the district intends to offer a \$250 "Early Intent Incentive" to staff who either sign their offered contract or submit a resignation effective the end of the year, by Friday, Jan 21st, 2022. Certified staff have 30 days to sign their contracts, so we will know soon which of these positions we will have to fill for next year. It is unavoidable at this point that some positions are not yet being offered and others are being offered as unassigned, as we put together both funding and fit. The district is coming to the end of grant projects that have funded a number of staff, and the state budget is uncertain, so the financial situation and personnel needs are in flux, and we expect a contraction of staff. We expect to do another round of contract offers, as things solidify and we better understand the situation we will be in.

Certified FY23 Contracts for non-tenured staff proposed to be offered January 18th, 2022:

- Kaitlyn Moeller – Elem, MLK
- Conan Steel- Sec, Districtwide
- Blair Seawell - Unassigned
- Jamie Harris – Sec, MLK
- Marci Woern – Elem, WNS
- Alex Mikinaak-Sec, MLK
- Christine Krause – Sec, WNS
- Susan Beitia – Elem, WNS
- Philip Neese – Sec, TLN
- Christine Krause – Sec, NWS
- Molly Nelson-Elem, TOK
- Shane Schoenberg – Sec, TOK
- Lacy Schoenberg – Sec, TOK

Administrative Recommendation:

Approve the listed certified staff for contracts for School Year 2022-23, with an Early Intent Incentive of \$250

To: Regional School Board

Date: Jan 17th, 2022

From: Superintendent's Office

Agenda Item: 5

Issue: Acceptance of Grants and Gifts

Background Information:

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

Doyon Limited - \$162,250.00

These funds are intended to support Student Activities districtwide, and are distributed from their share of the American Recovery Plan funding to address the negative impacts of the COVID-19 Pandemic. Our plan is to issue checks to each school using our current Student Activities formula as based on their actual OASIS count, which will double their total allocation this year, and to use the rest to support student participation in trips, extra-curricular activities and support larger projects proposed by sites that would not otherwise be possible, including student travel. Like regular student activities funds, sites will work with their ASB's to create a budget plan for the allocations that supports each schools goals related to activities, and submit to the district for those funds to be dispersed. These funds will also support, as indicated at the last meeting, the purpose of a districtwide program for student activities when we are able to locate one suitable.

Administrative Recommendation:

Accept the above listed grants and gifts, for the purposes required by the funding.

To: Regional School Board

Date: Jan 17th, 2022

From: Superintendent's Office

Agenda Item: 6

Issue: BP 5045.4 Extra-curricular and Curricular Activities (First Reading)

Background Information:

Participation of Non-district students in district interscholastic and or extracurricular activities. The district is establishing a policy for high school students who do not attend school in the district, but wish to participate in the district's interscholastic and or extracurricular activities:

The Alaska Schools Activity Association (ASAA) bylaws allow students in grades 9-12 in "alternative education programs" to be eligible to participate in interscholastic activities at a member public, private or religious school. Nothing in these Bylaws or in Association policies prohibits a member school or district from adopting a "fair share" policy as to the equitable charging of fees to alternative education program students who participate in the member school's or district's interscholastic activities, where no funding is attached to the student, but where significant cost is incurred. It also establishes compliance with academic standing and student conduct requirements.

Administrative Recommendation:

Approve BP 5045.4 as presented

Document Status: Draft

BP 5045.4 Extracurricular and Curricular Activities

Note: A district is not required to permit a private school, correspondence, or home schooled student to participate in the district's interscholastic or extracurricular student activities, in absence of a request for part-time enrollment in the district's academic program.

A part-time student may participate in extracurricular and cocurricular activities provided that the student meets all eligibility requirements of the district and the Alaska School Activities Association. It is the responsibility of the parent/guardian to obtain and make available to the district all necessary report cards/transcripts/grades and/or other indicators that are required by the district to determine eligibility for extracurricular and cocurricular activities.

Part-time Enrollment Requirements:

Part-time elementary (K-5 grade) students are required to be enrolled in at least two AGSD classes. One of the two AGSD classes must meet a core academic requirement. If a part-time elementary student enrolls in the required two AGSD classes after the last school day of October a \$350 activity fee will be assessed for participation in extracurricular and cocurricular activities. The activity fee allows the part-time elementary student to participate in all extracurricular and cocurricular activities for the remainder of the school year.

Part-time middle school (6-8 grade) students are required to be enrolled in at least three AGSD classes. Two of three AGSD classes must meet a core academic requirement. If a part-time middle school student enrolls in the required three AGSD classes after the last school day of October a \$350 activity fee will be assessed for participation in extracurricular and cocurricular activities. The activity fee allows the part-time middle school student to participate in all extracurricular and cocurricular activities for the remainder of the school year.

High School (9-12) enrollment requirements shall not be less than those set by the Alaska School Activities Association or Board policy.

Non district high school student who wishes to participate in the district's interscholastic or extracurricular activities:

A \$750 participation fee per student will be assessed for each sport.

(cf. 6500 - Student Activities)

(cf. 6510 - Eligibility Requirements)

(cf. 6520 -Interscholastic Programs)

Legal Reference:

ALASKA STATUTES

[AS 14.03.095](#) *Part time school attendance*

[AS 14.30.010](#) *When attendance compulsory*

[AS 14.30.045](#) *Grounds for suspension or denial of admission*

[AS 14.30.125](#) *Immunization*

ALASKA ADMINISTRATIVE CODE

[4 AAC 05.035](#) *Part-Time Enrollment in a Public School*

[4 AAC 09.040](#) *Counting of Correspondence Students and Part-Time Public School Students*

[4 AAC 06.055](#) *Immunizations Required*

03/07/02; 03/21/11

To: Regional School Board

Date: Jan 17th, 2022

From: Superintendent's Office

Agenda Item: 7

Issue: BP 5111 – Admission (First Reading)

Background Information:

For many years the district has had policy that has allowed early admission to school (by students who are not yet of school age). This policy has not worked, and has caused issues. Early Enrollment is currently based on the recommendation of the district psychologist, our kindergarten teacher, the Principal, and done at the request of a child's parents. Having done early enrollment multiple times over the years, the administration has seen not a single instance where there has been student success. The process not only consumes a large amount of staff time and specialists' time and incurs not an insignificant amount of cost, more importantly it has created an unrealistic parental expectation that is not based on educational expertise or research. This is a practice that, has, in every instance we are aware of, resulted in disappointment for all involved.

To make an informed decision about this policy revision, over the course of the last year, the district administration has researched and reviewed many other Alaska School Districts' policies, and discovered that more and more districts are also moving toward eliminating this practice, for the very same reasons we are bringing up here. We have studied the best approach for Alaska Gateway, and it is the consensus of the group, which includes that of the district Psychologist and the Administration that we follow the lead set by Fairbanks North Star Borough School District and by other districts, and not allow students to enroll in Kindergarten who do not meet the minimum age requirement set forth by the State of Alaska. Instead, the district proposes to provide resources and supplemental learning materials to parents who can show evidence of advanced status, through our district-wide correspondence program. Then, when a child is able to demonstrate to everyone's satisfaction, the appropriate academic success, and if then ready socially, emotionally, and academically, that they be advanced in their schooling to the most appropriate level.

Please see attached policy revisions as proposed.

Administrative Recommendation:

Approve first reading of BP 5111-Admission as presented

Document Status: Draft

BP 5111 Admission

Note: Pursuant to [4 AAC 06.060](#), authority to deny admission is vested only in the School Board. The following sample policy authorizes the Superintendent or designee to deny admission to children who don't meet established entrance requirements.

The School Board believes that all children should have the opportunity to receive a free appropriate public education. Staff shall encourage parents/guardians to enroll all school-aged children in school.

The Board reserves the right to verify the residency or anticipated residency of any student and the validity of any affidavit of guardianship. These admission policies are not intended to be a barrier to the enrollment and retention of homeless children and youth.

The Superintendent or designee shall verify compliance with all entrance requirements established by law or Board policy.

(cf. 5112.6 - Education for Homeless Children and Youths)

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5093.4 - Denial of Right of Attendance)

(cf. 5061 - School Attendance Boundaries/Establishment of Boundaries)

(cf. 5121 - Physical Examinations)

(cf. AR5040 - Immunizations)

Note: A child who is six years of age before September 1 following the beginning of the school year, and who is under the age of 20 and has not completed the 12th grade, is of school age. [AS 14.03.070](#). The school year begins on July 1 and ends June 30. Pursuant to [AS 14.03.080](#), the Board may admit children under school age who meet Board standards of mental, physical, and emotional capacity necessary to perform satisfactorily in school. The Board may establish a kindergarten class for children who are five before September 1 following the beginning of the school year; must admit children under school age who move into the district and who were previously enrolled in public school in another district or state; and may admit students over school age and charge them tuition.

A child five years of age on or before September 1 may be admitted to kindergarten. A child six years of age on or before September 1 may be

~~admitted to first grade. The Board may admit students under school age who exhibit the ability to perform satisfactorily.~~

Any child who has not attained five years of age on or before September 1, and who is under school age, may enroll in a district kindergarten only under the following circumstances:

1. Students under school age who were previously enrolled in public school shall be admitted to school at the grade level determined by the Superintendent or designee. ([AS 14.03.080](#))

Except as provided in this policy, there shall be no exception to the general rule that students must have attained the age of five years on or before September 1, in order to enroll in kindergarten.

There shall be no appeals to this policy.

Legal Reference:

ALASKA STATUTES

[14.30.010](#) *When attendance compulsory*

[14.03.020](#) *School year*

[14.03.070](#) *School age*

[14.03.080](#) *Right to attend school*

[14.30.045](#) *Grounds for suspension or denial of admission*

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.055](#) *Immunizations required*

[4 AAC 07.076](#) *Determination of School Age*

UNITED STATES CODE, TITLE 42

[42 U.S.C. 11432 - 11433](#) *McKinney-Vento Homeless Assistance Act*

01/03; 02/18/08; 11/16/15



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: January 17th, 2022

To: Regional School Board Members

From: Scott MacManus, Superintendent

RE: Superintendent's Board Report

Current Administrative Activities

- SILKAT- Sustaining Indigenous and Local Knowledge, Arts and Teaching
- Tetlin School Restructuring – Work with the state School Improvement Program and their “School Empowerment” specialists.
- Tetlin Duplex – Progress continues. We are looking at the end of the month now, for completion.



- Mentasta Teacher Housing- I met with the Mentasta Village Council on January 5th. They are supportive of teacher housing in the village, however
- Northway Biomass Hydronic heating system- We are looking for a project consultant who can manage the AEA reporting requirements for our Northway project. The Mentasta project has some real possibilities for replication in Northway. What they are doing for smaller scale hydronic heating systems is inspiring.
- Tok School Sprinkler System – The control panel issue has not been
- District Office addition – Weather has us at a stop, but the area is covered and in the early spring we will be able to begin work on finishing the addition. This will make a big difference for our organization.
- District classroom furniture order – this project is on hold pending more information from teachers, and a new bid.

“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
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- **Certified Staffing** – The first round of contract offers for FY23 have been issued, and are enclosed in this Board Packet. We will have all of this first round of offers ready to go on the first work day of the 2022 calendar year, helping us to anticipate staffing needs for next year. As of this writing the district has received 18 signed contracts back for FY23, and we've had 3 resignations, so responses from 21 of 27 contract offers. In this second round we are offering 13 contracts, and will have a good overall picture

COVID:

Current Status - All sites are Yellow. We have updated our COVID Testing - Testing, Leave and Return to Work, and these are going to the Health Advisory Team (HAT) for review. As suspected, the issue of mandatory vaccinations is winding its way through the court system.

Upcoming Events:

- Jan 10 – End of First Semester
- Jan 11 – Teacher Workday
- Jan 17-Jan RSB Mtg, Boardroom
- Jan 18 - Legislative Session Begins
- Jan 22 – 23 RTi/MTSS Conference - Virtual
- Feb 1 District Admin Mtg
- Feb 2nd – return deadline for first round contracts (offered Jan 3)
- Feb 17 – 18 Districtwide Inservice
- Feb 17 – return deadline for second round contracts (offered Jan 18)
- Feb 17-19, 2022: AASA NCE
- Feb 19 – 23 ASTE – Virtual
- Feb 21 – RSB Mtg, Boardroom

Congratulations to the Tok School Robotics Program!

Jane Teague and her robotics program came away with yet another trophy! This one was a Judges Award for "most motivated"! Go Icy-bots!



Interesting and of note: Beginning in 2022, women's faces will circulate through the nation's currency on quarters —The first quarter, honoring the civil rights activist and poet Maya Angelou, will enter circulation in February. Designs have been released, and Angelou's will show her profile with the

backdrop of a flying bird, an homage to her poetry. The second, featuring the astronaut Dr. Sally Ride, will have her in uniform next to an image of Earth.

In the district office we had a good break over Christmas, and now have hit the ground running. It is going to be a good



Student Travel Approval Form

This form should be filled out completely and ready to present to the Board according to the procedures set out in **BP 5162**, and **AR 5162** (Student Travel). The form should be ready early (10 days prior to the RSB meeting where it will be presented) and submitted to the Superintendent, so that it may be included in the Board Packet for review prior to the meeting. The trip organizer should also bring extra copies to the meeting. Some of the item responses may require attachments. If that is the case, note "attached" after the item, and make sure the additional paperwork is attached to this form.

1. Name of School:

Dot Lake School

2. Dates of Travel:

01/21/2022-01/30/2022 (We will be leaving Friday, January 21, after school and returning home Sunday, January 30.)

3. Total School Days Missed (not to exceed 5):

5

4. Destination and Purpose of Trip:

The Dot Lake School students and chaperones will travel to Panama City Beach, Florida. We plan to visit ZooWorld Zoological Conservatory, Ripley's Believe It or Not Museum, and St. Andrews State Park/Shell Island, and local museums. This will give our students the opportunity to experience a different climate and culture and broaden their background knowledge for further learning.

5. Name and Contact Info of Tour Company (if for international travel):

N/A

6. Goals of the Trip and Alignment to Educational Travel Requirements (see **AR 5162** *Educational Travel Definition*):

Science: Local flora and fauna, zoo, beach exploration
Social Studies: museums and local culture

7. Pre-Trip Requirements (paperwork, fundraising, or other relevant information):

N/A

8. Number and ages of participants involved (include students, teachers, and chaperones):

A total of 8 students and 6 chaperones:

Karlie Apgar (6)
Brandy Hendren-Rice (14)
Haily Hendren-Rice (9)
Elijah Ison (16)
Jadelyn Thompson (9)
John Thompson (10)
Elijah Steere (12)
Harmony Steere (9)

Head Chaperone: Karen Deeter
Jeff Deeter (Parent) (Self-pay)
Eric Masters (Teacher)
Leola Masters (Grandparent) (Self-pay)
Rebecca Thompson (Parent)
Matthew Thompson (Parent) (Self-pay)

Contact Information: 907-750-8272

9. Names and ages of other travelers who will be joining the group who are not part of the student group and not chaperones, and specifics regarding their role with the group:

N/A

10. Preliminary itinerary of the trip, highlighting the educational aspects of the travel:

Preliminary Field Trip Itinerary

AS0162	Anchorage, AK January 22, 2022 03:45 AM	Seattle, WA January 22, 2022 08:16 AM
AS1496	Seattle, WA January 22, 2022 09:15 AM	New Orleans, LA January 22, 2022 03:43 PM

Sunday, January 23

Unscheduled—settle in and explore local beach

Monday, January 24	ZooWorld Zoological Park	--Students will observe animals from around the world.
Tuesday, January 25	Ripley's Believe It or Not Museum	--artifacts from many different world cultures
Wednesday, January 26	Gulf World Aquarium	--Tropical gardens, shark feedings, dolphin encounters, And animal shows
Thursday, January 27	St. Andrews State Park	--local state park with hiking trails and beach
Friday, January 28	Man in the Sea Museum	--a museum about the history of diving.
	Native Spirit Museum and Gallery	--celebrating Native American arts and crafts
Saturday, January 29	Leave early in the morning to travel to airport.	
AS0751	New Orleans, LA January 29, 2022 04:48 PM	Seattle, WA January 29, 2022 08:10 PM
AS0167	Seattle, WA January 29, 2022 11:30 PM	Anchorage, AK January 30, 2022 02:13 AM
Drive home—Sunday, January 30		

11. General provisions for the safety of students while on tour (i.e., emergency contact info, contingency plans, number of chaperones, chaperone responsibilities, etc.):

All students will be accompanied by at least one parent/guardian on the trip. There will be seven chaperones. Parents/guardians will be responsible for their own children at all times unless delegating that responsibility to another chaperone for short periods.

12. Travel Insurance Information:

Covered by AGSD insurance

13. Estimated Cost of the Tour:

Airline Tickets—4,912.60
Lodging—3,454.24
Rental Vehicle—1,700.00
Activities—1,300.00
Meals & Incidentals (including fuel)—3,000.00

Estimated total: \$14,366.84
(4,575.60 was already paid out in 2020 for airline tickets. So the current cost is \$9791.24, which will adequately be covered by funds in our student activity account left from last year without having to tap into this year's funding from the district.)

14. Estimated Cost Per Student/Teacher/Chaperone:

The cost for airline tickets not covered by Dot Lake School is \$337. All other basic expenses will be covered by the Dot Lake student activity fund. Attendees will be responsible for any checked baggage charges (if applicable) and any other personal spending, i.e. souvenirs, snacks, etc.)

15. Deadlines for Payments:

By Spring break—for those owing for airline tickets

16. Fundraising Plans:

N/A

Introduction: Who we are

Tetlin School is located along the Tetlin River between Tetlin Lake and Tanana River and is twenty miles southeast of Tok (Tanana Chief's Conference, 2021). It is a traditional Athabascan community. The population of Tetlin is approximately 120 individuals. Tetlin School is the heart of the community. It is nestled on a rise overlooking the community. There are 44 enrolled students plus an additional two to four pre-Kindergarten students. Tetlin School employs one certified teacher/principal, two certified teachers, and seven classified staff, including a part-time secretary, cook, and custodian.

Background: Where we have been

Tetlin School is ranked in the lowest 5% of schools in Alaska. Tetlin has suffered from high staff turnover, lower than average student attendance, and an intricate relationship with the community. The Tetlin community has voiced concern to the District about staffing and facilities. There have been instances of families removing students from the school for long periods and unwelcoming behavior towards teachers living in Tetlin. Our goal in acknowledging this is not to dwell on past hurt, but to refocus our attention and create spaces that are welcoming for the community, families, students, and teachers. Tetlin School needs the support and leadership of the Tetlin Council.

Current Actions: Where we are now

AGSD has taken initial steps in stabilization. The current principal/teacher, Tish Rhodes, has committed to a three-to-five-year term of service. The District has committed to fiscal retention compensation (retention bonuses) for teachers and classified instructional staff who are retained. We are seeking an additional teacher for the PK-3rd cluster and are actively seeking qualified candidates. AGSD is in the process of working with Patricia Young on grants to revitalize common spaces such as the library with new furniture. New classroom furniture has been added to classrooms to update the space. AGSD is working with Maintenance Director, Wade Boney, to send a deep cleaning crew to Tetlin School. New housing for teachers is being completed in the hope that it will increase teacher retention and add to the stabilization of the school.



Future Action: Where we are going

Stabilization and revitalization takes time, action, and reflection. We envision a restructuring process taking three to five years, and we need the Council's support and guidance. We will be initiating an educational audit of our teaching and learning practices. We are dedicated to finding CTE opportunities, fostering connections to the Pathways program to increase graduation rates, and have placed a reading interventionist, Lillian Wise, at Tetlin three days a week. There is also a dedicated district site administrator, Eston Jennings, who will support Tetlin and Principal Rhodes by visiting and providing support and feedback a minimum of two times per week. Tetlin will continue to receive classes and enrichment from the itinerate STEM teacher, Conan Steele, and woodworking classes will continue with Alex Brede. Mari Hoe-Rattio has been reassigned as dedicated support to Tetlin two days a week. AGSD is committed to our strategic plan that fits with the goals and mission of Tetlin School. The strategic plan includes a focus on student engagement, staff recruitment and retention, engagement in authentic cultural knowledge, creating positive school culture, developing and maintaining community relationships, and rigorous learning and teaching.

The District has laid the initial footwork in creating change, but we need help with the shift in school culture. While brainstorming ideas that may match the needs of Tetlin and hearing from staff who live in Tetlin about the multifaceted issues of a village school, we want to work as a partnership to create a narrative of restoration. Central to the conversations are principle beliefs that are traced back to Athabascan Guiding Principles.

The Athabascan Guiding Principles from the Denakkanaaga Elders Conference of 1985:

- Self-Sufficiency and Hard Work
- Care and Provision for the Family
- Family Relations and Unity
- Love for Children
- Village Cooperation and Responsibility to the Village
- Humor
- Honesty and Fairness

Tetlin Restructuring & Revitalization
October 19, 2021

- Sharing and Caring
- Respect for Elders and Others
- Respect for Knowledge and Wisdom from Life Experiences
- Respect for the land and Nature
- The practice of Native Traditions
- Honoring Ancestors
- Spirituality

These principles were often reflected in the heart of our feedback from staff and families of Tetlin. As a school district, AGSD sees its role as a partnership with the community and Tetlin Council. In envisioning this new direction of the school, a dream has been hatched. Could we use these principles to revitalize and restructure our school? Our belief, is that with your support, we can make changes.

Next steps: How do we make this happen

Our first step is seeking your support and commitment to the process. We humbly ask your support while also admitting it will take hard work and maybe disquieting at times since change can be uncomfortable. We have scheduled an upcoming staff retreat with an Athabascan cultural leader, Tracy Snow, specializing in guiding Restorative Practices and Talking Circles. AGSD staff will begin the restructuring work on moving from practices that are punitive or punishment-based to practices that are restorative and support growth. We are committed as a staff to learn new ways of talking to students, families, and each other by listening more, speaking softer, and being intentional in our practices. Our foundation and methods will become anchored in the principles of the Athabascan People, and we will teach our students:



1. Self-sufficiency and Hard Work

We will work hard, do our best, and be confident life-long learners.

2. Family Relationships and Unity

Family connection is the heart of the school. We strive to work in unity with our families and in our school to make them stronger.

3. Village Cooperation and Responsibility to Village

We are responsible for our village, and the village cares for us. We will work together to make our community stronger through service to one another.

4. Honesty and Fairness

We are honest and fair. If we make mistakes, we take responsibility, we make amends, and seek and grant forgiveness.

5. Sharing and Caring

We share ideas, materials, knowledge, laughter, and growth. We care for others and the world around us.

6. Respect for Elders and Others

We respect and value our elders and invite our community elders into our school.

7. Respect for Knowledge & Wisdom from Life Experiences

We learn from the experiences of others and embrace the knowledge of our elders, teachers, and friends.

8. Respect for the Land and Nature

We care for our land and value the gifts of nature, subsistence living, and being self-sufficient.

9. Practice of Native Traditions

Native Traditions are integrated into our school day and are part of educating the whole child.

10. Humor and Love for Children

Joy, laughter, and humor are part of our school and how we create a love of learning for our children.

Immediate Needs: What the school needs from the Community and Council

- Improve attendance at the school with an MOA for attendance/discipline issues
- Encourage consistent family volunteers
- Have high expectations for students
- Increase Elder presence in the school
- Lead, participate, and teach culturally relevant activities with Tetlin staff support
- Work with the school from a place of restoration, especially if relationships have been broken, damaged, or bruised
- As a community work against mistreatment or isolation of school staff through continuing to welcome teaching guests to the community
- Hold on to hope and build bridges of connection
- Create sign designs for the Athabascan Guiding Principles that the District and Council can have printed
- Use the language of the Athabascan principles with your children
- Host evening activities for teenagers

We welcome your feedback, input, and direction. We ask that you take this leap with us in restructuring and revitalizing. Thank you for your time and support.



ALASKA GATEWAY SCHOOL DISTRICT

PO BOX 226, TOK, AK 99780

Ph: 907.883.5151 Fax: 907.883.5154

Scott MacManus – Superintendent of Schools

Memorandum of Agreement

between

Alaska Gateway School District & the Native Village of Tetlin

Relating to the role of the Tetlin Tribal Court System

The purpose of this agreement is to establish a system whereby the Native Village of Tetlin will work collaboratively with Alaska Gateway School District through the Tetlin Tribal Court System to assist the school in addressing the important issues of attendance, with the intended outcome of improving student learning, and of benefiting the students and community of Tetlin.

Whereas: All Tetlin students have the right to learn in an educational environment that is safe and that will result in improve learning, attendance, and graduation rates, and;

Whereas: All Tetlin students have a right to be in a school where appropriate rules are clearly established and fairly administered, and;

Whereas: Research clearly demonstrates that students who are on time and who attend school regularly, learn more and perform better, and;

Whereas: Tetlin students have a low graduation rate, and a low academic performance, as measured by multiple assessments, and;

Whereas: Students who have families and communities that support their schools in addressing attendance issues, have improved performance on assessments and have higher graduation rates, and;

Be it now therefore resolved: The Tetlin Village Council Tribal Court agrees to support and assist the Tetlin School in addressing cases of serious absenteeism and truancy, based on the following set of guidelines:

1. Create a set of protocols, forms and letters based on state law that address student attendance expectations and includes an appropriate point of referral to the Tetlin Tribal Court
2. Tetlin School will follow and document the use of these attendance protocols, which include informing the students parent or guardian verbally and in writing.
3. The Tetlin Tribal Court will provide a form to obtain Parent/guardian approval and

"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

permission to share student information with the Tribal Court

4. The Tetlin Tribal Court will inform the school regarding the decisions and consequences related to the referral.
5. If a parent/guardian chooses not to utilize the Tetlin Tribal Court, the District is required to refer issues of attendance to the State Troopers and the Alaska Court System

An Attendance Referral to the Tetlin Tribal Court will be made to:

Name: Ariel Miller, Tribal Court Clerk
tetlintribalcourtclerk@gmail.com
Address: P.O. Box 797 Tok AK 99780
Phone: 907324 1404

Native Village of Tetlin

Signature [Signature]
Name Michael San
Position Chief
Date Ratified 6-21-21

Alaska Gateway School District

Signature [Signature]
Name [Name]
Position [Position]
Date Ratified June 21st, 2021

Tetlin School Guiding Principles

1. Self-sufficiency and Hard Work

We will work hard, do our best, and be confident life-long learners.

2. Family Relationships and Unity

Family connection is the heart the school. We strive to work in unity with our families and in our school to make them stronger.

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TCC COVID-19 Situational Update:

January 4, 2022 as of 3PM AKST

Number of Cases Worldwide: **294,903,207**
 Number of Cases in US: **57,017,371**
 Number of positive cases in Alaska: **154,369**
 Number of cumulative cases hospitalized in Alaska: **3,269**
 Total Number of Nonresident Cases: **5,720**

Number of Worldwide Deaths: **5,455,682**
 Number of US deaths: **829,904**
 New Alaska cases in last 24hrs: **201**
 Number of current hospitalizations: **55**
 Number of deaths in Alaska: **979**
[947 Residents/32 Non-Resident]
 TCC Testing: Completed: **43,539**
 Cumulative # of positive TCC Employees: **255**

Number of tests completed in Alaska: **3,710,012**
 Cumulative # of positive TCC Patients: **2,993**

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.

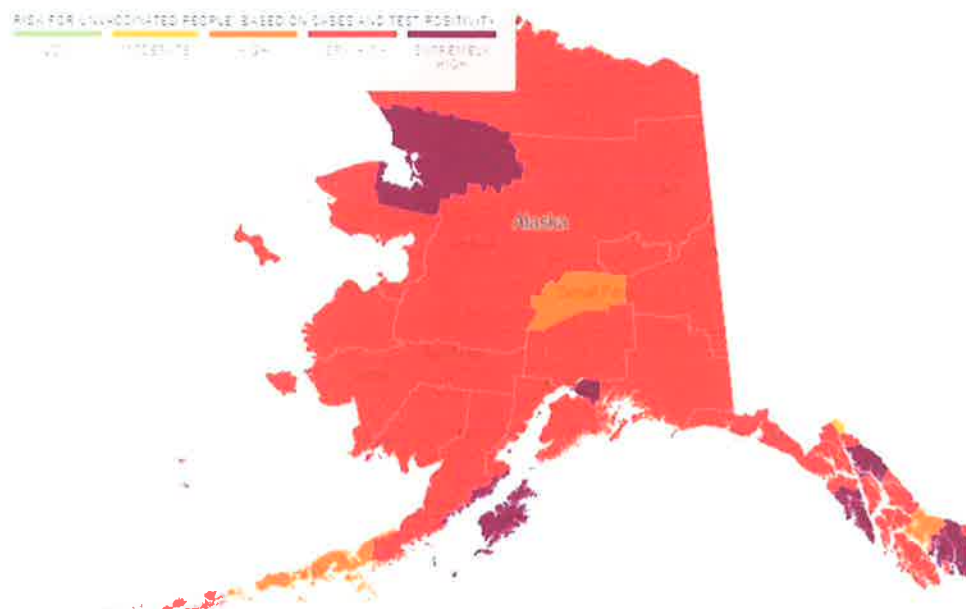
COVID-19: December 27th – January 3rd

Monday 12/27	Tuesday 12/28	Wednesday 12/29	Thursday 12/30	Friday 12/31	Saturday 1/1	Sunday 1/2	Monday 1/3
88 7 Non Residents	476 34 Non Residents	467 19 Non Residents	560 17 Non Residents	804 44 Non Residents	271 8 Non Residents	910 46 Non Residents	201 11 Non Residents
14-Day Average Testing Turnaround Time = 0.3 Days							

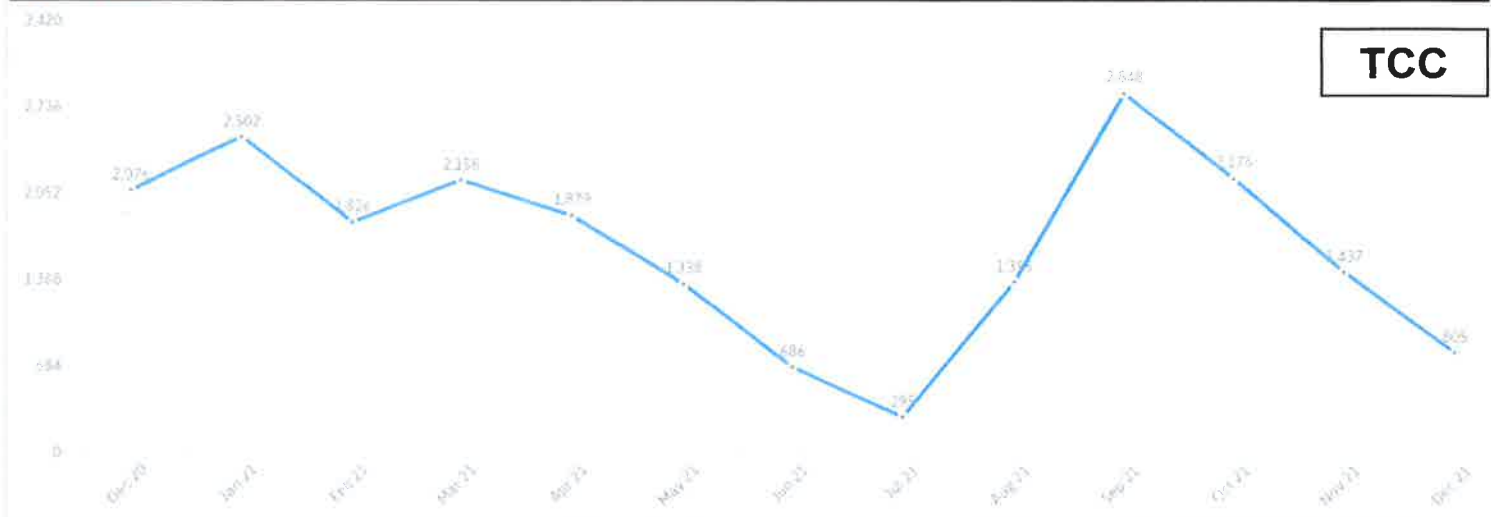
Interior Case Counts				
Region	Total Cumulative Cases	Cases (Last 7 Days)	Cases (Last 14 Days)	Case Rate Average
Fairbanks North Star Borough	17,436	224	351	32.9 per 100,000
Denali Borough	244	4	5	-
Southeast Fairbanks Census Area	1,333	18	25	37.1 per 100,000
Yukon-Koyukuk Census Area	842	23	24	65.1 per 100,000
Statewide	154,369	3,689	4,707	72.3 per 100,000

Vaccinations Administered			
United States	512,665,013 – 62.2% Fully Vaccinated	Worldwide	9.21 B – 49.8% Fully Vaccinated
Alaska	960,151 – 60.6% Fully Vaccinated-5+	Tanana Chiefs Conference	25,989

Risk levels



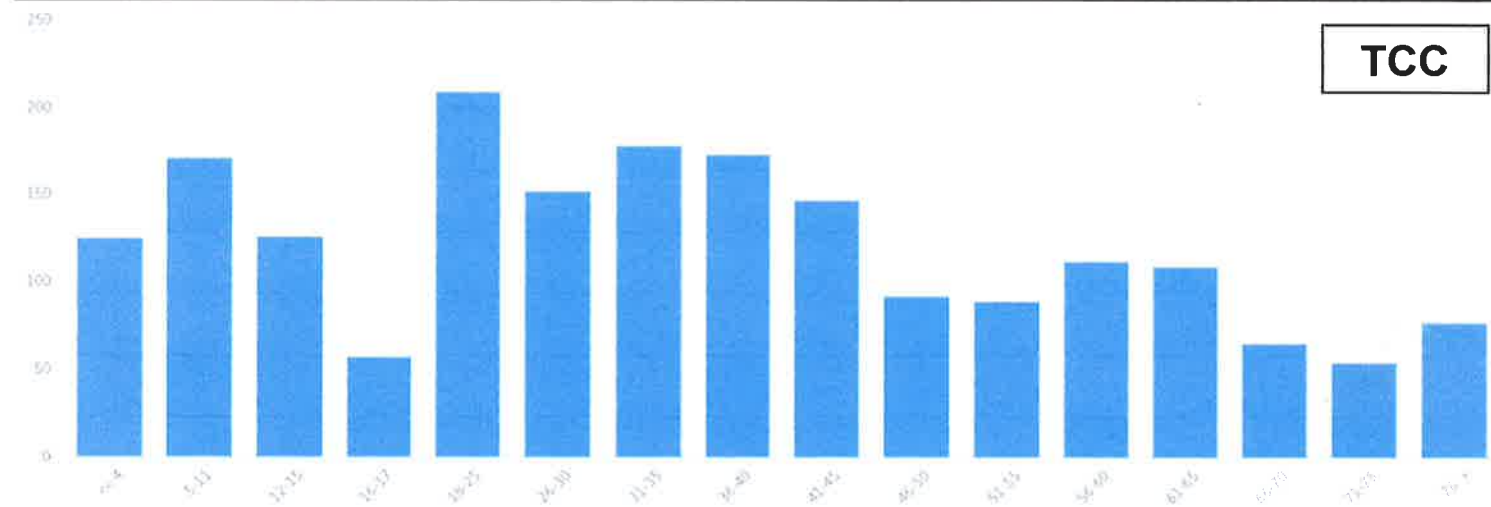
December 2021



COVID Pts by Age

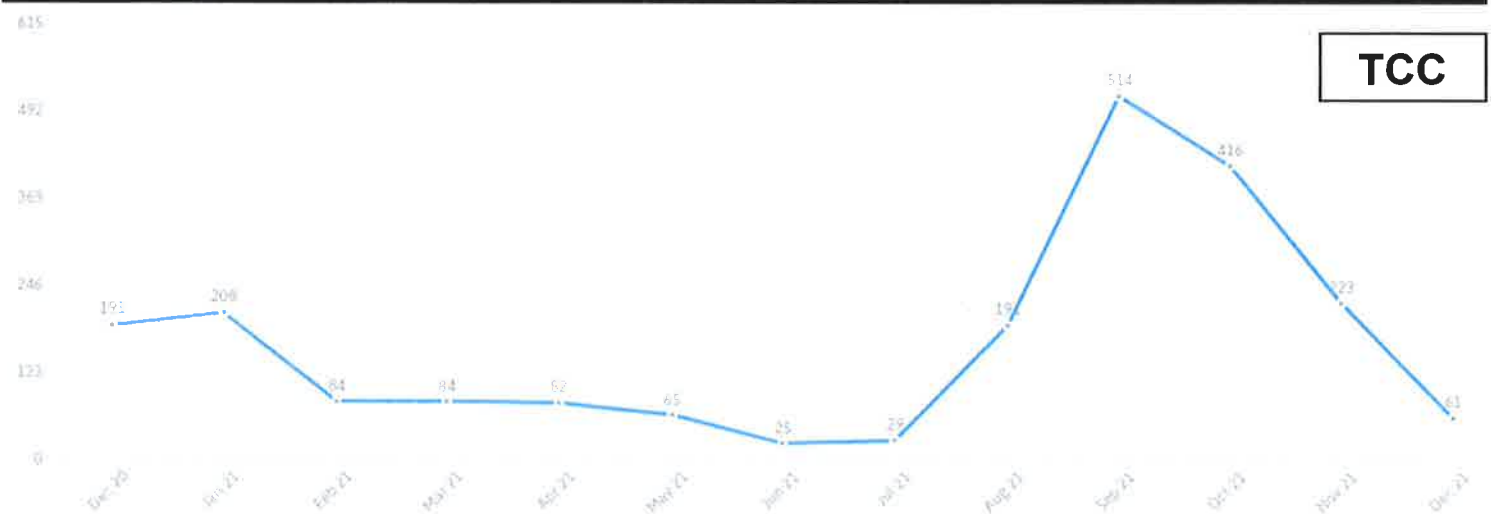


TY December 2021



New COVID Patients by Month

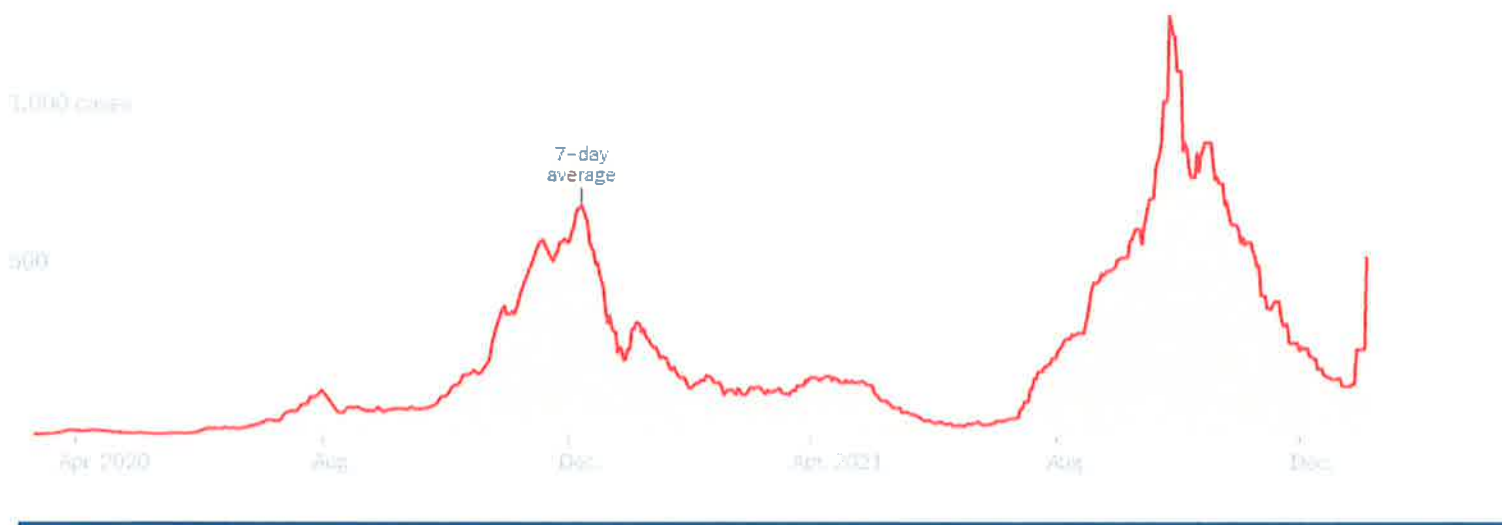
December 2021



New reported cases

All time Last 90 days

Alaska



Number of Daily Deaths

Number of Daily Deaths 7-Day Average of Daily Deaths

All Time

Last 90 Days



Daily COVID-19 Hospitalizations

Daily COVID-19 Hospitalizations 7-Day Average of Daily COVID-19 Hospitalizations

All Time

Last 90 Days



Number of Daily Doses

Number of Daily Doses 7-Day Average of Daily Doses

All Time

Last 90 Days



Return to Work COVID-19 Testing Considerations

By [Danielle M. Berezney](#), [Michael S. Arnold](#), [Corbin Carter](#)

As employees increasingly transition back into the physical workplace, employers have begun to grapple with whether and how to deploy COVID-19 diagnostic testing as a return-to-work solution. Many employers want to avoid extended employee quarantine or isolation requirements that prevent their employees from returning to the office for weeks and disrupt their operations. But is this potential solution legal? And is it effective? Below we discuss practical considerations for employers considering a return to work COVID-19 testing strategy.

Is it Legal?

For the most part, yes. While the Equal Employment Opportunity Commission (“EEOC”) has approved of COVID-19 diagnostic testing in the workplace generally, it has, as explained further below, recently modified its guidance to discourage its use as a return to work strategy. Further, approaches vary widely across the states and localities that have taken a position on return to work testing. For example, while Illinois permits its use, an [ordinance](#) in Dallas, Texas *prohibits* return to work testing.

Is it Effective?

It depends. Before mandatory vaccination becomes an option (which we wrote about [here](#)), requiring employees to test negative for COVID-19 before returning to work may at first glance seem like a reasonable way to ensure employee attendance while keeping the workplace safe. For some employers, particularly those that are able to test frequently, quickly and accurately, this may be a sound approach. But for other employers, they will have to weigh their options carefully. Recent updated guidance from the CDC, employee complaints about the invasiveness of testing, and very real ongoing concerns about testing availability and accuracy may militate against pursuing a testing strategy at this time.

More specifically, recent [guidance](#) from the CDC discourages a test-based strategy as a primary solution finding that a *symptom*-based screening strategy is sufficient to identify when an individual with symptoms may return to work. However, if an employer nevertheless decides to proceed with diagnostic testing as part of their COVID-19 mitigation strategy, the CDC recommends having employees test negatively *twice* with the two consecutive tests coming at least 24 hours, before returning to work.

State and local guidance does not necessarily provide additional clarity on how best to proceed. For example New York State’s [guidance](#) only addresses situations where an employee experiences symptoms *upon arrival at work* or *while at the office*, advising that in those instances an employee may return to work with a single negative COVID-19 test (in contrast to the CDC’s recommended *two* consecutive negative tests). But New York’s guidance does not currently address whether testing is a solution to a host of other scenarios – for instance, where an employee’s remote screening indicates recent symptoms, known exposure, or where an employee traveled to a place with significant community spread. In those instances, the New York guidance does not incorporate testing as a return to work solution, instead asserting that individuals who have had known close contact with someone who has COVID-19 (i.e. within 6 feet of someone for ten or more minutes) should (1) isolate for 10 days from the onset of symptoms (if the individual has symptoms); or (2) isolate for 14 days from the date of exposure (if the individual does not have symptoms). New York’s guidance also states that employees who test positive for COVID-19 must complete at least 10 days of isolation from the onset of symptoms or 10 days of isolation after the first positive test if they remain asymptomatic.

Putting all the guidance aside for the moment, testing may prove futile in many cases regardless. First, COVID-19 reportedly can take 2-14 days after exposure to become identifiable in a diagnostic test, and thus, employees who test negative may return to work and later discover they have indeed been infected. And in other cases,

testing may prove futile if an employee cannot access a test readily, and thereafter receive their results in a timely manner, which effectively sidelines them from returning to the office anyway. Further, there is also the possibility of a false negative, particularly when an employee takes a rapid test. Other employer considerations include how COVID-19 testing, and the resulting disciplining of employees if they refuse to be tested, might affect overall employee morale.

Employers should consider these issues and weigh them against the vitality of other preventative measures such as whether an employee can telework or take a paid or unpaid leave in lieu of returning to work. If the employee must return to work, employers should consider using other safety measures (whether in lieu of or in addition to testing), such as symptom/exposure questionnaires, temperature checks and workplace social distancing requirements.

What if an Employee Refuses to Take a Diagnostic Test?

In selecting any of these options, employers should consider creating a policy or procedure that, among other things, discloses the circumstances under which an employee must take a test, the specific test or tests that the employer will accept, and the consequences of an employee's refusal to be tested prior to returning to work. Employers should also consider whether they will afford an employee the opportunity to take an unpaid leave of absence where they refuse to take a test in lieu of a disciplinary action.

Further, before resorting to disciplinary measures, employers should first consider the nature of the employee's objection. If the employee is simply annoyed or frustrated about the testing policy, disciplinary measures may be appropriate as the employee is failing to adhere to a company safety policy. However, employers should evaluate whether the employee is asking for a disability accommodation, and if so, should consider alternative options to testing.

A Note about Isolation Practices and Employee Abuses.

In jurisdictions that do not *require* employees to isolate after potential symptoms or exposure, employers that *need* employees to work in the office may be turning to COVID-19 diagnostic testing as an alternative or supplement to isolation practices they consider impractical or prone to abuse. Indeed, some employers are facing scenarios in which employees attempt to take advantage of company isolation policies in an effort to take extended time away from the workplace.

Employers facing this situation may consider implementing a diagnostic testing strategy (where permitted and feasible), but should also consider addressing the various employee abuse scenarios that might unfold and provide cautionary warnings to employees. For example, New York, New Jersey, Massachusetts, and some other jurisdictions are requiring individuals who travel to certain states with troublesome COVID-19 metrics to quarantine for 14 days upon their reentry. If an employee is planning travel to a "hot spot" on vacation to avoid returning to work, the employer should consider warning the employee that if they are unable to telework upon their return, they may be required to take additional paid time off or even unpaid leave. Alternatively, employers facing operational difficulties if employees are away for multiple weeks may wish to revisit paid time off approval processes or condition approval of company-provided vacation time on an employee's ability to return to work promptly after traveling. In short, employers may have several options to address employees' abuse of isolation rules that do not necessarily have to involve the implementation of diagnostic testing.

Final Considerations.

If an employer does decide to implement a testing strategy, it should ensure that its COVID-19 testing and screening protocols and policies adhere to relevant state and local guidelines, which vary greatly by jurisdiction. Employers should further ensure they are tracking other practical aspects of testing. For example, employers must safeguard employee medical records in accordance with Americans with Disabilities Act ("ADA")

– DRAFT –

Adopted from updated CDC Guidance, Dec. 23, 2021

Draft- Evaluating School Personnel with Symptoms of SARS-CoV-2 Infection

School Personnel with symptoms of COVID-19 should be isolated and tested with antigen detection assays BinaxNow, that is capable of detecting external icon (COVID-19) even with the currently circulating variants in the United States. <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>

When a Site Administrator determines that testing a staff member for COVID is warranted, and negative results from a BinaxNow Assay indicates that the person most likely does not have an active COVID infection at the time the sample was collected, a subsequent test may be performed, particularly if there is reason to believe a COVID infection may exist or there was positive contact). Consultation with public health should be considered.

The criteria for using a test-based strategy are:

Personnel who are symptomatic

- Resolution of fever without the use of fever-reducing medications, and
- Improvement in symptoms (e.g., cough, shortness of breath), and
- Results are negative from at least two consecutive respiratory specimens collected ≥ 24 hours apart (total of two negative specimens) tested using an antigen test or NAAT.

Personnel who are not symptomatic:

- Results are negative from at least two consecutive respiratory specimens collected ≥ 24 hours apart (total of two negative specimens) tested using an antigen test or NAAT.

DRAFT - Return to Work Criteria for school personnel with SARS-CoV-2 Infection - DRAFT

Adopted from updated CDC Guidance, Dec. 23, 2021

The following is our criteria to determine when school personnel with SARS-CoV-2 infection could return to work. After returning to work, school personnel should self-monitor for symptoms and seek re-evaluation from occupational health if symptoms recur or worsen.

Either an antigen test or nucleic acid amplification test (NAAT) can be used. Some people may be beyond the period of expected infectiousness but remain NAAT positive for an extended period. Antigen tests typically have a more rapid turnaround time but are often less sensitive than NAAT. Antigen testing is preferred for symptomatic school personnel and for asymptomatic school personnel who have recovered from SARS-CoV-2 infection in the prior 90 days.

School personnel with **mild to moderate illness** who are **not moderately to severely immuno-compromised**:

- Seven days if a negative antigen is obtained within 48 hours prior to returning to work (or 10 days if testing is not performed or if a positive test at day 5-7) have passed *since symptoms first appeared*, and
- At least 24 hours have passed *since last fever* without the use of fever-reducing medications, and
- Symptoms (e.g., cough, shortness of breath) have improved.
- Self-monitor, wear a proper mask at work, maintain social distance as possible

School personnel who were asymptomatic throughout their infection and who are not **moderately to severely immunocompromised**:

- At least 7 days if a negative antigen or NAAT is obtained within 48 hours prior to returning to work (or 10 days if testing is not performed or a positive test at day 5-7) have passed since the date of their first positive viral test, and
- Self-monitor, wear a proper mask at work, maintain social distance.

School personnel with **severe to critical illness** and who are **not moderately to severely immunocompromised**:

- In general, when 20 days have passed *since symptoms first appeared*, and
- At least 24 hours have passed *since last fever* without the use of fever-reducing medications, and
- Symptoms (e.g., cough, shortness of breath) have improved.
- The test-based strategy as described for moderately to severely immunocompromised school personnel below can be used to inform the duration of isolation.

School personnel who are **moderately to severely immunocompromised** may produce replication-competent virus beyond 20 days after symptom onset or, for those who were asymptomatic throughout their infection, the date of their first positive viral test.

- Use of a test-based strategy and consultation with an infectious disease specialist or other expert and an occupational health specialist is recommended to determine when these personnel should return to work.

Key points of the [CDC's K-12 guidance](#) includes the following:

- Use a layered prevention program: A “layered” prevention strategy (e.g., using multiple prevention strategies together consistently) includes masking, social distancing, use of air filtration in classrooms, washing hands, testing, and vaccinating, helps protect everyone, including those who are not fully vaccinated and children under the age of 5 who are too young to receive the vaccine.
- **[Community data](#):** Localities should monitor community transmission, vaccination coverage, screening testing, and occurrence of outbreaks to guide decisions on the level of layered prevention strategies (e.g., physical distancing, screening testing).
- **[Promoting vaccination](#):** Everyone eligible to receive the vaccine is strongly encouraged to get immunized against COVID-19.
- **[Screening testing to promptly identify cases, clusters, and outbreaks](#)**
- **[Staying home when sick and getting tested](#)**
- **[Physical distancing](#)**
- **[Consistent and correct mask use](#)**
- **[Ventilation](#)**
- **[Contact tracing, in combination with isolation and quarantine](#)**
- **[Handwashing and respiratory etiquette](#)**
- **[Cleaning and disinfection](#)**

For more information: [CDC Science Brief on Transmission of SARS-CoV-2 in K-12 Schools and Early Care and Education Programs](#).

DRAFT – Isolation Protocols - DRAFT

Adopted from updated CDC Guidance, Jan 6, 2022

Overview of CDC COVID-19 Quarantine Recommendations for K-12 Schools

Who needs to quarantine?

Students, teachers, and staff who came into [close contact](#) with someone with COVID-19 should [quarantine](#) for at least 5 days (day 0 through day 5) after their last close contact if they are in one of the following groups:

- People who are ages 18 and older and completed the [primary series](#) of recommended vaccine, but have not received a [recommended](#) booster shot when eligible.
- People who received the single-dose Johnson & Johnson vaccine (completing the primary series) over 2 months ago and have not received a [recommended](#) booster shot.
- People who are not vaccinated or have not completed a [primary vaccine series](#).

These individuals could also be eligible for Test to Stay programs that would allow them to stay in the school setting during the quarantine period. Outside the school setting, quarantine recommendations would apply.

Who does NOT need quarantine?

Students, teachers, and staff who came into close contact with someone with COVID-19 and are in one of the following groups do not need to quarantine:

- People who are ages 18 and older and have received all [recommended vaccine doses](#), including [boosters](#) and [additional primary shots](#) for some immunocompromised people.
- People who are ages 5–17 years and completed the [primary series](#) of COVID-19 vaccines.
- People who had confirmed COVID-19 within the last 90 days (tested positive using a [viral test](#)).

Anyone who has had COVID should wear a [well-fitting mask](#) around others for 10 days from the date of their last close contact with someone with COVID-19 (the date of last close contact is considered day 0). They should [get tested](#) at least 5 days after their last close contact with someone with COVID-19, unless they had confirmed COVID-19 in the last 90 days and subsequently recovered. For 10 days after their last exposure to someone with COVID-19, they should watch for fever (100.4°F or greater), cough, shortness of breath, or other COVID-19 symptoms. Those who test positive or develop COVID-19 symptoms should isolate from other people and follow recommendations for [isolation](#).

CDC continues to recommend indoor masking in K-12 schools for all individuals ages 2 years and older, including students, teachers, staff, and visitors, regardless of vaccination status. The school should ensure that there is a plan for people identified as close contacts to stay masked at all times indoors until 10 full days after their last close contact to someone with COVID-19. During times in the school day when students or staff members may typically remove masks indoors (such as during lunches, snacks, band practice, etc.), have a plan for them to adequately distance from others and ensure they wear their masks when not actively participating in these activities (such as when they are not actively eating).

What should a student or staff member do during quarantine?

People who are asked to [quarantine](#) should take the following steps:

- Stay home and away from other people for at least 5 days after their last close contact with a person who has COVID-19, and test at 3 day and 5 days. The date of exposure is considered day 0. Wear a [well-fitting mask](#) when around others, even at home, if possible.
- For 10 days after their last close contact to someone with COVID-19, watch for fever (100.4°F or greater), cough, shortness of breath, or other [COVID-19 symptoms](#).
- If they develop symptoms, [get tested](#) immediately and isolate until they receive their test results. If they test positive, follow [isolation](#) recommendations.
- If they do not develop symptoms, [get tested](#) at 3 and 5 days after they last had close contact with someone with COVID-19.
 - If they test negative, they can leave home, but continue to wear a [well-fitting mask](#) when around others at home and in public until 10 days after their last close contact with someone with COVID-19.
 - If they test positive, they should isolate for at least 7 days from the date of their positive test (if they do not have symptoms). If they do develop [COVID-19 symptoms](#), isolate for at least 7 days from the date their symptoms began (the date the symptoms started is day 0). Follow recommendations in the [isolation](#) section.
 - Avoid people who are [immunocompromised or at high risk for severe disease](#), and nursing homes and other high-risk settings, until after at least 10 days.
- If it is possible, isolate from the people they live with, especially people who are at [higher risk](#) for getting very sick from COVID-19, as well as others outside their home throughout the full 10 days after their last close contact with someone with COVID-19.
- If they are unable to quarantine, they should wear a [well-fitting mask](#) for 10 days when around others at home and in public.
- If they are unable to wear a mask when around others, they should continue to quarantine for 10 days.
- Avoid people who are [immunocompromised or at high risk for severe disease](#), and nursing homes and other high-risk settings, until after at least 10 days.

Please visit CDC's [COVID-19 Quarantine and Isolation](#) page for general guidance on quarantine.

Q: Can a student or staff member continue to go to school while in quarantine?

A: No. CDC recommends students and staff who are asked to [quarantine](#) should not go to school or school events in-person during their quarantine period unless they are participating in a school sponsored "[test-to-stay](#)" program.

How should "Test to Stay" be implemented in light of the updated shortened quarantine and isolation timeframe?

Test to Stay (TTS) can be implemented by schools as an alternative to traditional quarantine at home by establishing testing protocols to perform at least two tests during the period between close contact notification/TTS enrollment and day 7 after exposure, with the last test occurring 5-7 days after last close contact with a person confirmed with COVID-19. For more information about TTS, visit [What You Should Know About COVID-19 Testing in Schools](#).

What activities can a student or staff member participate in while in quarantine?

A student or staff member should participate in only online or virtual school activities during their [quarantine](#) period. They may complete work or assignments from home during this time, depending on how well they feel. They can engage with other students, teachers, or staff through phone conversations, online meetings, or fully virtual engagement.

It is important for a student or staff member in [quarantine](#) to remain at home, separated from other people as much as possible, during the entire quarantine period. They should not attend other extra-curricular or social activities while they are in quarantine. They should not participate in activities like sporting events, play dates, parties, social and family gatherings, music or theater performances, and other events where they may come into contact with other people. To prevent other people from possibly getting COVID-19, make every effort to limit the person's contact with other people, including members of their household, while they are in quarantine, even if the person is wearing a mask.

Natural Immunity

- Available evidence shows that [fully vaccinated](#) individuals and those previously infected with SARS-CoV-2 each have a low risk of subsequent infection for at least 6 months. Data are presently insufficient to determine an antibody titer threshold that indicates when an individual is protected from infection. At this time, there is no FDA-authorized or approved test that providers or the public can use to reliably determine whether a person is protected from infection.
 - The immunity provided by vaccine and prior infection are both high but not complete (i.e., not 100%).
 - Multiple studies have shown that antibody titers correlate with protection at a population level, but protective titers at the individual level remain unknown.
 - Whereas there is a wide range in antibody titers in response to infection with SARS-CoV-2, completion of a primary vaccine series, especially with mRNA vaccines, typically leads to a more consistent and higher-titer initial antibody response.
 - For certain populations, such as the elderly and immunocompromised, the levels of protection may be decreased following both vaccination and infection.
 - Current evidence indicates that the level of protection may not be the same for all viral variants.

- The body of evidence for infection-induced immunity is more limited than that for vaccine-induced immunity in terms of the quality of evidence (e.g., probable bias towards symptomatic or medically-attended infections) and types of studies (e.g., observational cohort studies, mostly retrospective versus a mix of randomized controlled trials, case-control studies, and cohort studies for vaccine-induced immunity). There are insufficient data to extend the findings related to infection-induced immunity at this time to persons with very mild or asymptomatic infection or children.
- Substantial immunologic evidence and a growing body of epidemiologic evidence indicate that vaccination after infection significantly enhances protection and further reduces risk of reinfection, which lays the foundation for CDC recommendations.

The Possibility of COVID-19 after Vaccination: Breakthrough Infections

- Vaccine breakthrough infections are expected. COVID-19 vaccines are effective at preventing most infections. However, like other vaccines, they are not 100% effective. With Delta, vaccines are 70% effective, and with Omicron, they are about 60% effective.
- Fully vaccinated people with a vaccine breakthrough infection are less likely to develop serious illness than those who are unvaccinated and get COVID-19.
- COVID-19 vaccines protect everyone ages 5 years and older from getting infected and severely ill, and significantly reduce the likelihood of hospitalization and death.
- Getting vaccinated is the best way to slow the spread of COVID-19 and to prevent infection by Delta or other variants.
- A vaccine breakthrough infection happens when a fully vaccinated person gets infected with COVID-19. People with vaccine breakthrough infections may spread COVID-19 to others.
- Even if you are fully vaccinated, if you live in an area with substantial or high transmission of COVID-19, you – as well as your family and community – will be better protected if you wear a mask when you are in indoor public places.
- People who are immunocompromised may not always build adequate levels of protection after an initial 2-dose primary mRNA COVID-19 vaccine series. They should continue to take all precautions recommended for unvaccinated people, until advised otherwise by their healthcare professional. Further, CDC recommends that moderately or severely immunocompromised people receive an additional primary dose of vaccine.
- Even when fully vaccinated people develop symptoms, they tend to be less severe symptoms than in unvaccinated people. This means they are much less likely to be hospitalized or die than people who are not vaccinated.
- People who get vaccine breakthrough infections can be contagious.

Key Definitions:

Close Contact

Someone who was less than [6 feet away from an infected person](#) (laboratory-confirmed or a [clinical diagnosis](#)) for a cumulative total of 15 minutes or more over a 24-hour period (for example, *three individual 5-minute exposures for a total of 15 minutes*). Learn more about [close contact](#), including exceptions to the definition for K-12 schools.

Quarantine vs. Isolation

- You **quarantine** when you might have been exposed to the virus and may or may not have been infected.
- You **isolate** when you are sick or when you have been infected with the virus, even if you don't have symptoms.

https://youtu.be/l3s75_X8Xjs

What is quarantine?

Quarantine is a strategy used to prevent transmission of SARS-CoV-2, the virus that causes COVID-19, by keeping people who have been in [close contact](#) with someone with COVID-19 apart from others.

People **quarantine** when they have been exposed to the virus that causes COVID-19, based on their vaccination and [booster](#) status or history of prior infection in the past 90 days.

[Quarantine](#) means staying home for at least 5 days after exposure to someone diagnosed with COVID-19. This is because someone can be infected with the virus that causes COVID-19 but may not show symptoms. Even though someone may not show symptoms, they can still spread the virus.

Quarantine is different from **isolation**. [Isolation](#) is used by someone who has symptoms of COVID-19, or tests positive for the virus that causes COVID-19, even if they don't have symptoms. Isolation helps prevent transmission of the virus by separating people infected with the virus from those who are not infected. If someone takes a diagnostic test for COVID-19 and tests positive for SARS-CoV-2 or develops symptoms of COVID-19 regardless of whether or not they have tested positive for COVID-19 while in quarantine, their status will shift from quarantine to isolation.

These are examples of situations. There will likely be situations that do not fit anywhere on this chart, and their solutions will be situation-specific.

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(*) a person is considered fully vaccinated two weeks after their second dose of Pfizer or Moderna vaccine, or two weeks after their single dose of the Johnson and Johnson vaccine.) They have received their booster if eligible

(*) a person is considered fully vaccinated two weeks after their second dose of Pfizer or Moderna vaccine, or two weeks after their single dose of the Johnson and Johnson vaccine.) They have received their booster if eligible

[illegible]

Employee is NOT Vaccinated against COVID-19						
Description/Examples of Situation	Regular Sick Leave	COVID-19 Leave	Annual Leave/Personal Leave	Leave Without Pay (LWOP)	Public Health Guidance	
9. I tested positive for COVID-19	Yes (per CBA)	A total of 5 days may be used after sick and annual leave is exhausted. Must follow required protocols	Yes	Yes, per FMLA	Isolate immediately - Inform your supervisor, and do not report to work or school until medically cleared to return to work, (may take from 7 to 14 days, depending). Isolate in the home away from family if possible.	
10. I have had a positive COVID-19 contact but have no symptoms.	Yes (per CBA)	If required to isolate, a total of 5 days may be used after sick and annual leave is exhausted. Must follow required protocols	Yes	Yes, per FMLA	Isolate immediately, inform your supervisor, and test - If positive, see #9. If negative, continue quarantine protocol. Consult a health care provider and test regularly. After isolation period is completed, complete a Binax screener and Release Form, and return to work.	
11. I was exposed to COVID-19 and have symptoms.	Yes (per CBA)	A total of 5 days may be used after sick and annual leave is exhausted. Must follow required protocols.	Yes	Yes, per FMLA	Isolate immediately, inform your supervisor, and test - If positive, see #9. If negative, see #10, continue isolation protocol and stay home as directed by public health. (7 - 14 days). Consult a health care provider, complete a Binax screener and Release Form, and return to work.	
12. I have symptoms of COVID-19 but no known exposure.	Yes (per CBA)	No if tested Neg If tested Positive a total of 5 days may be used after sick and annual leave is exhausted. Must follow required protocols.	Yes	Yes, per FMLA	Isolate immediately, inform your supervisor, and test - If positive, see #9. If negative, isolate until you are symptom-free for at 24 - 48 hours. Talk to your health care provider, complete a Binax screener and Release Form, and return to work.	
13. A family member who lives with me has tested positive for COVID-19.	Yes (per CBA)	A total of 5 days may be used after sick and annual leave is exhausted. Must follow required protocols.	Yes	Yes, per FMLA	Isolate immediately, inform your supervisor, and test - If positive, see #9. If negative see #10, and do-not report to work or school. You must be medically cleared in writing to return to work. complete a Binax screener and Release Form, before returning.	
14. I have be diagnosed with long-haul COVID, or remain symptomatic and am unable to work.	Yes (per CBA)	A total of 5 days may be used after sick and annual leave is exhausted. Must follow required protocols.	Yes	Yes, per FMLA	Follow doctor's orders, fill out your FMLA paperwork. Must be medically cleared by a doctor in writing to return to work.	
15. My child is ill with something other than COVID-19 and I do not have childcare.	Yes (per CBA)	No	Yes	Yes, per FMLA	NA	
16. I am sick with something other than COVID-19, and cannot work	Yes (per CBA)	No	Yes	Yes, per FMLA	NA	

21st CCLC Mid-Year Progress Report Form FY22

Prepared by LeAnn Young and Pam Gingue

Most questions and prompts below are referencing the "Program Summary Form" pages submitted in your 21st CCLC Competitive Application for Funding. All responses should only encompass the first semester programming that occurred between August 15, 2021 and December 31, 2021. The grantee response should be no longer than 5 pages total. Only certain grantees are required to complete this report. Report is due January 21, 2022.

Name of 21st CCLC center or program	Building in which programming occurs	Number of students enrolled	Number of students who attended 15 days or more	Date programming for students started	Typical number of hours per day	Total number of days of programming offered	Total hours offered (hours x total days)
Dot Lake	School	4		9/30/21	2		
Mentasta	School	19	15	10/5/21	2		
Northway	School	34	22	10/7/21	2.5		
Tanacross	School	6	5	10/25/21	1.5		
Tetlin	School	32	1	8/30/21	2		
Tok	School	100	44	9/7/21	2.5	36	90

Briefly describe any disruptions to programming caused by COVID-19 this fall.

Two of our sites, Mentasta and Northway, were closed for COVID-19 this fall. Mentasta was closed for a week and Northway was closed several times for a period of at least a week.

Briefly describe the typical daily schedule of your program(s) this semester.

Programs that were operating in person for most of the reporting period held activities for 3 days per week for 1.5 to 2 hours total. Each site's schedule includes time for physical activity, snack, academic support (tutoring, homework help, work completion, reading and math enrichment activities) and an activity choice at Tok with activity choices at the smaller sites planned with student input. Northway and Tok both offered dinner for the 3 days they had in person programming.

How much 21st CCLC grant money have you spent? What percentage of your award is this?

List your program's significant partners, including your "Major Partner from RFA Priority #1" and describe their role/contribution during the first semester of this year.

❖ **Brightways Learning**

- Collaborated to host a summer Phlight Club event in June. Preliminary planning discussion to hold PHlight Club event in April 2022.
- Provided technical assistance to GAP Site Coordinators to assist students in grades 7th

& up to complete the Student Support Cards;

➤ Provided Kaleidoscope Connect training in Tok, Alaska for AGSD August inservice for all GAP Site Coordinators and staff working with GAP at school sites.

❖ Tanana Chiefs Conference

➤ TCC is providing a youth worker at the Tetlin GAP program for cultural activities.

➤ TCC is providing a tutor at the Tetlin program.

➤ Program Coordinator and Tetlin GAP staff will met with Tetlin Tribal Administrator and Tetlin staff to plan GAP schedule and activities with local resources;

❖ Tetlin National Wildlife Refuge

➤ A representative from TNWR serves on the Advisory Council.

➤ The TNWR educational specialist works with the program to provide activities; these include wilderness survival and first aid, Hunters Education, etc.

➤ A TNWR representative is on the summer planning committee regarding summer youth programs as part of the Gateway Summer Boot Camp.

❖ Tok Lions Club

➤ A Lions Club representative is on the summer planning committee regarding the use of the pool and providing swimming lessons as part of the Gateway Summer Boot Camp.

❖ The Teen Advisory Group participated in their first overnight teen leadership event in November. Two more overnight teen leadership activities are planned for the coming months.

What current data sources did you use this semester to identify the specific individual students who fall in your target population? What have you done to recruit these specific students? What have you done to retain them?

List/describe the direct core academic assistance provided to students this past semester (Tutoring, Homework Club, HS Credit, or Credit Recovery).

All students had a half hour to 45 minutes of academic enrichment time (tutoring, homework help, HS credit, and credit recovery) built into the in-person schedule.

Credit Recovery-Credit recovery courses are provided to students who need them. A certified teacher works with students on these courses.

Homework Completion-This session targets students who need guidance on completing homework.

Focus on Eligibility-This session targets students who are targeted as not-eligible to participate in extracurricular activities.

Online support-This session targets students who need a little extra time for their regular school day online learning programs including Aleks and Kahn Academy, used during in-person and virtual learning experiences.

Tutoring-This session targets students who are below grade level in a particular subject.

Migrant Tutoring-This session targets migrant students who are below grade level in a particular subject.

ELA & Math Topic enrichment activities - Offered to all during the academic enrichment session who have completed required work and need extra support in math and/or reading.

List/describe the major engaging educational enrichment activities provided to students this past semester (e.g. STEM, theatre, music, art, dance, technology, career readiness, language arts, math, science, structured physical activities, etc.).

STEM

Lego Robotics

Structured physical activities including running club, gym time

Art class with painting

Arts & Crafts

Archery

Soccer

List/describe what specific efforts have been made to increase and support family engagement in their child's education this semester.

Family Activity Nights were scheduled in person practicing safety protocols. Each school site has a Family Activity Night (FAN) Coordinator who plans, prepares, and coordinates activities for families with support from the school GAP Site Coordinator. These are facilitated monthly at each of our school sites. FAN in the fall included Paint Night and Lights On After-School celebration with pumpkin carving, and a "Chopped" cooking challenge. Family Paint Night was also offered to schools in virtual learning.

Professional development was provided to all school FAN Coordinators and GAP Site Coordinators to review criteria for FAN and budget allowance for sites.

What have you done this first semester to help you achieve each of the program's main goals, as described in the application evaluation framework?

In the table below, check "yes" or "no" to indicate whether your program fulfilled the indicated key programmatic tasks needed to ensure a safe and supportive environment for students during the first semester of this year.

Programmatic task	Yes	No
Ensured staff (& contract staff & those volunteering 4+ hours a week) were screened for child abuse	x	<input type="checkbox"/>
Ensured staff (& contract staff & those volunteering 4+ hours a week) were trained in child abuse prevention	x	<input type="checkbox"/>
Provided staff written instructions and training regarding your program's protocols and safety procedures	x	<input type="checkbox"/>

Collected enrollment form for each student with emergency contact information and parent signature	x	<input type="checkbox"/>
Took daily attendance	x	<input type="checkbox"/>
Established and communicated dismissal policies to staff and families	x	<input type="checkbox"/>
Established clear routines, procedures, and behavioral expectations for students	x	<input type="checkbox"/>
Made deliberate effort to build relationships with students and establish a positive environment	x	<input type="checkbox"/>
Conducted at least one stay-put and one evacuation drill	x	<input type="checkbox"/>
Established building security procedures and communicated to all staff and families	x	<input type="checkbox"/>
Established emergency readiness plan (or adopted district plan) and communicated it to all staff and families	x	<input type="checkbox"/>

If there are any areas described above in which your program is not on track to meet what was promised in your organization's funded proposal, please describe what you have done (and/or will do) to address these challenges.



ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

PO BOX 226, Tok, AK 99780

Ph: 907.883-5151 Ext 109 Fax: 907.883.5154

Business Office, Robbie MacManus, Chief Financial Officer

DATE January 7th, 2022
TO: Superintendent MacManus
FROM: *RM* Robbie MacManus
CFO

RE: January Board Report

Welcome to January of 2022! In January we have many forms and quarterlies due by January 31st, 2022.

- W-2's – Employee tax forms
- 1099's – Vendor tax forms
- 1095's – Health Insurance forms
- 941 – IRS Quarterly wage report
- ESC- State quarterly unemployment wage report
- Multi worksite quarterly report
- Pupil Transportation quarterly report
- OSHA 300A annual report
- All State and Federal grant quarterly reports, (we are still waiting on some state grants to be approved before any drawdowns can be done, hopefully they will be approved soon.)
- Impact Aid Application

The Per Pupil Expenditure (PPE) report for FY21 was submitted originally 12/14/2021 and the final on 01/05/22 to the State. The lowest PPE was REACH at \$16,015 per student and the highest was Mentasta School at \$46,104 per student.

The Indirect Cost Rate application for FY23 was submitted 01/05/2022 The calculated amount with the application is 2.68%, this has not been approved by the State yet, they may or may not change this amount, they have to double check it, the numbers are pulled directly from our audit and put into a formula to come up with this rate.

I was elected onto the Alaska School Business Officials board this month, after 23 years of being a member I guess it is my time to serve. This is a two-year term in Seat "D".

I hope everyone had a nice break, we are hoping that 2022 will be a great year!

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

Dot Lake
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

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL FUND	94,074.31	4,611,510.99	10,656,492.00	10,656,492.00	6,044,981.01	43 %
205 STUDENT TRANSPORTATION	35,858.30	338,518.12	781,049.00	781,049.00	442,530.88	43 %
208 BROADBAND FUNDING	3,727.20	22,363.20	47,805.00	47,805.00	25,441.80	47 %
215 DOYON Student funds	85,210.00	86,787.91	193,025.00	193,025.00	106,237.09	45 %
220 A-CHILL	0.00	20,144.00	20,144.00	20,144.00	0.00	100 %
234 FASD	0.00	0.00	326.00	326.00	326.00	0 %
235 SCHOOL IMPROVEMENT	0.00	32,929.12	150,000.00	150,000.00	117,070.88	22 %
240 CRRSA CORONAVIRUS RESPONSE AND RELEIF	513.73	427,652.60	681,748.00	681,748.00	254,095.40	63 %
245 LITERACY GRANT	259.50	58,968.54	238,012.00	238,012.00	179,043.46	25 %
251 IPRARS Increasing performance and	0.00	21,808.47	115,800.00	115,800.00	93,991.53	19 %
255 FOOD SERVICE	12,245.12	316,626.72	668,435.00	668,435.00	351,808.28	47 %
256 FRESH FRUIT AND VEGETABLE	0.00	13,026.29	20,576.00	20,576.00	7,549.71	63 %
257 GENYOUth	0.00	0.00	8,000.00	8,000.00	8,000.00	0 %
259 SHI ACTION PLAN TOK	0.00	0.00	851.00	851.00	851.00	0 %
260 TITLE VI-B	0.00	62,157.65	152,832.00	152,832.00	90,674.35	41 %
261 TITLE I PART A	300.00	112,937.88	243,380.00	243,380.00	130,442.12	46 %
262 DHSS	0.00	31,680.59	114,370.00	114,370.00	82,689.41	28 %
263 AK PRE ELEMENTARY	0.00	70,847.99	149,718.00	149,718.00	78,870.01	47 %
265 FFA Tok School	0.00	0.00	1,375.00	1,375.00	1,375.00	0 %
266 MIGRANT ED TITLE 1 PART C	438.36	190,148.02	485,745.00	485,745.00	295,596.98	39 %
267 TITLE IIA TEACHER/PRIN TR	0.00	14,180.56	49,140.00	49,140.00	34,959.44	29 %
270 TITLE IV STUDENT ENRICHMT	0.00	8,906.00	27,834.00	27,834.00	18,928.00	32 %
277 RAVE	6,815.24	124,126.41	201,717.00	201,717.00	77,590.59	62 %
279 REAP - RLIS	0.00	1,049.00	8,384.00	8,384.00	7,335.00	13 %
280 CARL PERKINS PROFF DEV	0.00	0.00	24,748.00	24,748.00	24,748.00	0 %

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
286 CARL PERKINS BASIC	0.00	1,136.42	16,429.00	16,429.00	15,292.58	7 %
350 INDIAN EDUCATION	346.54	32,440.04	97,918.00	97,918.00	65,477.96	33 %
352 GATEWAY AFTERSCHOOL PROG.	3,901.18	189,931.27	467,945.00	467,945.00	278,013.73	41 %
370 DW TEACHER RENTAL	2,646.57	19,114.75	0.00	0.00	-19,114.75	*** %
373 STUDENT ACTIVITIES	0.00	5,988.85	5,988.00	5,988.00	-0.85	100 %
502 SPECIAL CAPITAL PROJECTS	0.00	273,425.92	1,224,462.00	1,224,462.00	951,036.08	22 %
516 TOK SPRINKLER SYSTEM	0.00	89,215.00	89,215.00	89,215.00	0.00	100 %
Grand Total :	246,336.05	7,177,622.31	16,943,463.00	16,943,463.00	9,765,840.69	42 %



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226 TOK, AK 99780

907-883-5151 Fax: 907-883-5154

LEANN YOUNG, ASSISTANT SUPERINTENDENT

MEMORANDUM

To: Superintendent & the Regional School Board
From: LeAnn Young, Assistant Superintendent
RE: Activities Report for January 2022

Strategic Plan Progress

Staff Recruitment and Retention-Several years ago AGSD participated in a Workplace Satisfaction process with Nate Eklund. Because this is an area that all schools need to focus on and because we're committed to making AGSD a great place to work, we will be administering 3 short staff surveys between now and the end of the school year in order to help track change over time and to ensure we're doing everything we can to support staff in their work for our students. Results of these surveys will be shared at districtwide in-service in February and next August we will review the final results of the pre and post workplace satisfaction surveys and conduct goal setting activities. Nate Eklund will also assist the district next August with a thorough review of our strategic plan and assist us with setting new three-year goals.

Student Engagement-A survey was sent to all district administrators seeking input on the district's counseling program. This information will be used to revamp and readjust the counseling program for the remainder of the school year. Input was gathered on a variety of topics as well as how the program is addressing the needs of students at all levels. The counseling team will review this data and make appropriate changes to the program as needed.

Site Supervision-I am currently working as the Mentasta Site-Administrator in collaboration with Kaitlyn Moeller, Lead Teacher. We have been focused on making the most of our professional learning communities, changing semester 2 schedules to include more time on task for students, creating school wide student jobs using Mentasta bucks and overall creating a positive school climate where students and staff feel united. In addition to this I am the site supervisor for Northway, Dot Lake and REACH Academy. I am assisting principals with day-to-day administrative tasks, assisting with building S2 schedules and providing guidance for tracking attendance. Dot Lake is busy planning their upcoming field trip. Northway is fully engaged with the HS basketball and REACH is focusing on offering monthly family activities, student and parent experiences and creating some sustainable procedures for a smooth transition for the principal/teacher this spring.

Pathways-We are seeing steady academic progress with our Pathway students. One student just completed all credits required to earn their diploma. We have 15 students currently enrolled in the program. The new building continues to be an asset as the Pathway program is able to build its own identity. Several of the Pathway students are involved in Tok School sports and we have one student taking an art class second semester. To be active in sports, students must not only stay eligible academically but must also meet attendance requirements.

Perkins- A meeting was held this month to discuss the future of the district's CTE plan and the Perkins V four-year plan as an update to the comprehensive needs report is due this year. Blair Seawell, district CTE counselor, will be working with Rex Hamner, CTE Teacher, to create new crosswalks and CTEPS in the following identified CTE focus areas; woodworking, culinary and health care.

School Improvement-AGSD has 2 TSI schools (targeted assistance) which are REACH Academy and Tok School and 2 CSI schools (comprehensive assistance) which are Tetlin and Tanacross. Each site has a different focus based on the schools STEPP plan and specific goals. The grant totals \$150,000. The proposed interventions include; instructional aide time, leadership team professional development for staff, school climate materials, RTI Conference attendance, summer credit recovery program support and the purchase of instructional supplies that support student learning.



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

R. Eston Jennings, Director of Curriculum & Instruction
Eagle, Tanacross, & Tetlin District Site Administrator

MEMORANDUM:

To: Scott MacManus, Superintendent

From: Eston Jennings, Director of Curriculum & Instruction

RE: Board report for January 17, 2022

Instructional Support Team Briefs:

Jane Teague (Technology Specialist) & Suzanne Bell (Instructional Coach): Suzanne has been working with administrators and teachers to lead Professional Learning Community sessions at three schools. She and Jane

Conan Steel (STEM Teacher): Kinross is sponsoring mining and forestry sessions with Alaska Resource Center. They will be completing sessions at Tok School in early January.

IPRARS Grant: We are continuing our work with IPRARS. The IPRARS Grant is interwoven with professional learning opportunities for Visible Learning. Visible Learning is the concept of helping students understand how they are learning or to have metacognition about their learning process. If a student can verbalize how they learn best they can better facilitate their own learning. By the time we are adults we may have learning concepts such as, "I learn better through listening or I am an auditory learner." Visible learning helps students make connections and process concepts for they are learning.

CLSD Literacy Grant (SLAM): The SLAM Grant has continued work to create a Response to Intervention (RTI) committee to refine our intervention practices. The CLSD grant has asked us to prepare a newsletter to highlight all the wonderful things we are doing with literacy.

District Site Administrator Report

Eagle: Eagle is continuing their work rooted in the BUZZ program (Alaska Virtual) which allows the students of Eagle to have a personalized learning program.

Tetlin: Tetlin is working with a state school improvement team and the community to revitalize and restructure the school based on Athabascan Guiding Principles, culturally relevant instruction, and targeted reading interventions.

"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
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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: January 6, 2022

To: Scott MacManus, Superintendent

From: Wade Boney, Maintenance Director

RE: January Building Maintenance Report

Here we are in 2022 with the school year moving along quickly and almost halfway done. It always amazes me how quickly it goes by. December was filled with many of the ordinary tasks of making adjustments to heating needs and preventative maintenance duties. Our second district wide maintenance technician resigned which has left us a little behind and we are trying to catch up with some of the duties he was assigned. This week we posted the position and are waiting to see what the applicant pool shows us and begin the hiring process for a replacement.



Our focus this month has been again at processing the normal requests, preventative maintenance, with a few surprises mixed in. At Tok school we worked with the fire alarm contractor in the replacement of the main panel. During this replacement the contractor has had to make a few modifications to the original idea in order to get the system working properly. We hope to see this completed sometime this month. Also with the fire sprinkler system we had the failure of our dry valve in Bio and two broken pipes on the new system in Tok School. One was due to a door being propped open while the other was due to the contractor missing a ceiling penetration that caused the pipe to freeze when the temps dropped. These should also be resolved this month as well. I wish I could report that the Tetlin housing project is sailing along but it has been difficult to make the progress we would like. We continue to have maintenance issues that need to be done getting in the way of construction although a couple of people may be getting with us next week to help. Northway has an airflow issue we are dealing with each time the temperature drops. We have made some changes and have gotten things to even out but will continue to work on the best solution to the problem. We are keeping a positive attitude and always trying to make improvements. We have great staff and support in our communities.

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

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ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

Ph: 907-883-5151 Fax: 907-883-4352

Date: January 4 2022

To: Scott MacManus, Superintendent

From: Tony Lee, Biomass Project Coordinator

RE: Biomass

Biomass has struggled a bit this last month with 27 after hour callouts for various issues. In addition the glycol pumps in the Tok school are faulty in that they are not coming on after power outages. I was able to catch the issue after the first power outage and turn them back on. The second outage unfortunately did not reach to my house and being unaware of it I did not come in to do a check. The sudden loss of heat load overheated the glycol triggering a pressure/over temperature valve dumping a considerable amount of glycol down a floor drain in the produce building. The steam vapors from the glycol killed all the lettuce and the tomato starts that had been up for a week or two. As bad or worse than losing the lettuce has been the constant air blockages in the circulation to the school, greenhouse, and hockey rink since that point. In short Matt and myself have been extremely busy in repairs, adding fluid, bleeding air and spending countless hours plowing snow. Despite the number of part breakages, we have managed to keep the plant running without significant down time. Although the power outage induced leak has been a tremendous pain in terms of results we have not lost the crop in the greenhouse due to a lack of circulation, it has been close a few times but at least that has been one bright spot. Normally in these reports I try my best to be positive, but the callouts this month have turned me into a walking zombie and I'm just happy to have managed to keep it all running. Whether the Tok school pumps will be fixed to not have that issue is up to maintenance but I did plug the over temp relief so as to not lose glycol again.

Sincerely

Tony

"Where Teachers Are The Gateway To Learning"

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Tetlin						
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324-2104						
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324-2114						



ALASKA GATEWAY SCHOOL DISTRICT

PO BOX 226, Tok, AK 99780

Ph: 907.883-5151

Stephanie Fain, Special Education Coordinator

Date: January 6, 2022

To: Scott MacManus, Superintendent

From: Stephanie Fain, Special Education Coordinator

RE: January Board Report

Dear Superintendent MacManus,

It's hard to believe that we are already in January. It has been a wonderful fall working with our special education students, families, and staff.

In December, we held our second Crisis Prevention Institute district training, led by Marian Hazelton. It was attended by 19 staff members with representatives from Tok, Mentasta, Tetlin, and Tanacross. I am thrilled that we now have over 40 trained staff across the district through this program.

In January we have scheduled visits from our SESA Autism Expert, our Speech Pathologist, and our Occupational Therapist. Having these experts available is invaluable to our students and staff.

In early February, we have staff that will be attending the 2022 Alaska Statewide Special Education Conference. I look forward to attending myself and bringing back new information to share with staff and families.

This year, several parents have shared with me that they are overwhelmed with the amount of paperwork involved in Special Education. To address this burden, our department has begun providing families with a notebook that is set up to organize all special education paperwork. Families have begun to receive these notebooks at IEP meetings, and the feedback has been extremely positive. It is my pleasure to work with families so that they can best advocate for and support their children.

Working with our specialists, we have now updated all our testing materials to the most current versions. We added two new assessments for students with lower cognitive abilities: the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) and the Assessment of Basic Language and Learning Skills, Revised (ABLLS-R). My hope with these assessments is that we can better measure growth and direct instruction for students who aren't able to be tested using traditional assessments.

I am working with a district-wide team to create a streamlined Intervention Process that facilitates meaningful, targeted intervention for our at-risk students. The committee is currently looking at a controlled roll out this spring at two schools, with all schools using the system by Fall 2022.

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

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Fax: 907-883-4390

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



Before Christmas Break, I was invited to spend time inside the classroom conducting observations and providing support to staff developing behavior plans. I appreciate working in a district where collaboration is encouraged and all team members show up ready to do whatever it takes for a student to be successful. I hope for more opportunities to be in classrooms and collaborate with school staff as relationships are built this year.

During the first half of the year, we have been able to celebrate with seven families whose children exited special education services with grade level skills in areas previously identified as significantly deficient. I commend the hard work of every child, their families, our paraprofessionals, and our teachers. It is wonderful to see our students close the gap and move on to grade level skills and materials.

Thank you,

Stephanie Fain
Alaska Gateway School District
Special Education Coordinator

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

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ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

Ph: 907.883.5151 x 103 Fax: 907.883.4352

Scott MacManus, Superintendent of Schools

Memo: Regional School Board Report
To: Scott MacManus, Superintendent
From: Kay Huxford, State and Federal Programs Coordinator
Date: January 2022

Strategic Plan Progress

Student Engagement – During the last two weeks of November 2021, Karla Champagne, Program Recruiter, Jane Teague, Program Support and Instructional Aide, and Kay Huxford, State and Federal Programs Coordinator, extended the reach of the annual Tok School Scholastic Book Fair for nearly all AGSD students. A large selection of Fair books for all ages and grade levels was transported to Northway, Mentasta, Tetlin and Tanacross Schools and set up in common areas to provide a mini-fair for students who generally do not have access to this event. Through this effort, the Migrant Program not only provided a significant literacy event for AGSD students and staff, but also distributed at least 180 books to enrolled Migrant Program students to encourage increased literacy in the home.

Staff Recruitment / Retention – Throughout the month of November 2021, Ann Millard of Yes, Ma'am Consulting, 21st CCLC Grant evaluator, completed virtual observations for all school sites. With the implementation of GoReact software, Ann was able to conduct Zoom observations of GAP courses and provide constructive feedback for GAP staff. The GoReact software, new to AGSD this school year, enabled recorded evaluations with contextualized, written feedback while keeping students and staff healthy and at a lower cost than in-person visitations.

In April 2022, Jessica Paris, DEED Program Manager, will visit AGSD to monitor the progress of our 21st CCLC grant. A detailed plan for site visitations, program observations and data evaluations will be developed no later than the start of March.

Cultural Knowledge – In December 2021, AGSD was informed we would receive an added adjustment of \$188,026 for the Migrant Education Program due to unspent funds across the state during FY21. At the start of January, all site principals and special program leadership was informed of the opportunity to apply for “Special Project” funding through an online application developed by LeAnn Young, Assistant Superintendent, and Kay Huxford, State and Federal Programs Coordinator. Qualifying project criteria include cultural standards, migrant program guidelines, and site and student need. Proposals for literacy and mathematics-based projects are being accepted through mid-February, and all projects selected for funding must be completed no later than May 2022 for reporting purposes.

“Where Teachers Are The Gateway To Learning”

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ALASKA GATEWAY SCHOOL DISTRICT

Brenda Overcast – Technology Director

P. O. Box 226, Tok, AK 99780

Ph: 907.209.9667 Fax: 907.883.5154

Date: 1/06/2022

To: Scott MacManus, Superintendent

From: Brenda Overcast, Technology Director

RE: Regional Board Report for 1/17/2022

E-rate/Internet providers

DRS gave us a proposal for our point to point to Pathways building. Because of the cost it will be beneficial for us to put this out to bid with E-Rate Category 2 which will pay for 85% of the cost. I'm in the process of writing RFP and submitting in the E-Rate system (EPC).

E-rate next years 471 will be submitted for this coming year the opens for submissions middle of the month. This is for our internet provider DRS as this was a 3 year contract.

We have had problems with our Unifi management system since 2018. The management system is hosted on Amazon Web Services. AWS is a cumbersome system to work with, though it is convenient that the system is outside of ours. This gives us an advantage to looking and managing our systems if one or more are down. Problem is our Unifi software is old and it keeps locking up in the AWS system. Rebuilding takes time can be miss portions at a time. Solution: UNIFI has a new way of hosting our service outside of our system like AWS. Benefits are that they can help with the set up and updating to the newest and best systems (unlike our older software) and the cost is much less then AWS about \$700

Schools

Internet has been consistent at the schools and students Chromebooks are working consistently. Basic maintenance to keep everything up and running.

Testing

National Assessment of Education Progress (NAEP) has been rescheduled for March 3 & 4.

This is for Tok 4th grade students and Tetlin 8th grade students.

The WIDA for our EL students will begin in February through end of March.

SBA AK STAR state testing will begin end of March through April.

Video Live Streaming

The video live streaming has been upgraded to a new software and hardware to prevent the lag and choppiness of the picture. We did also get some camera lenses that will help too.

Looking forward to livestreaming winter events.

Brenda Overcast

Technology Director



January Counselor's Newsletter

CTE

The district hosted it's Semester One Perkins Meeting on Wednesday, January 4th at Tok School. On the agenda were the new CTE courses that have been implemented (Woodworking, Intro to shop, AFNR), Tech Prep Courses, the end of year CTE Showcase which will be May 11th and plans for next year.

Scholarships

The Alaska Society of Professional Engineers (ASPE) is offering three scholarships this year through one application to High School seniors interested in Engineering. Application at the counselors' website at
<http://agsdcounselor.weebly.com/scholarships.html>

Senior Students

Seniors are in their last semesters of high school! Time to get rolling on graduation requirements in the Senior Portfolio and finalize college and career plans.

SEL

Two of our counselors travelled January 2nd to Glenallen to assist in counseling students due to a tragic event. Our hearts go out to Glenallen, their students and their families in this difficult time.

<http://agsdcounselor.weebly.com/>



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: Mental Health Counselor's December Board Report

Not too much to report other than my list of counseling students continues to grow, especially at Tok School. More and more students are getting more familiar with me and feel comfortable talking to me. I haven't done an exact count since returning from Christmas break, but from the new referrals that I received after returning, I believe that I have over 50 students who I will be working with on a regular basis.

Myself and Tad Dunning assisted Copper River School District for several days after returning from the break with counseling students after the accidental death of a middle school student.

Respectfully,

Tamra Tuggle

AGSD'S COACHING CORNER

NEWSLETTER ISSUE 5
JANUARY 2022



New Year, Fresh Start

Working in schools, I always feel like I get two new years, one in August and another in January. January is usually where I make personal resolutions, most of which last about three and a half weeks. August has always been for more for professional resolutions, except for when I say I am going bring my lunch every day and drink more water. What were your resolutions back in August? Are you on track? Need to adjust or have new goals come to the forefront? If there is a way I can help you in reaching your goals, let me know!

Happy New Year! ~Suzanne

Jan. 10 - End of 2nd Semester

Jan. 11 - Teacher Workday (No students)

Jan. 17 - Regional School Board Meeting (6pm)

Jan. 17 - Feb. 4 - MAP and AIMSWeb+ Testing Window

Jan. 22/23 - RTI/MTSS Virtual Conference

Save
the
date

Visible Learning Focus: Teacher Clarity

We are ready for a quick look at Module Two in *The Teacher Clarity Playbook*, Sequencing Learning Progressions.

Standards aren't a checklist that we mark off once we have touched on them and the majority of them take many interactions with the material to master. Learning progressions are like the stepping stones on a path. This path leads to the mastery of a standard. They are the concepts and processes of the standard. So think about the steps needed to master a given standard you are teaching. These are not the specific activities, but the concepts and skills broken down into broad tasks.

Here is some great news. Alaska's standards in Math and English/Language Arts have "learning targets" already there! Here is a first grade ELA example.

Standard RL.1.2 Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.

Here are the links for both ELA and Math. If you click the Learning Target link it will include the standards as well.

[Alaska ELA Standards](#)

[Alaska Math Standards](#)

Learning Targets

Knowledge	Reasoning	Skill	Products
Facts and concepts we want students to know.	Use what they know to reason or solve problems.	Use knowledge and reasoning to act skillfully.	Use knowledge, reasoning, and skills to create a concrete product.
Identify key details of a story and the central message/lesson of the story.	Apply understanding of the central message or lesson.	Orally demonstrate understanding of the central message or lesson.	
Retell story, including key details.			

Remember: This is only a step in the process. In Module One we talked about isolating the concepts and skills of the standard. Now we are breaking that down into smaller chunks. Next month we will look at learning intentions. These steps are important so that you as the teacher have a greater understanding of the learning so you are clearer when introducing the learning to your students.

The *Teacher Clarity Playbook* is written by Douglas Fisher, Nancy Frey, Olivia Amador, and Joseph Assof.





STRATEGY OF THE MONTH

THE SINGLE POINT RUBRIC

I have a love/hate relationship with rubrics. I love the structure they give while I hate making them. The ready made ones never seem to fit just right. As a whole, they tend to be bulky. As a student, I mostly hated them. Just tell me what you want me to do! I was definitely NOT going to be reading all those little squares. That is why I am very excited about this month's strategy. It is just as much for the teacher as the student. Let's make our lives a little easier and have the opportunity to give even greater feedback!

As usual, I found this little treasure on the blog [Cult of Pedagogy](#). Seriously, if you haven't checked this site out yet, please do! [This is the link to this specific strategy/tool.](#)

Just as the name suggests, the single point rubric has only a single set of criteria. I love this wording from the blog. It says it is easier for teachers "because they no longer have to spend precious time thinking up all the different ways students could fail to meet expectations." I really could not have said it better myself.

There are a couple of variations. Here are two examples. They are small so I have put larger ones on a third page. Remember to use proficient expectations as your standards then reward and point out where they exceeded these.

Areas for Improvement	Standards for this Assignment	Evidence of Exceeding
	Main Idea & Focus Combines story elements around main idea <u>Focus on topic is clear</u>	
	Plot & Narrative Devices Characters, plot, and setting are developed Sensory details and narratives are evident	
	Organization Engaging description <u>Adequate sequencing of details</u>	
	Voice <u>Voice is authentic</u>	
	Sentence Fluency Purposeful use of sentence structure	
	Conventions A strong sense of writing conventions is apparent	

Standards for this Assignment	1	2	3	4	Feedback
Main Idea & Focus Combines story elements around main idea <u>Focus on topic is clear</u>					
Plot & Narrative Devices Characters, plot, and setting are developed Sensory details and narratives are evident					
Organization Engaging description <u>Adequate sequencing of details</u>					
Voice <u>Voice is authentic</u>					
Sentence Fluency Purposeful use of sentence structure					
Conventions A strong sense of writing conventions is apparent					

How much simpler is this? It is appropriate for any age and any subject. Give it a go and let me know if you like it!

JUST FOR FUN

Teacher New Year's Resolution #12—
I'll update my bulletin boards on a regular basis so that students aren't still looking at turkeys in February.



Teacher New Year's Resolution # 12—

When the alarm rings, I will not hit snooze 3 times while debating whether it's too late to call a sub.

#notleavingthisbed
#cantmakeme



Teacher New Year's Resolution #12—

When we return from winter break, I will NOT start the countdown to summer by writing the number of school days we have left on the board.



Alaska Gateway School District

Migrant Education

MONTHLY NEWSLETTER



January 2022

If you have any questions about the Migrant Education Program Please contact: Deb Sparks, Migrant Ed. Records Manager 907-883-5151 dsparks@agsd.us or Karla Champagne, Migrant Coordinator 907-883-5151 ext 106 kchampagne@agsd.us

Important Migrant Ed. Info

Greetings Migrant Families,

Here's to a brand new year filled with joy, hope and gratitude! There are some projects in the works for our Middle School and High School Migrant Students for this semester! As soon as I have all the information I will notify families on the opportunities.

For Tok School Migrant Families, the school is looking for photos of families participating in Migrant/Cultural activities. The hope is to display within the school for years to come. If you have photos you would like to submit for their project and would also like to and/or would like them displayed on the AGSD Migrant Website please send photos to kchampagne@agsd.us with a label of who the photographer is, where it was taken, who is in the photo, and what is the activity. During the month of November the Migrant Program partnered with the Tok School Library and were able to bring the book fair to the following communities: Tok/REACH, Northway, Tetlin, Tananacross, and Mentasta. It was a great opportunity for students and families to purchase books at all reading levels. Between all the sites, Migrant was able to provide a free book to Migrant students; totalling 180 books! If your child is in need of extra tutoring please notify me

-Karla Champagne

Reading Zone

Over the years kids have always said, "I'm bored! There's nothing to do!" Well, now there is. Have them enter another world one chapter at a time! Down below is a winter reading challenge that will get their minds busy. Parents, grandparents, aunts, uncles, siblings can all join in a have fun together reading books this winter!

Upcoming Events

**Family Fun
Activity Bags are
available for
checkout.**

**Hygiene Items
are available at
schools free of
charge.**

**Book
Distributions at
all sites.**

Magazine Orders

Winter Reading Challenge

- book with a color in the title
- book by an author whose last name starts with "w"
- non-fiction book about winter
- book about a winter sport
- book with a recipe
- multicultural book
- Caldecott winner
- book about love, caring or sharing
- book that is a song you can sing
- favorite book from your own childhood
- Dr. Seuss book
- book that became a movie
- Picture Book of the Day recommendation

GROWING BOOK 11 BOOK

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.



January 2022

SCIENCE MANIA

THE LIFE CYCLE of a Snowflake

Snowflakes form when dust or pollen particles come into contact with water vapor and freeze in the Earth's atmosphere.

Once it freezes, the particle forms a crystal of ice and the process of building a snowflake begins.

The water molecules inside each crystal arrange themselves into a six-sided structure.

When the snowflake becomes heavier than the air around it, it begins to fall through the atmosphere.

As the snowflake falls, more crystals begin to form as they come into contact with humidity. The hexagonal pattern remains as the flake increases in size.



MIGHTY MATH

Key Words Used in Math Problems

Addition



- Add
- All together
- Altogether
- And
- Combined
- How many in all
- How much
- In all
- Increased by
- Plus
- Sum
- Together
- Total

Subtraction



- Minus
- Lost
- Change
- Difference
- Fewer
- Fewer than
- How many are left
- Need to
- Reduce
- Subtract
- Take away
- Remain

Multiplication



- By
- Double
- Every
- Factor of
- Increased by
- Multiplied by
- Of
- Product
- Times
- Triple

Division



- As much
- Cut up
- Each group has
- Equal sharing
- Half
- How many in each
- Parts
- Per
- Percent
- Quotient of
- Ratio of
- Separated
- Share something equally

Are you sure I make a difference?



I'm positive!

NUMBERSOCK.COM

Recipe Delights

Blueberry Crumble Bars

Author: Cookies & Cups

Prep Time: 20 minutes Chill Time: 30 minutes

Cook Time: 40 minutes Total Time: 1 hour 30 minutes Yield: serves 20

Ingredients:

Crumble Mixture:

- 1 1/2 cups all purpose flour
- 1 1/2 cups old fashioned oats
- 3/4 cups light brown sugar
- 1/2 teaspoon kosher salt
- 1 cup cold butter, cubed

Filling:

- 1/2 cup granulated sugar
- 3 tablespoons cornstarch

- 2 1/2 cups blueberries

- 1 tablespoon lemon juice

Instructions

1. Line a 9x9 pan with parchment paper and coat with nonstick spray. Set aside.
2. **Crumble Mixture:** In your blender or food processor pulse together flour, oats, brown sugar and salt until combined. Add in the cold butter and pulse until combined and resembles very coarse sand.
3. Divide the mixture in half and press half into the bottom of the prepared pan to form the crust. Set aside.
4. **Filling:** In a large bowl whisk together the granulated sugar and cornstarch. Add in the blueberries and coat in the sugar mixture. Add in the lemon juice and stir to combine.
5. Spread the blueberries on top of the crust.
6. Finally spread the remaining crust mixture on top of the blueberries and press lightly.
7. Refrigerate the pan for 30 minutes.
8. Preheat the oven to 350°F and bake for 35-40 minutes until the fruit starts to bubble.

Notes:

Don't over-bake, as the crust will become too hard.

Chilling the bars before baking is not optional! Store airtight in the refrigerator for up to 3 days.

Find it online:

<https://cookiesandcups.com/blueberry-crumble-bars/>

ADVANCEMENT COURSES



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

Ph: 907-883-5151 Fax: 907-883-4352

Date: January 17, 2022

To: Scott MacManus, Superintendent

From: Michele Flagen, Greenhouse Manager

RE: Greenhouse Report

Report for December/January

- In early December, 16 varieties of tomatoes and 3 varieties of peppers were seeded in starter cells in the production building. The total number of seeds planted were 252 tomatoes and 32 peppers. The germination rate was very good and the plants were thriving.
- The remaining rows of tomatoes in the greenhouse were pulled and replaced with broccoli, cabbage, onions, and celery. The winter crops are growing slowly but steadily.
- During a visit from a greenhouse instructor out of Anchorage, I was given the idea to try vermicomposting in one of the unused greenhouse beds. I coordinated with Glenna Gannon, the assistant professor of Sustainable Food Systems at UAF, to get worms for vermicomposting in the greenhouse. So far it is working very well, and is a great way to compost during the winter months when it is too cold outside for the outdoor bins to be active. I look forward to using this method more often to provide organic material to the beds.
- When I arrived at work the morning of December 21st there was a very strong glycol smell in my office and the production building. I notified Tony Lee, who told me there had been a glycol leak. The fumes were so bad that I was unable to work in the building. The following day, December 22nd, the smell was still strong but not as bad as the day before. I worked in the building for two hours but had to leave because the fumes were making me dizzy. On the 23rd I was able to work the necessary hours in the building, even though the fumes were still present. When I returned to work the morning of December 27th I found all the lettuce and tomato plants wilted and the strong glycol smell was present. Tony informed me there was another glycol leak and the damage to the plants was likely from the fumes. All of the lettuce (over 1000 heads in the trays, plus another 1000 lettuce starts) were lost. In an attempt to save some of the plants we cut off the damaged lettuce heads and left the root system in hopes of the plants regenerating new leaves, but the plants are not recovering well. The damaged tomatoes are also a total loss. New tomatoes were seeded immediately but I need to order more seeds. At this point I am 4-6 weeks behind on growing tomatoes. It could be 8-9 weeks before we are in full lettuce production mode again. The glycol smell has been present in the building every day since. Some days are stronger than others. I am very concerned that as long as the fumes are present they will continue to affect the growth of the plants.
- Total weights of produce provided to the school district in December:
Lettuce 30.09 lbs, cherry tomatoes 6.35 lbs

"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							

Upcoming plans for January:

- Order more tomato seeds and plant ASAP.
- Start cucumbers and squash to be later transplanted to the greenhouse.
- Maintain the cool weather crops in the greenhouse and harvest where needed.
- Reach out to the elementary teachers and discuss ways to get students involved with the greenhouse.



Cabbage in the greenhouse.



The greenhouse spinach is the first of the cool weather crops that is ready to harvest.



Three week old tomato plants in the production building.



*Lettuce
damaged
from the
glycol fumes*



*Unfortunately
the tomato
plants were
not able to
recover from
the damage.*

JANUARY 2022

THE ECS TIMES

Principal's Report



HOLIDAY PERFORMANCE

DECEMBER 2021

ECS Students hosted a live performance for their parents in December. Students chose the play, *Black and Blue Christmas*, by Karen Jones, to enact. This comical portrayal of a family of country bumpkins that come to the big city for a holiday visit prompted our actors to use their best southern accents! Kristy fondly played the part of the "Old Biddy." Everyone enjoyed the afternoon with cookies and cocoa and plenty of camaraderie. This was also our Family Activity Event for the month of December. Students showcased their Winter Writing Assessments for their parents, in addition to any other "Success Items" that they chose to show off. Shian Scott presented her photos from her Photography class and the older students stuck around to help clean up afterwards. Thanks to Zach, Ryan, and Ty Scott for all the technical support.

YUKON QUEST IN EAGLE

The Yukon Quest is expected in Eagle February 5. The staff and students are hoping to host our guests if AGSD permits visitors. Currently, our COVID exposure has been limited. We only had to close the school for four days last October to contain the virus. While no one wants to risk exposure, we are also anxious to resume business as usual and enjoy some fun events again with outsiders. Parents, staff and students will all be asked to weigh in on the decision to open our school to the Yukon Quest participants and our local community again. Stay tuned for further information!

Calendar Items

JAN 10	JAN 11	JAN 17	FEB 5
SEM 1	TEACHER	MAP	YUKON
ENDS	WORKDAY	WINDOW	QUESST
		OPENS	

OUTHOUSE

Our outhouse is complete and a fun addition to our grounds. What a relief!



ASSAULT BIKE

Zach's PE class would like to thank Superintendent, Scott MacManus, for helping them obtain an Assault Bike for their morning workouts. AGSD Maintenance kindly delivered it. Pictured is Grace Muldoon riding and Ty Scott working out with a medicine ball in the background.



HANDMADE HATS

Paraprofessional, Trish Nix, made lovely hats for our first graders this year for Christmas. The students were adorable in them!



NLM GIFTS



Northern Lights Missions sent Christmas gifts to the students of ECS again this year. Everyone enjoyed opening their presents during our Christmas lunch with parents in December. Cook, Michelle Ashley, prepared a turkey dinner with all the fixings and fun was had by all. Thank you, NLM!



Dot Lake School

Home of the Eagles

January 2022

As we return to school after the Christmas break, the first semester is coming to a close. Our high school student has worked hard and is finishing up another set of credits on his journey towards graduation. Our middle school and elementary students are getting back into their school routines and enjoying being with their friends.

In November, students once again completed the STAR Assessment to track their growth in learning. Most students exceeded the growth goals they had set for themselves.

Our fall semester Success Night was held on December 9 and was well attended. Our main classroom was once again transformed into a 'concert hall' and a gallery to display our students' achievements. The highlight of the evening was listening to the Christmas concert performed by our elementary and middle school students—3 guitarists, 2 violinists, and 2 percussionists. Even their teacher, Ms.



Jean (from Fairbanks), was able to “attend” via FaceTime. Students had also created slideshows of various countries, which they displayed along with a sampling

of the ethnic food. Guests really enjoyed having a “taste” of another country.

Our music students were also able to take part in a virtual recital via Zoom hosted by Ms. Jean on Friday, December 10, with several other participants from the Fairbanks area and one from Arizona. This provided our students with the opportunity to practice public speaking as they introduced themselves, told where they were from, and announced the title of the song they were playing.

Welcome to the New Year!

NEW DAILY SCHEDULE

We have made some changes to the daily schedule at Mentasta School for Semester 2! We hope these changes decrease the interruptions during the day and keep students engaged in academic time.

MSTC Open Gym

The community outreach coordinator, Tim Olson, is hosting open gym for the community at Mentasta School in the evenings.

6:30-8:00pm

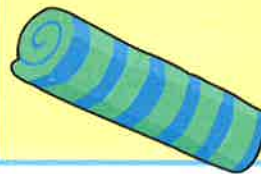
Mondays & Fridays Middle School-Adults
Wednesday-Middle School only

MAP Assessments

MAP assessments are being given to all students grades K-12 the week of January 24th. **Please make sure your child comes to school well rested so they can do their best on the test.** MAP Growth scores help teachers check student performance by measuring achievement and growth. Teachers use results to tailor classroom lessons and set goals for students.



Parents-please join us on Wednesday, January 19th for Breakfast & Books at the BEACH! Wear your beach attire! 8:15am



*Sponsored by
Migrant Education*

Upcoming Events

January 7-8	HS Bball @ Effie Kokrine
January 10	New Daily School Schedule
January 11	School Day
January 13-15	HS Bball @ Delta Tournament
January 19	8:15am Breakfast & Books at the Beach
January 21-23	HS Bball @ Ninilchik
January 25-28	MAP Assessments
January 31	PAC Meeting @ 3:15pm
February 1	HS Bball @ Northway

December Events

December was a busy month with a family activity night, a musical concert, the award ceremony and the christmas dinner. We are so proud of our students and all of their hard work from Semester I.



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: January 17, 2022
RE: Northway Principal Report

- COVID-19: January 3 Covid-19 test outcomes: 6 positive student cases and one positive teacher. School is in session and we're diligently keeping up with Covid-19 mitigation practices.
- FACILITIES:
 - The AGSD and Northway maintenance teams are consistently working the bugs out of our heating system. We appreciate their work on this a great deal.
- SUCCESSES:
 - Girl's AND Boys High School Basketball! Last year was a weird season, so THIS year is the first full season for a HS boys' team in over a decade.
 - Full Schedule of games: thanks to the hard work of AD...Jamey Titus
 - Coaches: Jamey Titus is coaching the boys and Dena Paul is coaching the girls. Jamey is also the AD and an aide...and Dena is the secretary and an aide. It's very helpful to have the two coaches in the classrooms each day to encourage our students with their studies.
 - Remodeled Concessions area: thanks to Scott, Wade, and Gerald Albert for their efforts to help make this happen!
 - GREAT Instructional Aides: Sherri Demit, Leslie Sam, June Paul, Jessica Dillard, Jamey Titus, and Dena Paul (also secretary). We couldn't ask for a better team of educators to assist our students. They not only care about the kids...they are super dependable.
 - Jeff Deeter, Counselor Extraordinaire: It's helpful...and, in my opinion, essential, to have a person whose job it is to help students plan for the future, to keep track of student credits toward graduation, and to help plan the schedule. Knowing that Jeff is going to show up every Tuesday forces me to make the time necessary to discuss student needs and create a schedule that is centered around meeting those needs. Jeff is a bulldog about meeting student needs, he's super conscientious, and students know he cares about them. I served as the HS counselor for one year while principal of Nenana, and can't stress enough how vital this position is. Both positions, the principalship and Counselor position, are too difficult to do simultaneously.



Tok School

Jon Summar Dr., Tok, AK 99780

907-883-5161 FAX: 907-883-5165

Drew Larrabee, Principal

Middle School Family Activity Night - CHOPPED!!!

We ended the month of November with a super fun family activity of CHOPPED!!!

Dessert Team:

Vincent Wade, Heaven Albert, Shae Gunter

Judges:

Tracy Hulett, Tamara Tuggle, & Suzanne Bell

Host:

Our very own and much loved Jane Teague

Videographers:

Lacey Schoeneberg & Vincent Wade

Various helpers who without them this wouldn't have been the success it was:

LeAnn Young, Drew Larrabee, Emily Nestler, Kay Huxford, & Karla Champagne.

First-round secret ingredients:

Hamburger, Can of Tomato, Green Grapes, Onion, & Garlic

Second-round secret ingredients:

Unicorn Gummies, Peanut Butter, & Banana





Meet Tok 2021-2022 Wolverine Wrestlers!!!

Back: Dayton Landrouche, Conner English, Riley Young, Coach Hamner.

Front: Ethan Gunter, Ash Flinn, Griffin Jacobs.

StoryBook Treasures Program (SBT)

StoryBook Treasures is a non-profit organization with the goal of providing books and reading materials to promote literacy and education to ALL children.



Tok Wolverines: Coach - Rebecca Warren * Manager - Jeffry Alsup

- #1 - Holly Beeman
- #5 - Andrea Berg
- #7 - Joni Trout
- #9 - Hannah Beeman * *All Tournament*

Recipient

- #11 -Hevan Albert * *All Tournament Recipient*
- #13 - Tenyelle Gunter
- #14 - Shea Gunter
- #20 - Marissa Neumann
- #21 - Kailie Champagne * *All Tournament*

Recipient

Culinary Class is a total SUCCESS!!!

Culinary has had a few busy weeks! Students made cookies: snickerdoodle, peanut butter, white chocolate peppermint, and gingerbread and sold cookie packs. Wanting a breakfast day, students

January 2022

TOK MIDDLE SCHOOL

"A new year brings new beginnings and a new chapter"



IMPORTANT DATES

**End of
Semester**
Jan 10th

**Work Day-
No School**
Jan 11th

MLK Day
Jan 17th

MAP Testing
Jan 17th-Jan 21st
*Come rested and ready
to show off what you
know!*



WHAT WE'RE LEARNING

STUDENT OF THE MONTH

CREEDE BERG



Creede strives for success in all he does and continues to push himself. He treats his classmates, teachers, and staff with respect and proves to be a role model to his peers. Creede embraces challenges and the responsibility required to maintain progress in his school work and personal goals. In addition to academics, he is involved in a variety of clubs and sports teams. Creede is an exceptional young adult who is always eager to learn and a pleasure to have in class.

Keep up the great work, Creede!

ACADEMIC SUPPORT

Students will read novels from the "Battle of the Books" list in preparation for the event on February 1-3.

ELA

Students will explore the influence of WHEN a piece of literature was written and HOW the time period impacts the author's writing. Students will read The Hate U Give and Roll of Thunder Hear My Cry, with accompanying academic essays.

EXPLORATIONS

Students will explore what it takes to create, build, and run a successful business.

FINE ARTS

Students will explore a variety of stage plays and musicals, resulting in individual and group performances.

PE

Students will work on team building, cooperation, and learning new games.

SOCIAL STUDIES

Students will explore North America and the history, geographic mapping, and cultural identities of its countries. Students will be able to identify and present all countries and capitals in North America.



Welcome

INTRODUCING MR. TIMOTHY MYERS

MATH/SCIENCE

I'm honored to join the awesome Middle School team here at Tok School and look forward to teaching our wonderful students this semester. I love Alaska and am excited about living in Tok. My graduate studies include an Ed.M and a Ph.D with focus in applying cognitive science and neuroscience research to classroom practice. I've taught for over 14 years, including 7 in Alaska. Helping each student to succeed is my foundational motivation in teaching. We'll learn and have fun!



ONE DRUM ONE SOUND

We are in yellow, or medium risk, with face to face instruction. All staff, students, and visitors are required to wear a mask. Students eat in family groups in a socially distances setting.

Tanacross School

JANUARY, 2022

Our sense of community is growing within Tanacross School. Some of our best role models are our students. We have been working together in mixed age groups more and more and it is having a HUGE impact. Our older students are so caring and patient when they are helping our young students. These life skills will follow our students forever.



From the principal

It is hard to believe our school year is nearly half way through. January is a great time to make some fresh goals. We have been looking at how much we have grown as a school and as individual students since August. We have made some amazing progress but we aren't through yet. I think the best part of our year is yet to come!

-Brooke Fenley



Coming up

- 1.3.22 School starts
- 11.10.22. Last day of semester I
- 1.11.22 No School
Teacher work day
- 1.26.22 Family Activity Night

0000
JANUARY
1

Family Activity Night

We will be celebrating Success Night this month. Students will be showing off their hard work and accomplishments. What better way to start off the New Year?

WINTER BENCHMARK TESTING

We will begin our winter MAP testing this month. Stay tuned for a specific date so you can make sure your child gets a good night's sleep! We use the information on this test to make sure our students are progressing through the year and learning to their fullest potential. Students will each have their own goals!

GAP Schedule Reminder

3:00-4:30

Monday

Wednesday

Thursday



Like Tanacross School for more updates and news!



Tetlin Wind Newsletter
January, 2022

Schedule

Upcoming events

January 19th PAC Meeting
January 27th **Family Night:** Build a Robot and have some snacks

Gas Cards: We had no gas card winners for perfect attendance for all your children this month.

What's New: We hosted Kinross on the 13th. They talked with the community about the mine. They also helped students who were interested in working in the mine, find a job they might be interested in. They brought sandwiches and salads for everyone. Thanks so much for your informative day.

Christmas Celebration: The elementary group sang songs and the high school/middle school read poems. Ms. Samone was able to get presents for the students through Toys For Tots. This is a wonderful organization and we thank Ms. Samone for communicating with them.

Coming up:

Ms Eva is planning a cultural week or month, depending on how long it takes to work with the hides. She is inviting all students and feels she can find appropriate activities for all ages. We are excited for the opportunity to learn how to do the Raw Hide. Ms. Eva is also on a planning committee that will help shape the cultural activities in the district.

We have another round of MAP testing coming up the last week of January. This is a test for reading, math and language. In October the students made great gains and we are hoping for the best again. The younger kids who took the tests are now eligible for the money incentives.

Nadine Thomas was selected to participate in TAG (Teen Advisory Group). She has gone to one retreat and they are planning to send her to two more. This program focuses on team

building and instilling leadership skills. We are proud to send her and know she will be a marvelous representative for Tetlin .

Facebook: Be sure to check our Facebook page for upcoming events.

Principal Rhodes



Stem gym



Building words with clay dough



Christmas Carolers



GAP activities

REACH Academy Newsletter

January 2022

Happy New Year!!

I hope that everyone had a fantastic holiday and are energized and excited for a great 2022!! Just a reminder that first semester grades are due January 31st. Contact the REACH office if you have any questions or need any assistance.



**Photos from our
Gingerbread House
activity in
December.**

AGSD Spelling Bee

The AGSD Spelling Bee will take place at Tok School on January 27th, starting at 9:00 am. REACH is allowed to have two students per grade level. The competition is open to students in grades 1-8. If you have students who are interested in participating please contact Rob or Joey at the REACH Office by January 14th.



REACH Family Movie Night January 27th

Let's get together for the family friendly movie Togo on Thursday Jan 27th at 6:00 at Tok School. Popcorn, movie candy, beverages provided by REACH. Please RSVP by contacting the REACH office. Hope to see you there.



AGSD Science Fair in April

Tok School will be hosting the Alaska Gateway School District Science Fair on Wednesday April 20th. This is a great opportunity for REACH students to show off all the cool concepts that they have learned in science. If you are searching for ideas for a science fair project a great place to start is the Science Buddies website. Students can take a quick survey and get ideas for science fair projects based on their age, interests, and time to complete a top notch science fair project. Just click on the link to get started. <https://www.sciencebuddies.org/>. Also, we have a ton of great STEM resources here at the REACH office if there is something you need for a project give us a call or better yet, stop in and look through what we have to help your student explore their interests.



Parent Advisory Committee Meeting

Our next PAC meeting will be Thursday January 20th at 6:00. We will meet through Zoom. You can join in from the comfort of your home!! Just click on the link to join in.

<https://us06web.zoom.us/j/89703888525>



Contact Us

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