



**Regular Meeting
AGENDA
ALASKA GATEWAY SCHOOL DISTRICT
REGIONAL SCHOOL BOARD MEETING**

**Eagle Community School – Eagle, Alaska
Monday, April 15th, 2019**

5:00pm WORK SESSION

• FY20 Budget draft – Chief Financial Officer

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

Presentation by Eagle 4-H in Governance students

ACTION ITEMS - ROUTINE MATTERS

President

1. Approval of Agenda
2. Approval of 2.18.19 RSB Meeting Minutes

ACTION ITEMS - OLD BUSINESS

President

NONE

ACTION ITEMS - NEW BUSINESS

President

3. Personnel Actions –
4. Job Descriptions Approval
5. Summer Maintenance Plan
6. Video Surveillance
7. Superintendent's Evaluation – Executive Session

REPORTS/INFORMATION/DISCUSSION

President

Administrative Reports

- Superintendent's Report
- Financial Report
- Maintenance Report
- Directors' & Principals' Reports
- Correspondence/Miscellaneous
- None

Superintendent
Chief Financial Officer
Maintenance Director
Directors & Principals
Superintendent

HEARING OF VISITORS ON NON-AGENDA ITEMS¹

President

DISCUSSION, COMMENTS, QUESTIONS BY THE BOARD

President

FUTURE MEETING DATES

President

SUGGESTED MEETING AGENDA ITEMS

President

EXECUTIVE SESSION – For the purpose of discussing the
Superintendent's evaluation

President

ADJOURNMENT

President

¹Members of the public who would like to comment on matters during Hearing of Visitors on Agenda Items or Hearing of Visitors on Non-Agenda Items, are asked to sign-in with the Board Secretary before the meeting starts.

Regional School Board
February 18th, 2019
Tanacross School - Tanacross, Alaska

The meeting was called to order at 6:18 PM.

Roll Call: Peter Talus, Jeff Deeter, Frank Cook, and Kayleann Titus were present. Also present via teleconference was Mike Cronk. Absent and excused were Lorraine Titus, Daisy Northway and Steve Robbins.

Pledge of Allegiance

Hearing of Visitors on Agenda Items

Receiving of Delegations & Presentations

Action Items – Routine Matters.

1. Approval of Agenda.

Frank Cook moved to approve the agenda as presented.

Seconded by Jeff Deeter.

Roll Call Vote: Yes – Mike Cronk, Jeff Deeter, Frank Cook, Peter Talus.

Motion Passed.

2. Approval of 1.14.19 RSB Meeting Minutes.

Jeff Deeter moved to approve the 1.14.19 RSB Meeting Minutes with correction.

Seconded by Frank Cook.

Roll Call Vote: Yes – Mike Cronk, Jeff Deeter, Frank Cook, Peter Talus.

Motion Passed.

Action Items – New Business.

3. Personnel Actions.

Jeff Deeter moved to approve the personnel actions as presented.

Seconded by Mike Cronk.

Roll Call Vote: Yes – Mike Cronk, Jeff Deeter, Frank Cook, Peter Talus.

Motion Passed.

4. Poll Vote Ratification on AS400 Server Purchase.

Frank Cook moved to ratify the poll vote for the AS400 Server.

Seconded by Jeff Deeter.

Roll Call Vote: Yes – Mike Cronk, Jeff Deeter, Frank Cook, Peter Talus.

Motion Passed.

5. FY19 Board Meeting Schedule.

Jeff Deeter moved to approve the FY19 Regional School Board Meeting Schedule as presented.

Seconded by Frank Cook.

Roll Call Vote: Yes – Mike Cronk, Jeff Deeter, Frank Cook, Peter Talus.

Motion Passed.

6. Approve Mentasta School trip to Hawaii.

Jeff Deeter moved to approve the Mentasta School Student Trip to Hawaii as presented.

Seconded by Frank Cook.

Roll Call Vote: Yes – Mike Cronk, Jeff Deeter, Frank Cook, Peter Talus.

Motion Passed.

7. Approve mid-year budget revision.

Frank Cook moved to approve the mid-year budget revision as recommended.

Seconded by Mike Cronk.

Roll Call Vote: Yes – Mike Cronk, Jeff Deeter, Frank Cook, Peter Talus.

Motion Passed.

8. SB39 Supplemental Appropriation Resolution.

Frank Cook moved to support SB39 Supplemental Appropriation Resolution.

Seconded by Mike Cronk.

Roll Call Vote: Yes – Mike Cronk, Jeff Deeter, Frank Cook, Peter Talus.

Motion Passed.

Superintendent's Report

Financial Report

Directors' & Principals' Reports: Denise Key presented on Tanacross School.

Hearing of Visitors on Non-Agenda Items:

Diane Titus spoke on Tanana Chiefs Conference, Native Language and Preschool.

Karen Jonathan presented a petition on cameras in Tanacross School.

Ann Eskmaila spoke on culture and education.

Amanda Attla spoke on culture.

Discussion, Comments and Questions by Members of the Board

Future Meeting Date: April 15th, 2019 – 5 PM Work session/6 PM Meeting at Eagle School.

Suggested Agenda Items: budget, social/emotional learning.

Jeff Deeter moved to adjourn the meeting at 7:50 PM. Seconded by Frank Cook.

Roll Call Vote: Yes – Mike Cronk, Jeff Deeter, Frank Cook, Peter Talus.

Motion Passed.

Minutes prepared by Administrative Secretary Debbie Sparks

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 February 18th, 2019 meeting.

Secretary/Treasurer

Regional School Board
February 18th, 2019
Tanacross School – Tanacross, Alaska

Peter Talus, President called the work session to order.

Tracie Weisz, Director of Curriculum and Instruction presented on Curriculum and Testing.

Robbie MacManus, Chief Financial Officer presented the Mid-year Budget Revision.

To: Regional School Board

Date: February 15th, 2019

From: Superintendent's Office

Agenda Item: 3

Issue: Personnel Actions

Background Information

Hires – The following personnel have been offered positions, and are recommended by the administration for acceptance as follows:

- Megan Atakan – Tok School Principal
- Kaitlyn Moeller – Elementary Teacher – (Tetlin or Northway, TBD)

Resignations – The following resignations have been accepted:

- Keane Richards – Tok School High School
- Denise Key – Tanacross PT
- Loretta Fix – Food Service Coordinator

Administrative Recommendation:

- Approve the above hires as recommended.

Issue: Job Descriptions**Background Information**

The district has been working this past year on updating all of our job-descriptions, to ensure a match between those listed in the certified and classified bargaining agreements, and exempt staff. Position titles and duties evolve, and we continue to refine these documents. Drafts of those are enclosed as follows:

Certified

- Director – Special Projects*
- Director – Curriculum & Instruction*
- Director – Special Education*
- Director – Technology*
- Principal*
- Principal/Teacher
- Teacher
- Special Education Teacher
- Instructional Coach
- Counselor
- CTE Counselor/Program Coordinator*

Classified

- Chief Financial Officer*
- Maintenance Director*
- Biomass Plant & Projects Manager*
- Food Service Coordinator*
- District Administrative Secretary*
- Administrative Secretary
- School Secretary
- Program Coordinator*
- Custodian I & II & III
- Media Specialist I & II
- Librarian
- Student Information Management System Technician
- Maintenance Technician I & II
- Accountant I & II
- Teacher Aide
- Special Education Aide
- Intensive Aide
- Curriculum Support Coordinator*
- Head Cook
- Cook
- Greenhouse Manager
- Pathways Aide

** Exempt Positions*

Administrative Recommendation:

Approve the above job descriptions as recommended.



Position Title: Director - Special Projects
Reports To: District Superintendent
Supervises: District Program Coordinator, GAP Coordinator, Counselor, Migrant, Preschool
Category: Certified-Exempt

Position Summary

This position reports to and is evaluated by the District Superintendent. The Special Projects Director is responsible for coordination and evaluation of various state and federal programs, authoring new or annual grant proposals, and ensuring all aspects of grant management including but not limited to – program and fiscal compliance as well as accurate and timely reporting.

Minimum Qualifications

- Master's degree or equivalent experience
- Type B Alaska Administrator Certificate preferred
- Two years' experience in Grant Program Coordination and management
- Five years' successful experience as a teacher preferred
- At least one year of experience in budgeting preferred
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Oversee and evaluate the following instructional programs and/or grants:
 - Carl Perkins
 - Johnson O'Malley Program (JOM)
 - Title I, Title IA, Title IC and Title IX
 - Limited English Proficiency Students
 - Migrant Education
 - Vocational Education
 - Quality Schools and Learning
 - Summer Migrant Education Program
 - Early Learning/Pre-K
 - Crisis Response
 - After-School Programs
- Provide positive leadership to coordinating staff of the above programs or grants;
- Supervises assigned staff, determines work performance standards, conducts performance evaluations, provides direction to staff, conducts employment interviews, handles disciplinary problems, and ensures that the work performed is executed in a safe, cost efficient, quality and professional manner;
- Works closely with faculty and staff in developing and transforming ideas into grant proposals;
- Assist with creating and implementing meaningful staff development opportunities;
- Meet with the project evaluators as needed to ensure progress toward program objectives;
- Prepare, submit, and manage grant proposals in collaboration with key AGSD personnel;
- Ensure AGSD is in compliance with all grant reporting, as required;
- Monitor reports from site administrators as needed for grant/program evaluation;
- Maintain current records, including tracking of all grant and reporting submissions;
- Oversee timely completion of all required reports (District, State, and other institutions); and
- Other duties as assigned. This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of grant management and administration

- Knowledge of state and federal programming
- Ability to write clear, structured, articulate, and persuasive grant applications
- Demonstrated skills as a leader, team builder, mediator and facilitator
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD Employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

_____ Printed Employee Name	_____ Signature	_____ Date
_____ Printed Supervisor Name	_____ Signature	_____ Date

AGSD Exempt Job Description



Position Title: Director - Curriculum and Instruction
Reports To: District Superintendent
Supervises: Resource Center, Instructional Coach
Category: Certified-Exempt

Position Summary: The Director of Curriculum and Instruction will provide leadership and vision in the ongoing planning, implementation, development, direction, review, and evaluation for the district's curriculum and instructional services. The Director ensures that the district/school education objectives are aligned to state and national frameworks, and to instructional practices that yield the highest standards of student achievement and instructional excellence.

Minimum Qualifications:

- Master's degree
- Type B Alaska Administrator Certificate preferred
- Five years successful experience as a teacher preferred
- At least two years of experience in curriculum design and frameworks preferred
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities: including but not limited to:

- Responsible for the development and implementation of curriculum related to district programs and initiatives, including frameworks and course catalogs
- Coordinate and supervise the instructional support program for the district, including the teacher induction program and teacher mentoring program
- Coordinate and supervise district-wide and classroom assessments and assist teachers in interpretation of data for planning and instruction
- Coordinate and supervise professional development for all certified and classified staff, including state mandated trainings
- Coordinate data collection for the purposes of reviewing and evaluating district curriculum and instructional programs
- Coordinate the implementation and training of the digital employee evaluation systems
- Curate curriculum resources that support the District's mission and vision
- Oversee supervision and management of the District Resource Center
- Work with principals, teachers, and other administrators to develop, guide, and support curricular innovation, including the development of new courses
- Maintain the Indistar (STEPP) program and assist sites in setting and focusing on school improvement goals
- Plan and support the transition to 21st Century learning environments through research and professional development in the areas of project-based learning, virtual learning, blended learning, and distance delivery
- Conduct formal and informal observations and supervision of staff
- Promote and participate in district public relations, including organizing and updating the District website, app, and social media
- Other duties as assigned. This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any

other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Commitment to continuous professional learning
- Successful experience in serving children of varied ethnic, socioeconomic, and cultural backgrounds
- At least five years of successful experience as a teacher preferred
- At least two years of successful administrative experience preferred
- Demonstrated skills as a leader, team builder, mediator and facilitator
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD Employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

Printed Employee Name	Signature	Date
-----------------------	-----------	------

Printed Supervisor Name	Signature	Date
-------------------------	-----------	------



Position Title: Director - Special Education
Reports To: District Superintendent
Supervises: Special Education Teacher, Special Education Aides
 (in collaboration with site principal)
Category: Certified-Exempt

Position Summary:

This position reports to and is evaluated by the District Superintendent. The Special Education Director is responsible for the overall management of the District's Special Education Program, including teaching methods and educational practices within the classroom setting. This position oversees curriculum development for students in accordance with the Department of Education and Early Development (DEED) regulations for children with special needs and provides direction on behavior management to staff in the classroom setting.

Minimum Qualifications:

- Must hold a valid Alaska Administrative Services Credential; Master's degree desired
- Minimum five years' SPED teaching experience or related area
- Three years of successful administrator experience desired
- Knowledge of federal and state laws and regulations as it pertains to Special Education
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities: including but not limited to:

- Plan and coordinate administration of the District's special education programs;
- Recruit, interview, recommend for placement, in collaboration with site administration and SPED Manager, special education staff;
- Train, supervise, and evaluates assigned staff;
- Assess special education program needs and works in liaison with administrators in program development, curriculum, instruction and direct support services for special education students;
- Supervise psychological services including the development of programs and strategies for prevention and early intervention;
- Cooperate with other instructional services and administrative staff to ensure articulation among the elementary, middle and secondary sites and special services programs;
- Oversee the coordination with the Curriculum & Instruction Director to obtain appropriate resources, adapt, and revise, specialized curriculum used in District's program;
- Coordinate and participates in the preparation of budgets and plans for special education;
- Recommend to the Superintendent the need for special classrooms and facilities;
- Assist Principals with their requests for specialized instructional materials and equipment;
- Coordinate and participate in the development of special education curriculum and instructional materials;
- Coordinate and participates in the preparation of all special education related required reports for state, and federal agencies;
- Ensures that all special education student records are maintained in accordance with federal and state regulations;
- Ensure that mandated triennial re-evaluations and annual review procedures are followed;
- Serves as the District's representative at appropriate local, state and national meetings and conferences;
- Provide liaison with community agencies, including, but not limited to mental health providers and medical facilities;
- Consult with district office and schools regarding intradistrict/interdistrict transfers to special programs and/or alternative placements;
- Implement procedures for the release and exchange of confidential student material;
- Consult with the staff in the decision process for special education student retention/acceleration and coordinates with administrative services.

- Coordinates program services which include certification placement, and discharge of pupils for special programs;
- Provide Technical Assistance regarding IDEA rules, regulations, and processes to Administrators;
- Promotes professional growth of assigned staff, participates in study conferences and committees, and evaluate assigned personnel in accordance with the District's guidelines for assessment and evaluation;
- Ensures that the District complies with state and federal laws;
- Participate in determining resource allocations for District special education staffing; and
- Other duties as assigned. This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of the American with Disabilities Act (ADA)
- Knowledge of Individuals with Disabilities Education Act (IDEA)
- Empathy for special needs of disabled children and an ability to communicate with physically and mentally disabled students
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD Employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

Printed Employee Name	Signature	Date
-----------------------	-----------	------

Printed Supervisor Name	Signature	Date
-------------------------	-----------	------



Position Title: Director - Technology
Reports To: District Superintendent
Supervises: Student Information Management System Technician
Category: Certified-Exempt

Position Summary

This position reports to and is evaluated by the District Superintendent. The AGSD Technology Director is responsible for developing and implementing a strategic vision in all areas of technology for the district. This includes integration of digital tools and best practices into curriculum and administrative systems. This position also oversees all administrative aspects of technology programs and services in the district, including infrastructure implementation and maintenance, support of educators and support staff in the use of hardware and equipment and management.

Minimum Qualifications

- Advanced Degree in Educational Technology or related field preferred
- Experience working with Chromebooks, MacBook laptops, iPads and other mobile devices in education, preferred
- Experience with a range of software, hardware, and operations systems (Windows, Mac, IOS) management, ideally in a K-12 academic setting
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Develop and implement a strategic vision for the use of technology in the district in both the academic and infrastructural systems;
- Maintain knowledge of and communicate current research findings and forecasts related to the effective use of technology in the school's educational program;
- Provide current, cutting-edge information to support decision-making on academic and administrative technology matters;
- Serve as the primary leader for the district's technology initiatives, develop rollout strategies, plan and conduct teacher training, and communicate with and present to students and parents as new technologies or software applications are launched;
- Partner with members of the community to articulate mission values and connections between ethics and technology;
- Champion changes in curriculum design and delivery in conjunction with administrators;
- In collaboration with the Curriculum & Instruction Director, and Special Projects Director or designee, oversee professional development of staff on the integration of technology into the curriculum;
- Ensure that all educators have access to the appropriate tools for 21st century learning;
- Focus on ensuring that network and other technology resources are used safely and responsibly;
- Engage administrators, educators and support personnel, parents and students in extending responsible and creative use of technology;
- Design, develop, analyze and enhance school district-based programs and applications;
- Isolate, research, and resolve complex problems or issues for critical district applications;
- Explore contracting with cloud-based and outsourced services and negotiate advantageous contracts when appropriate;
- Develop and monitor annual instructional technology and technology operations budget in cooperation with appropriate stakeholders;
- Provide leadership in the purchase and acquisition of new technology and equipment;
- Effectively allocates and manages resources to support strategic priorities and initiatives;
- Consults with appropriate stakeholders to coordinate, evaluate and recommend and purchase new technology and equipment;

- Provide an understanding of industry-standard related practices and procedures of regulations and guidelines as they relate to the purchase and use of software (specifically copyright laws and the use of licensed equipment and materials;
- Comply with applicable District, state, local and federal laws, rules and regulations; and
- Other duties as assigned. This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Broad knowledge of industry standards and best practices in the use of school technology
- Proven accomplishment in technology planning and technology personnel management
- Proven record of integrating technology into a classroom setting.
- Strong and effective project management
- Excellent oral and written communication skills
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

Printed Employee Name Signature Date

Printed Supervisor Name Signature Date

AGSD Exempt Job Description



Position Title: Principal
Reports To: District Superintendent
Supervises: All K-12 school activities, k-12 teachers, and all school staff as well as activities of the Advisory School Board
Category: Certified-Exempt

Position Summary: This position reports to and is evaluated by District Superintendent. The Principal provides leadership, management, and supervision for a high-quality learning environment, consistent with the law, board policies, administrative regulations, and instructions from the superintendent or designee and administer all phases of school operation and curricular offerings, as well as staff and student supervision.

Qualifications:

- Master's Degree in Education Administration; additional graduate studies preferred
- Type B Principal Certification in State of Alaska
- Five years' teaching and administrative experience as a principal or Assistant Principal preferred
- Other qualifications may be considered if the District determines them appropriate
- Previous experience in Alaska's K-12 system preferred
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities including but not limited to:

- Formulate goals, establishes priorities, and develops action plans to accomplish the school's mission/district's strategic plan in coordination with the District Superintendent;
- Keep the Superintendent informed of the school's activities and problems;
- Maintain/coordinate activities which keep Northwest Accreditation current and in place;
- Successfully implement all school policies;
- Promote and support school/district initiatives through appropriate change processes;
- Act to ensure safety and security of students, personnel, and school property within the school facility, on school grounds, and in school-related activities off school property;
- Plan and supervise fire drills and other emergency drills;
- Provide leadership in expectations of high student achievement and communicates effective instructional methods;
- Supervise the daily use of school facilities for both academic and nonacademic purposes. Encourages the use of school facilities for school and community use;
- Supervise the school's instructional process;
- Keep abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field;
- Supervise all activities and programs that are outgrowths of the school's curriculum;
- Supervise and evaluates the school's extracurricular program;
- Budget school time to provide for the efficient conduct of school instruction and business;
- Approve and administer the master teaching schedule and any special assignments;
- Assist in the development, revision, and evaluation of the curriculum;
- Supervise the school guidance program to enhance individual student education and development;
- Establish guidelines for proper student conduct and for maintaining student discipline;
- Maintain high standards of student conduct and enforces discipline as necessary, according due process to the rights of the students;
- Organize and administers the public relations program for his/her school;
- Develop and maintains student handbook;
- Assist in the management and preparation of the school budget;

- Maintain and control all funds generated by student activities;
- Assume monthly reconciliation of student activity accounts and checking accounts with monthly reports to the Business Manager;
- Supervise the maintenance of accurate records on the student progress and attendance;
- Prepare or supervises the preparation of attendance reports, records, lists and all other paperwork required or appropriate to the school's administration in a timely manner;
- Provide for adequate inventories of property under his/her jurisdiction and for the security and accountability for that property and completes an annual physical inventory report for central office;
- Participates in the selection and supervision of all school building personnel.;
- Orient newly assigned staff members and assists in their development, as appropriate;
- Assist in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions;
- Motivate and provide high expectations that staff engage in consistent professional development to improve their practice;
- Supervise and annually evaluates all professional, paraprofessional, administrative and non-professional personnel attached to the school;
- Evaluate staff in accordance with approved district policy and procedure and counsels staff members regarding their individual and group performance;
- When needed recommend, according to established procedures, the removal of a teacher whose work is unsatisfactory;
- Act as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life;
- Attend special events held to recognize student achievement and attends school sponsored activities, functions and athletic events;
- Maintain active positive relationships with students and parents;
- Report regularly to the Advisory School Board;
- Plan for special conferences between parents and teachers;
- Participate in principals' meetings, negotiations meetings and such other meetings as are required or appropriate;
- Delegate authority to responsible personnel to assume responsibility for the school in the absence of the principal;
- Serve as an ex officio member of all committees and councils within his/her school; and
- Cooperate through the Superintendent's office with college and university officials regarding teacher training and participation.

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Alaska's educational system
- Demonstrated ability to develop, motivate and supervise staff
- Demonstrated skills in focusing staff and students on academic excellence
- Knowledge of instructional technology
- Ability to teach students with respect for their individual and cultural characteristics
- Ability to create and maintain a learning environment in which all students are actively engaged and contributing members
- Knowledge of positive student discipline procedures
- strong interpersonal skills to foster positive relationships with staff, students, parents and the community
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with little or no supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD Employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

Printed Employee Name	Signature	Date
-----------------------	-----------	------

Printed Supervisor Name	Signature	Date
-------------------------	-----------	------



Position Title: Principal/Teacher
Reports To: District Superintendent
Supervises: All K-12 school activities, k-12 teachers, and all school staff as well as activities of the Advisory School Board
Category: Certified

Position Summary: This position reports to and is evaluated by the district superintendent. AGSD elementary and secondary teachers are tasked with using district-approved curriculum to create engaging content in an environment favorable to learning and personal growth; establish effective rapport with students; motivate students to develop skills, attitudes and knowledge needed to provide the foundation for each student's next step in their academic career, in accordance with the student's ability; and establishes positive relationships with parents, community, and with other AGSD staff members. AGSD principals provide leadership, management, and supervision for a high-quality learning environment, consistent with the law, board policies, administrative regulations, and instructions from the superintendent or designee and administer all phases of school operation and curricular offerings, as well as staff and student supervision.

Qualifications:

- Valid Alaska initial, professional, or master teaching certificate
- Type B Principal Certification in State of Alaska preferred
- Evidence of content knowledge shown by:
 - Bachelor's degree in one of the content areas listed above or
 - A minor degree in one of the content areas listed above or
 - Passing the Praxis Subject Assessment Scores (formerly Praxis II) in Elementary or Secondary Education and endorsement in one of the content areas listed above
- Master's Degree in Education Administration preferred
- Previous experience in Alaska's K-12 system as a teacher and administrator preferred
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities including but not limited to:

- Create positive relationships that foster student engagement, and deliver effective instruction aligned with district learning objectives;
- Prepare and submit timely lesson plans based on district curriculum;
- Use district-approved formative and summative assessment instruments to evaluate students on a daily, weekly, and annual basis for the purpose of informing and guiding classroom instruction;
- Utilize district-supplied instructional resources, community resources, outside experts and guest speakers, and appropriate technology to support and enrich learning in the classroom;
- Maintain a positive classroom environment that is safe, respectful, and engaging, and that addresses learning expectations, and complies with the school discipline policy;
- Integrate and technology into instruction in a way that supports 21st Century Learning Skills;
- Maintain accurate and current records of achievement and attendance using the approved Student Information System, and implement grading practices that accurately reflect attainment of student learning;
- Supervise classroom paraprofessionals assigned to his/her classroom;
- Meet with parents during parent-teacher conference and as necessary, and maintain open and ongoing communication with student's family and the community;
- Comply with state and federal laws and with district policy regarding the instruction and supervision of children;
- Maintain a professional manner and decorum both inside and outside the classroom that comports with the Alaska Professional Teaching Code of Ethics;
- Formulate goals, establishes priorities, and develops action plans to accomplish the school's mission/district's strategic plan in coordination with the District Superintendent;
- Keep the Superintendent informed of the school's activities and problems;

- Maintain/coordinate activities which keep Northwest Accreditation current and in place;
- Promote and support school/district initiatives through appropriate change processes;
- Act to ensure safety and security of students, personnel, and school property within the school facility, on school grounds, and in school-related activities off school property;
- Provide leadership in expectations of high student achievement and communicates effective instructional methods;
- Supervise the daily use of school facilities for both academic and nonacademic purposes. Encourages the use of school facilities for school and community use;
- Supervise the school's instructional process;
- Supervise and evaluates the school's extracurricular program;
- Budget school time to provide for the efficient conduct of school instruction and business;
- Approve and administer the master teaching schedule and any special assignments;
- Assist in the development, revision, and evaluation of the curriculum;
- Supervise the school guidance program to enhance individual student education and development;
- Establish guidelines for proper student conduct and for maintaining student discipline;
- Maintain high standards of student conduct and enforces discipline as necessary, according due process to the rights of the students;
- Organize and administers the public relations program for his/her school;
- Develop and maintains student handbook;
- Assist in the management and preparation of the school budget;
- Maintain and control all funds generated by student activities;
- Assume monthly reconciliation of student activity accounts and checking accounts with monthly reports to the Business Manager;
- Supervise the maintenance of accurate records on the student progress and attendance;
- Prepare or supervises the preparation of attendance reports, records, lists and all other paperwork required or appropriate to the school's administration in a timely manner;
- Provide for adequate inventories of property under his/her jurisdiction and for the security and accountability for that property and completes an annual physical inventory report for central office;

- ~~Participates in the selection and supervision of all school building personnel.;~~
- Orient newly assigned staff members and assists in their development, as appropriate;
- Assist in the in-service orientation and training of teachers, with special responsibility for staff administrative procedures and instructions;
- Motivate and provide high expectations that staff engage in consistent professional development to improve their practice;
- Supervise and annually evaluates all professional, paraprofessional, administrative and non-professional personnel attached to the school;
- Evaluate staff in accordance with approved district policy and procedure and counsels staff members regarding their individual and group performance;

- When needed recommend, according to established procedures, the removal of a teacher whose work is unsatisfactory;

- Act as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life;
- Attend special events held to recognize student achievement and attends school sponsored activities, functions and athletic events;
- Maintain active positive relationships with students and parents;
- Report regularly to the Advisory School Board;
- Participate in principals' meetings, negotiations meetings and such other meetings as are required or appropriate;
- Delegate authority to responsible personnel to assume responsibility for the school in the absence of the principal;
- Cooperate through the Superintendent's office with college and university officials regarding teacher training and participation.

- **Other Duties as Assigned:** This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions from their supervisor, and to perform any other job-related duties as required by authorized personnel.

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Alaska's educational system
- Knowledge of current research and theory related to instructional design and delivery
- Ability to teach students with respect for their individual and cultural characteristics
- Ability to create and maintain a learning environment in which all students are actively engaged and contributing members
- Ability to use current technology to enhance instruction
- Excellent oral and written communication skills
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with little or no supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Ability to develop, motivate and supervise staff
- Skills in focusing staff and students on academic excellence
- Knowledge of positive student discipline procedures
- Strong interpersonal skills to foster positive relationships with staff, students, parents and the community

Essential Functions of an AGSD Employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD certified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in the AGEA Collective Bargaining Agreement.*

Printed Employee Name	Signature	Date
-----------------------	-----------	------

Printed Supervisor Name	Signature	Date
-------------------------	-----------	------



Position Title: Teacher
Reports To: Site Administrator
Supervises: Classified Aides as Assigned
Category: Certified

Position Summary: This position reports to and is evaluated by the site administrator in collaboration with the site supervisor. AGSD elementary and secondary teachers are tasked with using district-approved curriculum to create engaging content in an environment favorable to learning and personal growth; establish effective rapport with students; motivate students to develop skills, attitudes and knowledge needed to provide the foundation for each student's next step in their academic career, in accordance with the student's ability; and establish positive relationships with parents, community, and other AGSD staff members.

Qualifications:

- Valid Alaska initial, professional, or master teaching certificate
- Evidence of content knowledge shown by:
 - A Bachelor's degree in applicable content area(s) or
 - A minor degree in applicable content area(s) or
 - Passing the Praxis Subject Assessment (formerly Praxis II) in Elementary or Secondary Education and endorsement in one of the content areas listed above
- Previous experience in Alaska's K-12 system preferred
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities including but not limited to:

- Create positive relationships that foster student engagement, and deliver effective instruction aligned with district learning objectives;
- Prepare and submit timely lesson plans based on district curriculum;
- Use district-approved formative and summative assessment instruments to evaluate students on a daily, weekly, and annual basis for the purpose of informing and guiding classroom instruction;
- Utilize district-supplied instructional resources, community resources, outside experts and guest speakers, and appropriate technology to support and enrich learning in the classroom
- Maintain a positive classroom environment that is safe, respectful, and engaging, and that addresses learning expectations, and complies with the school discipline policy; and
- Integrate and use technology into instruction in a way that supports 21st Century Learning Skills;
- Maintain accurate and current records of achievement and attendance using the approved Student Information Management System, and implement grading practices that accurately reflect attainment of student learning;
- Supervise classroom paraprofessionals assigned to his/her classroom;
- Meet with parents during parent-teacher conference and as necessary, and maintain open and ongoing communication with student's family and the community;
- Comply with state and federal laws and with district policy regarding the instruction and supervision of children; and
- Maintain a professional manner and decorum both inside and outside the classroom that comports with the Alaska Professional Teaching Code of Ethics.
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel.

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Alaska's educational system
- Knowledge of current research and theory related to instructional design and delivery
- Ability to teach students with respect for their individual and cultural characteristics

- Ability to create and maintain a learning environment in which all students are actively engaged and contributing members
- Ability to use current technology to enhance instruction
- Excellent oral and written communication skills
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD Employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD certified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in the AGEA Collective Bargaining Agreement.*

--	--	--

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date



Position Title: Special Education Teacher
Reports To: Site Administrator
Supervises: Classified Aides as assigned
Category: Certified

Position Summary: This position reports to and is evaluated by the site administrator in collaboration with the site supervisor. AGSD elementary and secondary teachers are tasked with using district-approved curriculum to create engaging content in an environment favorable to learning and personal growth; establish effective rapport with students; motivate students to develop skills, attitudes and knowledge needed to provide the foundation for each student's next step in their academic career, in accordance with the student's ability; and establishes positive relationships with parents, community, and with other AGSD staff members.

Qualifications:

- Valid Alaska initial, professional, or master teaching certificate
- Evidence of content knowledge shown by:
 - Bachelor's degree in one of the content areas listed above or
 - A minor degree in one of the content areas listed above or
 - Passing the Praxis Subject Assessment Scores (formerly Praxis II) in Elementary or Secondary Education and endorsement in one of the content areas listed above
- Previous experience in Alaska's K-12 system preferred
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities including but not limited to:

- Plan and provide for appropriate learning experiences for students with disabilities in a variety of educational settings;
- Through the Individualized Education Program (IEP) process, facilitates development in areas of need such as educational, social/emotional, communication, gross motor, fine motor and adaptive;
- Create positive relationships that foster student engagement, and deliver effective instruction aligned with district learning objectives;
- Prepare and submit timely lesson plans based on district curriculum;
- Use district approved formative and summative assessment instruments to evaluate students on a daily, weekly, and annual basis for the purpose of informing and guiding classroom instruction;
- Utilize district supplied instructional resources, community resources, outside experts and guest speakers, and appropriate technology to support and enrich learning in the classroom;
- Maintain a positive classroom environment that is safe, respectful, and engaging, and that addresses learning expectations, and complies with the school discipline policy;
- Integrate and technology into instruction in a way that supports 21st Century Learning Skills;
- Maintain accurate and current records of achievement and attendance using the approved Student Information System, and implement grading practices that accurately reflect attainment of student learning;
- Supervise classroom paraprofessionals assigned to his/her classroom;
- Meet with parents during parent-teacher conference and as necessary, and maintain open and ongoing communication with student's family and the community;
- Comply with state and federal laws and with district policy regarding the instruction and supervision of children; and
- Maintain a professional manner and decorum both inside and outside the classroom that comports with the Alaska Professional Teaching Code of Ethics.
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Alaska's educational system & the Americans with Disabilities Act (ADA)
- Knowledge of current research and theory related to instructional design and delivery
- Ability to teach students with respect for their individual and cultural characteristics
- Ability to create and maintain a learning environment in which all students are actively engaged and contributing members
- Ability to use current technology to enhance instruction
- Excellent oral and written communication skills
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD Employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD certified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in the AGEA Collective Bargaining Agreement.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date



Position Title: Instructional Coach
Reports To: Director - Curriculum and Instruction
Supervises: Classified Aides as Assigned
Category: Certified

Position Summary: This position reports to and is evaluated by the Director of Curriculum & Instruction. The primary role of the Instructional Coach is to positively impact student achievement by assisting the improvement of the instructional capacity of district teachers, providing administrative support monitoring the use of district curriculum and resources, ensuring the instructional fidelity of adopted curriculum, and facilitating the use of classroom assessments.

Qualifications:

- Valid Alaska initial, professional, or master teaching certificate
- Evidence of content knowledge shown by:
 - Bachelor's degree in one of the content areas listed above or
 - A minor degree in one of the content areas listed above or
 - Passing the Praxis Subject Assessment Scores (formerly Praxis II) in Elementary or Secondary Education and endorsement in one of the content areas listed above
- Two or more years' experience with mentoring teachers, or other experience as appropriate.
- National Board Certification preferred
- Previous experience in Alaska's K-12 system preferred
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities including but not limited to:

- Work with teachers to help them align instruction and curriculum to meet the needs of all students;
- Work with teachers to update their Highly Qualified plans, and implement an individual professional learning plan that establishes long-term professional goals or objectives, and advise them about professional development opportunities in the district;
- Design reading programs with teachers to effectively provide instruction for students who are at all levels from remedial to advanced;
- Evaluate program effectiveness and provides recommendations to the Director of Curriculum & Instruction;
- Facilitate student assessment programs, and assist teachers to use student assessment data to drive classroom instructional decisions;
- Work with site administrators and teachers to facilitate the implementation of a PLC (Professional Learning Community) at each site Model successful instructional and classroom management strategies, including team-teaching, observing model lessons, sharing resources, etc, as appropriate;
- Assist as assigned, the development and implementation of professional development activities;
- Review and evaluate lesson plans, and collaborate with colleagues to construct and maintain exemplary lesson plans in a lesson plan databank;
- Conduct classroom instructional reviews and coordinate a formalized peer review process;
- Consult with members of Student's Individual Education Plan team at individual case meetings, and assists with the development of special instruction programs as requested;
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel.

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Alaska's educational system
- Knowledge of current research and theory related to instructional design and delivery
- Ability to teach students with respect for their individual and cultural characteristics

- Ability to create and maintain a learning environment in which all students are actively engaged and contributing members
- Ability to use current technology to enhance instruction
- Excellent oral and written communication skills
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD Employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD certified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in the AGEA Collective Bargaining Agreement.*

Printed Employee Name	Signature	Date
-----------------------	-----------	------

Printed Supervisor Name	Signature	Date
-------------------------	-----------	------



Position Title: Counselor
Reports To: Site Administrator & Director - Special Programs
Supervises: None
Category: Certified

Position Summary: This position reports to and is evaluated by the school principal and site administrator. The AGSD Counselor develops and implements the districtwide school counseling program; serves as a resource to district staff in best meeting students' academic, career, and social-emotional needs; and encourages and facilitates the maximum use of existing district programs and resources. The Counselor also works to reduce drug and alcohol use and other inappropriate behavior and serves as a liaison between the school and parents relating to reducing the dropout rate, increasing graduation rates, gaining student scholarships, and working toward admissions to vocational and academic programs.

Qualifications:

- Bachelor's degree and Type C certification
- Previous experience in Alaska's K-12 system preferred
- Must have a valid AK driver's license, clean driving record, and proof of insurance

Duties and Responsibilities including but not limited to:

- Reconstitute a comprehensive school counseling program that includes a full range of student and staff activities and services of developmentally appropriate instruction and services in three domains: academic, career, and personal/social;
- Work directly with students, teachers and administrative faculty to create and implement a 4 + 2 (4 years of high school plus two years of post-secondary training) plan by which students can enter an occupation or attend college;
- Create a high school transition packet for 8th grade students moving into 9th grade. Meet with every 8th grade student and parent in the spring to assist with transition to high school;
- Function as the DTC (District Testing Coordinator), responsible for district testing, to include ACT, SAT, Approved State Assessments (ASA), CAT-5, NAPE, and others as assigned. Provide an assessment analysis for the district on each school and student;
- Conduct vocational and occupational fairs in the district for students;
- Use appropriate evaluation/testing to advise students, parents, faculty and administrators;
- Conduct classroom awareness programs to help students understand the dangers of high risk behaviors, such as alcohol & substance abuse. Prepare and keep lesson plans;
- Counsel students to utilize existing programs, such as vocational education programs, college courses, and work study and service learning programs;
- Participate in IEP meetings for students whose IEP includes a transition plan
- Provide students with special emphasis and support in the areas in which they do well.
- Advise administration on the effects of admin & program decisions on graduate follow-up;
- Advise principals and advisory school boards on appropriate schedules and sequences which help students achieve their vocational and occupational goals;
- Advise and assist faculty and staff in the identification of programs and extensions which help students accomplish their vocational and occupational goals;
- Serve as an integral part of the district's crisis response team, and provide guidance to the team in planning for dealing with grief and trauma, to include:
 - Provide professional development for staff
 - Coordinate tracking of high-risk students
 - Coordinate social services as needed
- Conduct an annual Powerschool audit of all students currently enrolled in the district;
- Develop a schedule and keep a log to ensure all district students & sites are treated equitably;

- Review transcripts and work with district and school personnel to ensure that electronic records are correct and up to date;
- Obtain and develop scholarships and scholarship funds through individual grants or foundations for use by district students and faculty;
- Complete a monthly board report and conduct graduate follow-up survey;
- Meet with students in emergency situations and provide referrals if needed.
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel.

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Alaska's educational system
- Ability to reach students with respect for their individual and cultural characteristics
- Ability to create a learning environment in which all students are actively engaged
- Excellent oral and written communication skills
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD Employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD certified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in the AGEA Collective Bargaining Agreement.*

Printed Employee Name	Signature	Date

Printed Supervisor Name	Signature	Date



Position Title: CTE Counselor/Program Coordinator
Reports To: Director - Special Programs
Supervises: None
Category: Certified-Exempt

Position Summary

This position reports to and is evaluated by the Director of Special Programs. The AGSD CTE Counselor/Program Coordinator develops and implements the district-wide school counseling program; serves as a resource to district staff in best meeting student's academic, career, and social/emotional needs; encourages and facilitates the maximum use of district existing programs and resources. The CTE Counselor assists in the development of vocational pathways, and articulated agreements with the University system. The CTE Counselor also works to reduce drug and alcohol use and other inappropriate behavior and serves as a liaison for the school and parents related to reducing the drop-out rate, increasing graduation rates, gaining student scholarships, and to work toward admissions to vocational and academic programs, to include military and trade-school programs.

Minimum Qualifications

- Bachelor's degree or equivalent and type C (preferred) or type A or B certification
- Previous experience in Alaska's K-12 system with preference on Career & Technical Education
- Must have a valid AK drivers license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Reconstitute a comprehensive CTE Counseling program that includes a full range of student and staff activities and services of developmentally appropriate instruction and services focusing on Career and Technical Education;
- Establish comprehensive Vocational and Occupational Resource Center and make it available in each of the schools;
- Work directly with students, teachers and administrative faculty to create and implement a 4 + 2 (4 years of high school plus two years of post-secondary training) plan by which students can enter an occupation or attend college;
- Create a high school transition packet for 8th grade student moving into 9th grade. Meet with every 8th grade student and parent in the spring to assist with transition to high school;
- Collaborate with the University of Alaska campuses on agreements for dual credit options;
- Partner with Alaska Department of Labor and Workforce Development on apprenticeship, job training, and other career focused student opportunities;
- Utilize the Career Pathway Model in design and delivery of career instruction curriculum
- Provide an assessment analysis for the district on each school and student;
- Conduct Vocational and Occupational Fairs in the district for students;
- Use appropriate evaluation/ testing to advise students, parents, faculty and administrators;
- Counsel students to utilize existing programs, such as VocEd, College courses, Work Study and Service Learning Programs;
- Participate in IEP meetings for students whose IEP includes a transition plan
- Provide students with special emphasis and support in the areas in which they do well;
- Advise administration on the effects of admin & program decisions on graduate follow-up;
- Advise principals and advisory school boards on appropriate schedules and sequences which help students achieve their vocational and occupational goals;
- Advise and assist faculty and staff in the identification of programs and extensions which help students accomplish their vocational and occupational goals;
- Conduct an annual PowerSchool audit of all students currently enrolled in the district;
- Develop a schedule and keep a log to ensure all district students and sites are treated equitably;
- Review transcripts and work with District and Tok School PowerSchool personnel to ensure that electronic records are correct and up to date;

- Obtain and develop scholarships and scholarship funds through individual grants or foundations for use by district students and faculty;
- Complete a monthly board report and conduct graduate follow-up survey;
- Meet with students in emergency situation and refer if needed; and
- Other duties as assigned. This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Alaska's educational system as well as the Career and Technical Education field
- Knowledge of Alaska's career and vocational training programs
- Ability to reach students with respect for their individual and cultural characteristics
- Ability to create a learning environment in which all students are actively engaged
- Excellent oral and written communication skills
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date



Position Title: Chief Financial Officer (CFO)
Reports To: District Superintendent
Supervises: Accounting staff, Food Services
Category: Classified-Exempt

Position Summary

This position reports to and is evaluated by the District Superintendent. The CFO is responsible for the overall cash flow, cost containment, and financial reporting. This position plans, organizes, coordinates, directs, and monitors all aspects of the financial operation of the agency, including accounting, financial reporting/system, budgeting, cash management, purchasing, procurement, debt service management for outstanding bonds and other financial obligations and other finance-related functions. The CFO also provides leadership in the administration of the department with a maximum of efficiency as well as ensures all financial transactions are in accordance to Generally Accepted Accounting Principles (GAAP), federal, and state laws.

Minimum Qualifications

- Master's Degree in Finance, Accounting or related field preferred
- Five years' experience in finance or accounting, preferably in a K-12 academic setting
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Develop annual district budget in collaboration with the Superintendent;
- Analyze budget expenditures and revenue to provide information and direction in meeting the District's education goals;
- Oversees payroll, accounts payable, billing, accounts receivable, and federal and state funds;
- Supervises the filing of all federal, state, and/or other reports and claims (i.e. withholding, TRS, IMRF, annuity, and other deductions as required);
- Serves as the investment officer for the District;
- Manages long-range and short-term financial planning of the District;
- Directs and manages business of the District including, but not limited to: bond issues, debt management, risk management, and employee benefits programs;
- Manages the annual auditing process and ensures that all required reporting;
- Coordinates all bidding for district supplies and services in accordance with state law and District policy;
- Provides leadership to achieve cost-effective practices throughout the District;
- Implements the policies established by federal and state law, State Board of Education, and local Board policy in the areas of finance and operations;
- Provides proper safeguards for the custody of public funds and makes complete and accurate reports to various stakeholders;
- Supervises the Business Office, as well as the Food Services program;
- Provides leadership for and supervises the district's safety and security programs and procedures;
- Provides leadership and oversight for the planning and implementation of capital outlay projects including short and long-term needs and funding sources;
- Stays informed of current research, trends, new materials, and methods in the fields of finance and operations;
- Stays informed of current legislation and the possible financial District impact of legislation;
- Stays apprised of governmental statutes, regulations, and rules relating to District business;
- Represents the District at meetings of organizations and groups both inside and outside the District;
- Participates in the work of local, state, and national business officer associations;
- Serves as a liaison to the community, public agencies, and other organizations as it relates to the business matters of the District;
- Keeps the Superintendent informed on the business and support operations of the district;

- Supervises and evaluates non-licensed personnel and various support staff members; and
- Other duties as assigned. This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Advanced knowledge of economic and accounting principles as well as best practices in reporting financial data
- Advanced knowledge of applicable computer systems, including word processing, database and spreadsheet software
- Strong and effective project management
- Excellent oral and written communication skills
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

_____ Printed Employee Name	_____ Signature	_____ Date
_____ Printed Supervisor Name	_____ Signature	_____ Date



Position Title: Maintenance Director
Reports To: District Superintendent
Supervises: Maintenance Technician and Custodial staff
Category: Classified-Exempt

Position Summary

This position reports to and is evaluated by the District Superintendent. The AGSD Maintenance Director plans, coordinates and supervises the maintenance and repair activities for District buildings and their related systems, grounds and educational support and office equipment.

Minimum Qualifications

- High school graduate or equivalent
- Successful completion of vocational technical school, successful completion of an apprenticeship or six years work experience in one or more of the building trades preferred
- Must have physical strength/stamina to support heavy physical labor in all weather conditions
- Previous experience in managing educational facilities preferred
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Develops and performs ongoing review and evaluation of the District's maintenance policies, work practices, quality standards and resource needs;
- Prepares estimates of labor and materials required for maintenance work;
- Coordinates and assists in the review and evaluation of building plans and specifications for new projects and ongoing building maintenance;
- Ensures proper completion of projects and that service quality standards are met;
- Assists in developing details necessary to complete work in a timely manner including the coordination of contract services;
- Advises site administrators of schedules related to disruptive or high priority projects;
- Coordinates scheduled work with site administrators and department heads to minimize disruption of school or department functions and to ensure student and employee safety;
- Makes recommendations for improvements in equipment selection and construction techniques specified for school building improvements;
- Coordinates the review and evaluation of equipment bid specifications and recommends improvements in the quality of equipment and bid specifications;
- Evaluates the introduction of new equipment into the District and develops and implements maintenance responsibilities;
- Responds to emergency situations where the life, safety or health of building/grounds occupants is at risk or where imminent building or grounds damage may occur;
- Manage all emergency shut-off and repair needs for critical equipment such as fire sprinklers, roofing and HVAC equipment;
- Assigns all maintenance staff or technicians work schedules and reviews work-in-progress;
- Supervises assigned staff, determines work performance standards, conducts performance evaluations, provides direction to staff, conducts employment interviews, handles disciplinary problems, and ensures that the work performed by maintenance personnel is executed in a safe, cost efficient, quality and professional manner;
- Assists maintenance employees in the coordination of work of outside contractors and vendors to meet work schedules and quality standards. Coordinates work with other departments involved in specific projects;
- Reviews all maintenance related purchase requests for reasonableness, and assigns budget codes;
- Ensures that District and department policies and procedures are complied with for the requisition and procurement of supplies, equipment and labor;
- Maintains accurate inventory of maintenance supplies and tools;
- Track all completed maintenance work, including hours and cost;

- Develops the annual district maintenance budget;
- Coordinates the development and implementation of improved maintenance work practices and procedures; and
- Other duties as assigned. This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Proven skills in but not limited to welding, fabrication, roofing, painting, plumbing, electrical, carpentry and operation of heavy and light equipment
- Knowledge of operation and maintenance of a wood boiler facility
- Knowledge of water & sewer lines, heating and ventilation systems maintenance and repairs as well as preventative maintenance schedules
- Experience with locksmith functions, repairs and replacements along with door closers and panic devices
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

Printed Employee Name	Signature	Date

Printed Supervisor Name	Signature	Date



Position Title: Biomass Plant & Projects Manager
Reports To: District Superintendent
Supervises:
Category: Classified Exempt

Position Summary: This position reports to and is evaluated by the District Superintendent. The Biomass Coordinator is responsible for comprehensive overall planning and scheduling of bio-operation maintenance and fuel procurement, in consultation with the District Superintendent. In addition, the position oversees the maintenance repair, alterations, metal fabrication, wood products, electrical trouble-shooting, general mechanics, and plumbing for the Tok Complex facility. The Biomass Coordinator will also conduct annual maintenance on district vehicles.

Minimum Qualifications:

- High school graduate or equivalent with two years of college or apprenticeship training in a job-related area.
- Five years experience at a Journeyman level in a job-related area or maintenance worker in charge of grounds and facilities.
- Must have physical strength/stamina to support heavy physical labor in all weather conditions
- Previous experience in educational facilities preferred
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities: including but not limited to:

- Manage a formal work control program that includes planning, estimating and scheduling all district biomass activities;
- Develops and coordinates specifications for contract application;
- Maintain work schedules for each individual heat facility and ensures proper supplies and equipment are available;
- Conduct period inspections and test of electrical, heating, fire suppression, and water systems along with fire extinguishers;
- Inspect all wear parts and maintain parts on the manufacturer recommended schedule;
- Organize and implement a program of preventive maintenance;
- Purchase necessary parts and supplies;
- Keep an inventory of equipment and supplies along with cost records of all maintenance work;
- Provide maintenance and supervision on various types of district vehicles and perform safety checks of school vehicles and make repair recommendations to principals;
- Assists maintenance staff in the coordination of work of outside contractors and vendors to meet work schedules and quality standards. Coordinates work with other departments involved in specific projects;
- Supervise assigned staff, determines work performance standards, conducts performance evaluations, provides direction to staff, conducts employment interviews, handles disciplinary problems, and ensures that the work performed by maintenance personnel is executed in a safe, cost efficient, quality and professional manner;
- Manage workforce within specified limits of labor contracts to include administrative actions and labor disputes;
- Develop and provide training for maintenance employees and biomass providers;
- Provide quality control;
- Analyze emergency situations accurately and take prompt, effective action;
- Write or assist with biomass and heat systems related grants;
- Ensures that District complies with all legal or other requirement to insure the safety of students, staff and the general public;
- Collaborate with district administrators on the development of the annual district biomass;
- Manage the maintenance and operations s budget for the various biomass facilities to control expenditures;

- Prepare written and oral reports for the Superintendent and the Regional School Board; and
- Other duties as assigned. This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Proven skills in but not limited to welding, fabrication, plumbing, electrical, carpentry and operation of heavy and light equipment
- Knowledge of operation and maintenance of a wood boiler facility
- Knowledge of water and sewer lines, heating and ventilation systems maintenance and repairs as well as preventative maintenance schedules
- Ability to remain calm in moments of high stress
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date



Position Title: Food Service Coordinator
Reports To: Chief Financial Officer (CFO)
Supervises: School Cook(s)
Category: Classified-Exempt

Position Summary

This position reports to and is evaluated by the District CFO. The Food Service Coordinator oversees the daily operation of the district's student nutrition program. The job functions include district oversight of all food production; sanitation; safety and security; program regulations and accountability; equipment use and care and professional excellence. The purpose of the school nutrition program is to provide an environment that supports healthy food habits while maintain program integrity.

Minimum Qualifications:

- Degree in Home Economics, Dietetics, Nutrition or related field (preferred)
- Five years' experience in Food Service Management
- Ability to keep accurate records and prepare written reports
- Must be proficient in basic math such as addition, subtraction, and multiplication
- Must have or obtain a current Food Workers Card within ____ calendar days of hire
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Assesses and develops standards for operation of an efficient, sanitary and high-quality food service program, including annual reviews for assigned schools;
- Ensures compliance with federal, state and local regulations, including nutritional, sanitation and safety regulations;
- Analyzes food service operations and reports for cost effectiveness and efficiency of operation; evaluates school nutrition programs;
- Maintains food item and inventory database;
- Designs school nutrition training materials and lesson plans for employee training;
- Implements and maintains training, licensure and professional development program for school nutrition department;
- Provides technical assistance and leadership to managers and food service assistants; obtains classroom space, assigns instructors to Training-In-Depth classes and develops class schedules;
- Evaluates and reviews work schedules and staffing for food service staff at all District locations; and
- Other duties as assigned. This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Child Nutrition best practices
- Knowledge of the methods, practices, laws, and regulations relating to proper heating and serving of foods in large quantities
- Knowledge of nutritional value of different foods
- Ability to plan, organize, and supervise the work of others
- Ability to establish and maintain positive and effective working relationships with students, staff, other district personnel, and the public
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

Printed Employee Name	Signature	Date
Printed Supervisor Name	Signature	Date



Position Title: District Administrative Secretary
Reports To: District Superintendent
Supervises: None
Category: Classified-Exempt

Position Summary: This position reports to and is evaluated by the District Superintendent. The Administrative Secretary is responsible for providing a variety of administrative and secretarial support to the school site administrator; conveying information regarding department functions and procedures; establishing and maintaining department records; ensuring efficient operation of support functions; and compiling and distributing materials and reports.

Qualifications

- High school graduate or equivalent and or supplemented by college-level course work in office technology, secretarial science, or related field
- Three years increasingly responsible secretarial and clerical experience involving frequent public contact
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities. including but not limited to:

- Organize and manage the day-to-day activities of the administrator's office to assure efficient and effective office operations; coordinate communications; perform complex duties to assist the administrator with detail;
- Receive and transcribe dictation of letters and memos, including material of a confidential nature; prepare correspondence and memoranda independently or from oral instructions;
- Type a wide variety of materials such as correspondence, reports, forms, applications, memos, letters of recommendation and other documents including web-based and digital materials, review material and make editorial changes as appropriate;
- Greet visitors and answer telephones, screen calls and visitors to conserve the administrator's time, order and maintain supplies, organize and establish filing and record-keeping system, open, sort, and route department mail;
- Initiate and answer telephone calls, screen and direct calls and visitors to appropriate personnel, schedule and confirm appointments and meetings and maintain administrator's calendar, arrange travel accommodations as necessary;
- Provide information and answer questions from students, District personnel, and the general public regarding District programs, policies, procedures and regulations;
- Maintain a variety of complex files and records, help build and monitor budget and other financial records, monitor current account balances;
- Provide clerical and secretarial support for committees, task forces and other special groups within assigned functional areas, schedule and attend meetings, prepare agendas and minutes and maintain related records, represent administrator at meetings as assigned;
- May be responsible for organizing, scheduling and implementing entire projects, events or programs within the assigned area of responsibility;
- Compile information and data for reports and assist in the preparation of statistical and narrative reports, conduct research as needed;
- Inspect documents, forms, records, and other materials for accuracy and completeness, process a variety of forms and documents according to established procedures, assure conformance to established guidelines and standards;
- Prepare agenda items for meetings, transcribe minutes and distribute to appropriate personnel;
- Maintain confidentiality of sensitive information related to negotiations and other District actions;
- Operate a variety of office equipment including computer, calculator, copy machine, printer, scanner, and fax and telephone equipment; input and retrieve computerized data; utilize word processing, database, spreadsheets and web-based software as required by the position;

- Coordinate communication and activities with other District departments and personnel, students, educational institutions, vendors, other outside organizations and the public, communicate with state offices related to compliance with laws, programs, and funding policies and procedures; and
- Other duties as assigned. This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of organization, policies, and procedures of an educational administration
- Experience with modern office practices, procedures, and equipment
- Excellent oral, written communication skills, and attention to details
- Excellent interpersonal skills using tact, patience, and courtesy
- Ability to type 60 words per minute
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

Printed Employee Name Signature Date

Printed Supervisor Name Signature Date



Position Title: Administrative Secretary
Reports To: Site Administrator
Supervises: None
Skill Area Grouping: Administrative Support

Position Summary: This position reports to and is evaluated by the Site Administrator. The Secretary serves as the face of the school, greeting students and parents and providing them with information. The school secretary answers phones and gives administrative support to teachers and administrators.

Minimum Qualifications:

- High school graduate or equivalent
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Welcome all school visitors courteously, determine their needs, check appointments and direct or escort them to the proper person;
- Maintain a daily teacher attendance log and all documentation regarding substitute teachers;
- Supervise the collection of attendance reports from the classroom and maintain the daily attendance sheets;
- Provide attendance information to counseling staff and principal, specifically those cases of chronic absenteeism, tardiness or truancy;
- Utilize technology to effectively create a variety of correspondence, reports, notices, recommendations, monthly newsletters, and daily bulletins.;
- Prepare and process requisitions for instructional material and classroom supplies;
- Organize and maintain an effective filing system;
- Maintain student activity accounts;
- Request, receive, and process all incoming and outgoing student records, update cumulative files and process student records upon request from receiving schools;
- Communicate effectively, including answering the office telephone and responding appropriately to requests for information;
- Process incoming and outgoing correspondence as instructed;
- Maintain a complete and systematic set of records of all financial transactions of the school; and

Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of organization, policies, and procedures of an educational administration
- Experience with modern office practices, procedures, and equipment
- Excellent oral, written communication skills, and attention to details
- Excellent interpersonal skills using tact, patience, and courtesy
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited

standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

_____	_____	_____
Printed Employee Name	Signature	Date

_____	_____	_____
Printed Supervisor Name	Signature	Date



Position Title: School Secretary
Reports To: Site Administrator
Supervises: None
Skill Area Grouping: Administrative Support

Position Summary: This position reports to and is evaluated by the Site Administrator. The Secretary serves as the face of the school, greeting students and parents and providing them with information. The school secretary answers phones and gives administrative support to teachers and administrators.

Minimum Qualifications:

- High school graduate
- Previous experience in Alaska's K-12 system preferred
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities: including but not limited to:

- Welcome all school visitors courteously, determine their needs, check appointments and direct or escort them to the proper person;
- Maintain a daily teacher attendance log and all documentation regarding substitute teachers;
- Supervise the collection of attendance reports from the classroom and maintain the daily attendance sheets;
- Provide attendance information to counseling staff and principal, specifically those cases of chronic absenteeism, tardiness or truancy;
- Utilize technology to effectively create a variety of correspondence, reports, notices, recommendations, monthly newsletters, and daily bulletins.;
- Prepare and process requisitions for instructional material and classroom supplies;
- Organize and maintain an effective filing system;
- Maintain student activity accounts;
- Request, receive, and process all incoming and outgoing student records, update cumulative files and process student records upon request from receiving schools;
- Communicate effectively, including answering the office telephone and responding appropriately to requests for information;
- Process incoming and outgoing correspondence as instructed;
- Maintain a complete and systematic set of records of all financial transactions of the school; and
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of organization, policies, and procedures of and educational administration
- Experience with modern office practices, procedures, and equipment
- Excellent oral, written communication skills, and attention to details
- Excellent interpersonal skills using tact, patience, and courtesy
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited

standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name	Signature	Date
-----------------------	-----------	------

Printed Supervisor Name	Signature	Date
-------------------------	-----------	------

Position Title: Program Coordinator
Reports To: Director - Special Programs
Supervises:
Category: Classified-Exempt



Position Summary

This position reports to and is evaluated by the Special Projects Director. This is primarily a grant funded position with responsibilities that include design, implementation and supervision of after-school and preschool program activities, with some time allocated to working with student assessment. The Coordinator develops and supervises programs, manages volunteers and staff schedules and assesses community and school needs. Provide training for site staff, ensuring that existing activities are maintained, and new activities are developed to meet the needs of participants and encourage new participants in program activities. Time commitment must be flexible to include morning, afternoon and evening hours on a varied schedule.

Minimum Qualifications

- Bachelor's degree or equivalent
- Two years' experience in Grant Program Coordination and management
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Supervise and support comprehensive after-school and preschool programs in the Alaska Gateway School District;
- Provide positive leadership and supervision to pre-school and after-school personnel including instructors, tutors and volunteers;
- Host and lead project staff meetings during district-wide in-services;
- Assess staff development needs and coordinate appropriate professional training;
- Supervise sites during hrs. of operation, including summer, school in-service days/vacation;
- Provide leadership for special programs and/or events;
- Maintain daily contact with principals, teachers, program staff and volunteers to discuss issues, address challenges and identify opportunities;
- Attend site PLC meetings to gain information about playlist of activities at each site
- Create a positive climate and work environment for all program staff and develop and implement opportunities for staff recognition;
- Establish and serve as a chairperson in monthly GAP Advisory Council meetings and quarterly Teen Advisory Group (TAG) meetings;
- Develop a cooperative relationship between all administrators, faculty, and support staff which will allow meaningful development and promotion of programs;
- Coordinate the use of district's physical facilities for community use;
- Organize and coordinate student transportation;
- Coordinate public relations activities to inform community members about all program activities and programs, including press releases, brochures, parent and student handbooks, website information, attending school open house events, etc.;
- Identify and coordinate programs and services provided by community organizations;
- Represent the school district by participating in activities and professional organizations directed at furthering the GAP and Gateway Ready! Activities;
- Serve as advocate for after-school, pre-school, prevention, early intervention programming to local, state and federal decision-makers and legislators;
- Act as a liaison between after-school program, preschool program, school day staff and community organizations;
- Prepare a monthly report of afterschool program activities to the Superintendent;
- Actively recruit students for the program by teachers, counselors and administrators;

- Communicate and actively engage with parents and staff about student school assessment and about progress in the after-school and preschool programs;
- Conduct student assessment under the direction of the district Assessment Director;
- Track the academic performance and attendance of all students who participate in GAP project activities, and develop present reports required by the Project Director as required;
- Monitor materials and purchase items required to implement allowable activities;
- Meet with the project evaluator as needed to assess progress toward program objectives;
- Oversee timely completion of all required reports (District, State, and other institutions); and
- Other duties as assigned. This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD Employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date

AGSD Classified Job Description



Position Title: Custodian I, II, & III
Reports To: Site Administrator/Maintenance Director
Supervises: None
Skill Area Group: Custodial/Maintenance

Position Summary: This position reports to and is evaluated by the Site Administrator/Maintenance Director. The Custodian's primary responsibility focuses on maintaining a clean, safe, and orderly interior and exterior building for students, staff and community.

Minimum Qualifications:

- A high school graduate
- Must have physical strength, agility, and stamina to perform manual tasks for prolonged periods of time such as snow removal, furniture moving, trash can removal and scaffolding work. Be able to lift at least fifty pounds waist high.
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Cleans, and keeps the interior and exterior of the building and its grounds sanitary and orderly;
- Performs custodial tasks such as dusting, washing glass and other surfaces, vacuuming, stripping and waxing floors, shampooing carpets, and other general cleaning tasks in classrooms, bathrooms, offices, cafeteria, gymnasiums, stairwells, hallways and other spaces within the building and its exterior.
- Removes building rubbish, snow removal, and clears sidewalks;
- Performs repairs, light maintenance, and preventative maintenance on buildings, building systems, furniture, and equipment as needed;
- Moves furniture and school supplies as needed and must respond quickly to any facility emergencies, sanitary needs, or Principal requirements;
- Works cooperatively with teachers and staff to protect the school property and ensure general safety;
- Promptly reports any damage of school property or malfunction of maintenance systems (HVAC, lighting, plumbing) to the Site Administrator by using the procedures established for the Department and School;
- Communicates with the Site Administrator or designated representative through meetings, emails, the computer work order system, and phone/text daily; and
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

_____	_____	_____
Printed Employee Name	Signature	Date

_____	_____	_____
Printed Supervisor Name	Signature	Date



Position Title: Media Specialist I/ II
Reports To: Director - Special Programs
Supervises: None
Skill Area Grouping: Administrative Support/Classroom Support

Position Summary: The Media Specialist is responsible for administrative support for Administration at the direction of the Program Director in a variety of programs.

Minimum Qualifications:

- Two years' experience in library/media experience in a school setting or two years teaching at the secondary school level is preferred.
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Provide administrative support for Administration doing purchase orders, making travel arrangement, supporting district events attending meetings, taking notes and doing written and verbal reports
- Manage the cataloguing and inventory, including check-out and check-in of instructional materials from the District Resource Center.
- Interact positively and collaboratively with co-workers in a team environment
- Manage and assist staff and students with technical issues and account access
- Be a self-motivated problem solver
- Assist in maintaining inventory and assignment records of technology devices
- Interface with vendors and services providers regarding technical support
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Ability to establish and maintain positive and effective working relationships with students, staff, other district personnel, and the public
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The

specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date

AGSD Classified Job Description



Position Title: Librarian
Reports To: Site Administrator
Supervises: None
Skill Area Grouping: Classroom Support

Position Summary: The Librarian is responsible for the development and implementation of an ongoing instructional program, that ensures students and staff are effective users of ideas and information; which provides for the informational needs of students and staff on a building level in support of the district curriculum; empowers students to be critical thinkers, enthusiastic readers, skillful researchers and ethical users of information; ensures equitable access to information; collaborates with teachers and specialists in designing lessons, instruction and assessment of learning; provides the leadership to ensure the library program meets the mission, goals and objectives of the district.

Minimum Qualifications:

- Two years' experience in library/media experience in a school setting or two years teaching at the secondary school level is preferred.
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Promotes effective use of the library/media center and its collection of materials and equipment to students, staff, and administration creating an environment that is conducive to active and participatory learning, resource-based instructional practices and collaboration with teaching staff;
- Teaches information literacy skills, including a wide variety of web-based applications.;
- Provides reference services to students and building staff both on site and makes available resources in a 24/7 virtual library;
- Collaborates with the teaching staff in making the best use of both print and digital resources in the library and classroom, encouraging the use of instructional technology to engage students and to improve learning, providing 24/7 access to digital information resources for the entire school learning community;
- Supervises students before and after school;
- Encourages ethical use of information, acts as a resource on copyright and creative commons;
- Encourages/ fosters the development of lifelong literacy, reading for enjoyment;
- Identifies, reviews, selects and organizes information resources appropriate to secondary level curriculum and students including material in digital formats such as apps, and libguides; performs regular inventories and surveys to facilitate collection development; removes dated, damaged and worn materials;
- Prepares, justifies and administers the library media program budget to support goals;
- Provides access to the library media center collection through the management of an accurate, efficient organization and retrieval system;
- Organizes, maintains, troubleshoots, updates and when possible repairs multimedia equipt.;
- Catalogs and processes new materials;
- Provides leadership and support in the assessment, evaluation and implementation of instructional technologies advocating for school library programs and maintaining an effective public relations program;
- Keeps current with educational trends, directions, and technological advances in the areas of libraries and information literacies through participation in professional learning communities and professional organizations;
- Participates in departmental, faculty, and curriculum meetings;
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow

any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Ability to establish and maintain positive and effective working relationships with students, staff, other district personnel, and the public
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date



Position Title: Student Information Management System Technician
Reports To: Director - Technology
Supervises: None
Skill Area Grouping: Administrative Support

Position Summary: This position reports to and is evaluated by the Technology Director. Information Systems Support Technician is responsible the proper enrollment of every student and the integrity of the school's Student Information System. The Information Systems Support Technician directly enrolls students and collaborates with various local and state agencies to secure relevant information and submit required forms. This position also manages the school's student information database, runs queries to extract information, coordinates data reporting to the Alaska Department of Education & Early Development (DEED) and trains/supports users, working closely with all stakeholders at the school.

Minimum Qualifications:

- Two years' experience with student information systems required
- Extensive knowledge of Pearsons' PowerSchool/ PowerTeacher
- Expert knowledge of Excel, Access, and/or other data analysis software
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Set up security access; system settings; and staff, teacher and parent access;
- Handle yearly processes, e.g. set up of new school year, roll over, close out school year, graduate students, create class and bell schedules and coordinate with other staff to complete projects/work orders efficiently;
- Provide assistance in all areas of student information, developing attendance reporting formats, grade reporting, registration and scheduling, discipline reporting, test reporting and enrolling and withdrawing of students into the software system, etc.;
- Work directly with teachers in the use of the electronic gradebook system, including training, program analysis and installation;
- Establish protocols for data entry and system usage; and document in a user/procedures manual;
- Conduct advanced searches and queries and support special requests from the administration or faculty;
- Collect and complete required data for state reports; and prepare all administrative reports;
- Manage and prepare all academic reports, including progress reports, report cards, regular academic progress updates;
- Recommend system improvements;
- Train and orient new users and support all users, establishing needs and monitoring usage;
- Ensure accuracy of data and troubleshoot problems with the database, including data validation errors;
- Maximize the value of PowerSchool/PowerTeacher software and information;
- Troubleshoot operational and software problems, determine cause of error or stoppage, apply corrective techniques or obtain support from software manufacturers;
- Handle initial processing of all enrollment and data entry of enrollment forms;
- Handle registration processing, forms, documents and records, and related information for formal student registration; as well as all related data entry;
- Update student records in PowerSchool and manage data over course of school year;
- Assist in establishing and updating permanent student files, the transfer of records and closing out of graduate files;
- Provide enrollment reports and support special reporting requests; and
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow

any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Extensive knowledge of Pearsons' PowerSchool/ PowerTeacher
- Exceptional quantitative skills and detail-oriented work habits
- Strong analytical and database management skills
- Ability to establish and maintain positive and effective working relationships with students, staff, other district personnel, and the public
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name	Signature	Date
-----------------------	-----------	------

Printed Supervisor Name	Signature	Date
-------------------------	-----------	------

AGSD Classified Job Description



Position Title: Maintenance Technician I/II
Reports To: Maintenance Director
Supervises: None
Skill Area Grouping: Custodial/Maintenance

Position Summary: This position reports to and is evaluated by the Maintenance Director. The Maintenance Technician's primary responsibility focuses on maintaining safe and secure building for students, staff and community.

Minimum Qualifications:

- A high school graduate
- Successful completion of vocational technical school, successful completion of an apprenticeship program or two years' work experience in one or more of the building trades is preferred
- Must have physical strength, stamina and agility to allow for heavy physical labor in all weather conditions
- Must be self-motivated
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Perform plumbing work on water and sewer lines, maintenance and repair of heating and ventilation systems, maintenance of mechanical equipment according to the preventive maintenance schedule;
- Conduct electrical repairs; repair of electrical fixtures and wiring, electrical controls, miscellaneous electrically operated equipment;
- Operate and maintain a wood boiler facility;
- Perform a variety of locksmithing functions; repair and replacement of locks, door closers and panic devices, change combinations, reset locks, maintain accurate keying schedule
- Provide carpentry work in renovation, alteration and maintenance of buildings, floors, partitions, doors, windows, and wooden cabinets, and furniture;
- Receive and maintain supply and equipment inventory, use word processor and basic computer technology;
- Maintain activity records and prepare related reports;
- May perform other types of work including, but not limited to, welding, fabrication, roofing, carpeting, painting, and operation of light and heavy equipment; and
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Ability to understand and execute oral and written instructions and to communicate clearly
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists.

Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility

or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date

AGSD Classified Job Description



Position Title: Accountant I/ II
Reports To: Chief Financial Officer
Supervises: None
Skill Area Grouping: Administrative Support

Position Summary: This position reports to and is evaluated by the Chief Financial Officer. Accountant I & II both are responsible the maintenance of accounting records of the District, preparation of financial statements including student information and attendance accounting and other statistical and compliance reports; as well as aiding in the preparation of the District budget and monitoring of expenditures.

Minimum Qualifications:

- High School graduate
- Accountant I - Previous experience preferred in financial and statistical record-keeping
- Accountant II – Two years' experience in financial and statistical record-keeping, preferably in a school district
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities: including but not limited to:

Account I & II

- Accumulate financial details and codes and record pertinent District financial information;
- Review and process all purchase orders, maintaining compliance with district policies;
- Prepare and submit monthly and quarterly reports as required;
- Reconcile all bank statements;
- Maintain files and supplies in business office;
- Assist in preparation of District budget;

Account II only

- Establish procedures for obtaining financial information;
- Close accounting books, including filing reports of accounts receivable and current liabilities;
- Provide estimates of income and expenditures; monitor expenditures in relation to the approved budget and report variances to appropriate District administrators;
- Prepare a variety of annual reports, including reports on average daily attendance, expenditures for special classes, pupil transportation, and Pre-School programs;
- Provide in-service training for school and office personnel in accounting and budget procedures; and
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Alaska's educational system
- Knowledge of principles and practices of accounting and auditing
- Strong computer entry skills and understanding of coding financial data
- Knowledge of procedures and practices required in research, data collection, statistical computation and reports
- Ability to learn laws and regulations pertaining to school accounting operations and budget procedures
- Ability to examine, verify and prepare financial documents and reports as well as analyze data
- Ability to operate a computer, calculating machines, ten-key adding machines and typewriter with speed and accuracy

- Ability to make arithmetic computations with speed and accuracy
- Must be able to read, interpret and apply State, federal and District regulation
- Communicate effectively both orally and in writing
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date

AGSD Classified Job Description



Position Title: Teacher Aide
Reports To: Site Administrator
Supervises: None
Skill Area Grouping: Classroom Support

Position Summary: This position reports to and is evaluated by the Site Administrator. The Teacher Aide provides academic development support to Alaska Native and American Indian students in small groups or one-on-one settings and provides support to classroom teachers on issues and strategies in working with disadvantaged children to meet the goals of the district's curriculum and the students' needs.

Minimum Qualifications:

- High School graduate or equivalent **and** 2 years of college (48 semester hours) **or** Associate's degree (or higher) **or** pass the HELP assessment and the Paraprofessional Standards Checklist;
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities: including but not limited to:

- Collaborates with the certified teacher in order to implement lesson plans;
- Provides daily instruction of students as requested;
- Provides special tutorial assistance as directed by the teacher;
- Implements lesson plans and appropriate student activities;
- Assist with the preparation, collection and dissemination of instructional materials'
- Carries out supervision of students in a prompt and responsible manner to ensure a safe, nurturing, and healthful environment;
- Communicates student progress; confers with classroom teachers in a collaborative model;
- Assist teachers with parent conferences as requested;
- Assist in playground supervision and lunch duty;
- Report to principal and school staff relative to students and/or programs;
- Use reproduction equipment, typewriter, audio-visual equipment, computers and instructional machines as needed;
- Complete required forms and reports;
- Maintain records that monitor each student's educational progress;
- Participate in appropriate in-service training;
- Ensure safety of students under supervision;
- Provides disciplinary measures for students under supervision; and
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Alaska's educational system
- Knowledge of Alaska's rich and diverse cultural heritage and history
- Ability to create a learning environment in which all students are actively engaged
- Ability to hear and speak to exchange information; dexterity of hands and fingers for operating office equipment, carrying, pushing or lifting classroom equipment and supplies; bending at the waist; reaching over head, above the shoulders or horizontally to store equipment; and seeing to observe students in classroom activities
- Ability to reach students with respect for their individual and cultural characteristics
- Ability to create a learning environment in which all students are actively engaged
- Excellent oral and written communication skills

- Ability to make sound decisions while exercising thorough judgment
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name	Signature	Date
Printed Supervisor Name	Signature	Date



Position Title: Special Education Aide
Reports To: Site Administrator, Special Education Teacher,
 Director-Special Education
Supervises: None
Skill Area Grouping: Classroom Support

Position Summary: This position reports to and is evaluated by the Site Administrator with input from the Special Education Teacher and the Director of Special Education.. The Special Education Aide provides tutoring and care of physically and mentally disabled students. Primary responsibilities include attention to students' physical needs, i.e. toileting, dress, grooming, and hygiene; assists in movement of students as needed. Assists teachers and other program staff with daily learning tasks and/or motor skills development. Assists in preparation of instructional materials, tutoring, and grading. Assists with meals, recess, and transportation pertaining to special needs students. Communicates with parents regarding students, as directed by the teacher

Minimum Qualifications:

- High School graduate **and** 2 years of college (48 semester hours) **or** Associate's degree (or higher) **or** pass the HELP assessment and the Paraprofessional Standards Checklist;
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Provides daily instruction of assigned students;
- Assist with the preparation, collection and dissemination of instructional materials'
- Assist with some planning of lessons and judgments related to effective instruction;
- Carries out supervision of students in a prompt and responsible manner to ensure a safe, nurturing, and healthful environment;
- Communicates student progress; confers with classroom teachers in a collaborative model;
- Assist teachers with parent conferences as requested;
- Assist in playground supervision and lunch duty;
- Expected to work on playground in extreme cold weather;
- Coordinate services with other state agencies involved with special program;
- Report to principal and school staff relative to students and/or programs;
- Maintain inventories of special programs materials and equipment;
- Use reproduction equipment, typewriter, audio-visual equipment, computers and instructional machines as needed;
- Complete required forms and reports;
- Maintain records that monitor each student's educational progress;
- Participate in appropriate in-service training;
- Ensure safety of students under supervision'
- Provides disciplinary measures for students under supervision; and
- Other duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of the American with Disabilities Act (ADA)
- Knowledge of Individuals with Disabilities Education Act (IDEA)
- Must possess an understanding of developmental disabilities
- Empathy for special needs of disabled children and an ability to communicate with physically and mentally disabled students
- Ability to hear and speak to exchange information; dexterity of hands and fingers for operating office equipment, carrying, pushing or lifting classroom equipment and supplies; bending at the

waist; reaching over head, above the shoulders or horizontally to store equipment; and seeing to observe students in classroom activities

- Ability to reach students with respect for their individual and cultural characteristics
- Ability to create a learning environment in which all students are actively engaged
- Excellent oral and written communication skills
- Ability to make sound decisions while exercising thorough judgment
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date



Position Title: Intensive Aide
Reports To: Site Administrator, Special Education Teacher, Director of Special Education
Supervises: None
Skill Area Grouping: Classroom Support

Position Summary: This position reports to and is evaluated by the Site Administrator with input from the Special Education Teacher and the Special Education Director. The Intensive Aide provides tutoring and care of physically and mentally disabled students. Primary responsibilities include attention to students' physical needs, i.e. toileting, dress, grooming, and hygiene; assists in movement of students as needed. Assists teachers and therapists with daily learning tasks and/or motor skills development. Assists in preparation of instructional materials, tutoring, and grading. Assists with meals, recess, and transportation pertaining to special needs students. Communicates with parents regarding students, as directed by the teacher

Minimum Qualifications:

- High School graduate **and** 2 years of college (48 semester hours) **or** Associate's degree (or higher) **or** pass the HELP assessment and the Paraprofessional Standards Checklist;
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Provides daily instruction of assigned students;
- Assist with the preparation, collection and dissemination of instructional materials'
- Assist with some planning of lessons and judgments related to effective instruction;
- Carries out supervision of students in a prompt and responsible manner to ensure a safe, nurturing, and healthful environment;
- Communicates student progress; confers with classroom teachers in a collaborative model;
- Assist teachers with parent conferences as requested;
- Assist in playground supervision and lunch duty;
- Expected to work on playground in extreme cold weather;
- Coordinate services with other state agencies involved with special program;
- Report to principal and school staff relative to students and/or programs;
- Maintain inventories of special programs materials and equipment;
- Use reproduction equipment, typewriter, audio-visual equipment, computers and instructional machines as needed;
- Complete required forms and reports;
- Maintain records that monitor each student's educational progress;
- Participate in appropriate in-service training;
- Ensure safety of students under supervision'
- Provides disciplinary measures for students under supervision; and
- **Other Duties as Assigned:** This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Alaska's educational system
- Knowledge of the American with Disabilities Act (ADA)
- Must possess an understanding of developmental disabilities
- Empathy for special needs of disabled children and an ability to communicate with physically and mentally disabled students
- Ability to hear and speak to exchange information; dexterity of hands and fingers for operating office equipment, carrying, pushing or lifting classroom equipment and supplies; bending at the

waist; reaching over head, above the shoulders or horizontally to store equipment; and seeing to observe students in classroom activities

- Ability to reach students with respect for their individual and cultural characteristics
- Ability to create a learning environment in which all students are actively engaged
- Excellent oral and written communication skills
- Ability to make sound decisions while exercising thorough judgment
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date

AGSD Exempt Job Description



Position Title: Curriculum Support Coordinator
Reports To: Director - Curriculum and Instruction
Supervises: None
Category: Classified-Exempt

Position Summary: This position reports to and is evaluated by the Director of Curriculum and Instruction. The Curriculum Support Coordinator help with academic and enrichment activities, and assists with coordination of activity/special event preparation at the District and site level as needed. Curriculum Support Coordinator will also provide assistance to students as necessary while they are under adult supervision.

Minimum Qualifications:

- Bachelor's Degree preferred
- Capacity to understand and execute oral and written instructions, to communicate clearly in oral and written form, and to interpret and follow district policies
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities: Including but not limited to:

- Assist with the implementation and instructional support of classroom curriculum
- Works with students to assist and model new program implementations;
- Planning of special events related to district programs;
- Planning of professional development events related to district programs;
- Evaluate program effectiveness and provides recommendations to the Director of Curriculum & Instruction;
- Facilitate student assessment programs, and assist teachers to use student assessment data
- Assist as assigned, the development and implementation of professional development activities;
- Supports AGSD's position of valuing diversity, promoting respect, and maintaining standards of confidentiality; and
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Alaska's educational system
- Strong organizational skills
- Ability to help create a learning environment in which all students are actively engaged
- Ability to use current technology to enhance instruction
- Excellent oral and written communication skills
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility.

The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD exempt employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms outlined in my exempt employment agreement.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date



Position Title: Head Cook
Reports To: Food Services Coordinator
Supervises: Cook I
Skill Area Grouping: Food Service

Position Summary: This position reports to and is evaluated by the Food Services Coordinator. The Cook performs a variety of job functions essential to the successful operation of the local school nutrition program. The job functions include food production; sanitation; safety and security; program regulations and accountability; equipment use and care and professional excellence. The cook works under the supervision of the Food Services Coordinator to provide nutritious food to students and staff. The purpose of the school nutrition program is to provide an environment that supports healthy food habits while maintain program integrity.

Minimum Qualifications:

- High school graduate or equivalent.
- Two years of food service experience in general food preparation, proper food handling, and safety, sanitation, cashiering, and basic record keeping
- Ability to run local school nutrition program in the absence of the program manager
- Must be able to lift fifty pounds waist high
- Must have or obtain a current Food Worker's Card within 15 calendar days of hire
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Performs daily routine tasks to ensure that lunches are prepared on schedule for an estimated number of students in the unit assigned;
- Reviews To Do List immediately upon arrival to acquaint themselves with cafeteria routine, type of services offered, and sequence;
- Inspects daily food delivery, checks ovens, milk coolers, refrigerators, freezer, and all equipment for proper temperatures;
- Reviews food purchases/delivery to assure proper quantity for the day's meal service. If delivery is insufficient for the daily count, makes appropriate corrections from frozen food supply;
- Performs any necessary cleaning and sanitation tasks prior to food preparation;
- Assures regulations pertaining to sanitation and food safety practices are observed and maintained;
- Resolves routine complaints regarding meals served;
- Pans, heats and serves food, washes fruit, makes salads, bakes, receives and inspects all deliveries;
- Responsible for monitoring proper food heating times/temperatures to within the safety zone;
- Responsible for meeting state and federal point of meal service requirements;
- Adheres to department and AGSD practices and procedures;
- May be responsible for monthly food and supply inventories, food orders, production records, and timely submission of any required paperwork to the Food Services Coordinator
- Maintains accurate records of free, reduced, and charged lunches in accordance with department procedures and government requirements;
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of the methods, practices, laws, and regulations relating to proper heating and serving of foods in large quantities
- Knowledge of nutritional value of different foods

- Ability to plan, organize, and supervise the work of others
- Ability to establish and maintain positive and effective working relationships with students, staff, other district personnel, and the public
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date



Position Title: Cook
Reports To: Food Services Coordinator
Supervises: None
Skill Area Grouping: Food Service

Position Summary: This position reports to and is evaluated by the Food Services Coordinator. The Cook performs a variety of job functions essential to the successful operation of the local school nutrition program. The job functions include food production; sanitation; safety and security; program regulations and accountability; equipment use and care and professional excellence. The cook works under the supervision of the Food Services Coordinator to provide nutritious food to students and staff. The purpose of the school nutrition program is to provide an environment that supports healthy food habits while maintain program integrity.

Minimum Qualifications:

- High school graduate
- Two years of food service experience in general food preparation, proper food handling, and safety, sanitation, cashiering, and basic record keeping
- Ability to run local school nutrition program in the absence of the program manager
- Must be able to lift fifty pounds waist high
- Must have or obtain a current Food Worker's Card within 15 calendar days of hire
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Performs daily routine tasks to ensure that lunches are prepared on schedule for an estimated number of students in the unit assigned;
- Reviews To Do List immediately upon arrival to acquaint themselves with cafeteria routine, type of services offered, and sequence;
- Inspects daily food delivery, checks ovens, milk coolers, refrigerators, freezer, and all equipment for proper temperatures;
- Reports any service problems to the Food Services Coordinator;
- Reviews food purchases/delivery to assure proper quantity for the day's meal service. If delivery is insufficient for the daily count, makes appropriate corrections from frozen food supply;
- Performs any necessary cleaning and sanitation tasks prior to food preparation;
- Assures regulations pertaining to sanitation and food safety practices are observed and maintained;
- Resolves routine complaints regarding meals served;
- Pans, heats and serves food, washes fruit, makes salads, bakes, receives and inspects all deliveries;
- Responsible for monitoring proper food heating times/temperatures to within the safety zone;
- Responsible for meeting state and federal point of meal service requirements;
- Adheres to department and AGSD practices and procedures;
- May be responsible for monthly food and supply inventories, food orders, production records, and timely submission of any required paperwork to the Food Services Coordinator
- Maintains accurate records of free, reduced, and charged lunches in accordance with department procedures and government requirements; and
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of the methods, practices, laws, and regulations relating to proper heating and serving of foods in large quantities
- Knowledge of nutritional value of different foods

- Ability to plan, organize, and supervise the work of others
- Ability to establish and maintain positive and effective working relationships with students, staff, other district personnel, and the public
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date



Job Title: Greenhouse Manager
Reports To: Site Administrator
Supervises: None
Skill Area Grouping: Food Service

Position Summary: This position reports to and is evaluated by the Site Administrator. The Greenhouse Manager is responsible for the overall performance of greenhouse production and operations. This includes a high target level of production output while effectively controlling costs and maximizing plant health and quality. The Manager oversees the facilities, propagation, and grow cycles to achieve peak performance.

Minimum Qualifications:

- High School Graduate
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Determine plant growing conditions, such as greenhouses, hydroponics, or natural settings, and set planting and care schedules;
- Select and purchase seeds, plant nutrients, disease control chemicals, and garden and lawn care equipment;
- Determine types and quantities of horticultural plants to be grown, based on budgets, projected sales volumes, and/or executive directives;
- Position and regulate plant irrigation systems, and environmental and irrigation controls;
- Prepare soil for planting, and plant or transplant seeds, bulbs, and cuttings;
- Cut and prune shrubs, flowers, plants and vegetables;
- Explore ways to improve processes for more efficient growth and harvest yields;
- Apply pesticides and fertilizers to plants;
- Maintain breeding records and forecast demand to determine plant populations
- Inspect facilities and equipment for signs of disrepair, and perform necessary maintenance work;
- Provide information to students and staff on the care of shrubs, flowers, plants, and vegetables;
- Negotiate contracts with collaborate with community businesses;
- Coordinate clerical, recordkeeping, inventory, requisitioning, and marketing activities;
- Confer with horticultural personnel in order to plan facility improvements;
- Ensure that operation is compliant with environmental regulations; and
- Other Duties as Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledgeable about the stages of plant life and diseases that may occur
- Ability to establish and maintain positive and effective working relationships with students, staff, other district personnel, and the public
- Ability to make sound decisions while exercising thorough judgment
- Ability to work under pressure with minimal supervision
- Ability to coordinate multiple tasks and prioritize workload
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited

standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name	Signature	Date
-----------------------	-----------	------

Printed Supervisor Name	Signature	Date
-------------------------	-----------	------

AGSD Classified Job Description



Position Title: Pathway Aide
Reports To: Site Administrator & Program Manager
Supervises: None
Skill Area Grouping: Classroom Support

Position Summary: This position reports to and is evaluated by the Site Administrator & Program Manager. The Aide will work with Alaska Gateway School District Pathways program. Pathways is an alternative program within Alaska Gateway School District designed for high school students who are significantly behind in credits for progress toward graduation, or due to significant risk factors, are in danger of dropping out. Aide will monitor course progress, identify issues, provide tutoring and one-on-one assistance. Travel within the district required. Communicates with parents regarding students, as directed by the teacher

Minimum Qualifications:

- High School graduate
- Capacity to understand and execute oral and written instructions, to communicate clearly in oral and written form, and to interpret and follow district policies
- Must have a valid AK driver's license, clean driving record with proof of insurance

Duties and Responsibilities, including but not limited to:

- Collaborates with the certified teacher in order to implement lesson plans;
- Provides daily instruction of students as requested;
- Provides special tutorial assistance as directed by the teacher;
- Work one on one and in small and large groups of assigned students providing learning practice and assistance;
- Implements lesson plans and appropriate student activities;
- Assist with the preparation, collection and dissemination of instructional materials'
- Carries out supervision of students in a prompt and responsible manner to ensure a safe, nurturing, and healthful environment;
- Communicates student progress; confers with classroom teachers in a collaborative model;
- Assist teachers with parent conferences as requested;
- Maintain a professional working relationship with Pathways Coordinator, teachers, students and other staff members;
- Report to principal and school staff relative to students and/or programs;
- Maintain records that monitor each student's educational progress;
- Participate in appropriate in-service training;
- Provides disciplinary measures for students under supervision; and
- Other Duties As Assigned: This job description in no way states or implies that these are the only duties to be performed by the employee in this position. Employees will be required to follow any other job-related instructions, and to perform any other job-related duties as required by authorized personnel

Preferred Knowledge, Skills, and Abilities:

- Knowledge of Alaska's educational system
- Excellent technology skills and ability to learn to use new technologies
- Must be a self-motivated problem solver
- Interact positively and collaboratively with co-workers in a team environment
- Ability to hear and speak to exchange information; dexterity of hands and fingers for operating office equipment, carrying, pushing or lifting classroom equipment and supplies; bending at the waist; reaching over head, above the shoulders or horizontally to store equipment; and seeing to observe students in classroom activities

- Ability to reach students with respect for their individual and cultural characteristics
- Ability to create a learning environment in which all students are actively engaged
- Excellent oral and written communication skills
- Ability to make sound decisions while exercising thorough judgment
- Must be a true team player with an outstanding student service focus
- Must be capable of establishing and maintaining positive working relationships with students, teachers, parents and administrators

Essential Functions of an AGSD employee:

Reasoning Ability: Employee must possess the ability to reason, communicate effectively, remember, problem solve and deal with a variety of concrete and abstract variables in situations where only limited standardization exists. Employee must have the ability to interpret and follow instructions in written, digital, oral, diagram, or schedule form.

Physical Demands: The physical demands described here are representative of those that must be met to successfully perform the essential functions of this job. The employee may be required to sit, stand and walk about a school facility or property. The employee may occasionally need to push equipment carts or lift boxes up to 40 lbs. The employee must be able to use their hands to finger or feel objects, tools, controls, and to be able to reach with hands and arms. They will occasionally be required to climb or balance. The employee must be able to speak, hear, and see well enough to perform their job responsibilities and communicate effectively without reliance on the assistance of another individual. The specific vision abilities required by this job include close vision such as to read handwritten or typed material, and ability to adjust focus, see at a distance, have peripheral vision and depth perception.

Dispositions of a school district professional: AGSD classified employees will possess the dispositions of a school district professional, manifested as a positive attitude about people in general, and specifically about the education profession. Such a disposition will indicate that the employee views their profession with a sense of mission and service and strives to position themselves as both reflective and visionary in their chosen field. The position requires the individual to meet multiple demands from supervisor(s), and to interact positively and professionally with public, peers, and other staff.

*I have read and understand the duties of my position as a _____
with Alaska Gateway School District, and the terms in my Personnel Action Form.*

Printed Employee Name

Signature

Date

Printed Supervisor Name

Signature

Date

To: Regional School Board

Date: April 15th, 2019

From: Superintendent's Office

Agenda Item: 5

Issue: Summer Maintenance Plan

Background Information

Work this year will focus on finishing up projects from last year, focusing on preventative maintenance and efficiency projects, continuing work on facilities upgrades off the enclosed proposed worklist, and doing basic safety upgrades per enclosed AGSD Risk Management Report from AMLJIA.

Last year the district hired an additional 6-persons for the summer work crew to work with our year-round employees, at a cost of \$167,229. Some staff were outstanding. They were skilled at their jobs and exhibited high workplace practices. But overall there was a problem getting and keeping quality competent crew who were able to do the work that they were asked. Our summer student work program also provided opportunities for 4 high school students who worked all summer with our crew, at a cost of \$15,895, which we intend to continue. There will be some work for students (under supervision) at our more remote sites as well, for example Eagle and Mentasta.

We currently have 5 staff, including the Director, to maintain and service 7 wide spread facilities that make up over 250,000 square feet of buildings. In the summer this jumps to 15+ staff, for approximately 4+ months (Mid-May to end of Sept) to get the required work done. Our plan this summer is to hire one skilled temporary crew (approx. \$20K), and a full-time year-round employee (approx. \$80K), which will save the district about \$50K this summer in wages over last year, as follows:

- | | |
|----------------------------------|-----------------------------|
| • Director | • Maintenance Tech |
| • Biomass & Project Manager | • Maintenance Tech (NP) |
| • Assistant Maintenance Director | • Temporary Summer Crew (1) |
| • Maintenance Tech | • Student Workers (4-5) |

The approach we are planning this year will not only save money in the long term, but will result in the long-term benefits being to access and keep higher quality workers able to work throughout the year, reducing the need for big maintenance projects, and be cross trained in various aspects of the district's operations, including the Biomass project. This will reduce over all district costs through completion of PM's, long term improvements of our facilities, and improve the quality, moral and longevity of our workforce. Total wages this summer will run approximately \$280K, as opposed to last summer's total wage costs of \$329, 602

Administrative Recommendation:

Approve the 2019 Summer Maintenance Plan as recommended.

2019 Draft Summer Project List

*All locations will have Fire and Basic Safety items that will be addressed in the summer, as identified in the AML-JIA March 2019 Risk Management Report. These items include exit devices, emergency devices, all doors need to be looked at and adjusted, and general housekeeping items.

It should be noted that this is a tentative list. Information is coming in from site administration, regarding their needs. A priority determination will be made for each project as summer planning continues.

				Job Number	Labor ¹	Materials
Northway				04-		
		School	Replace glycol	04-001		
			Redo floor in concession area off of gym	04-002		
			Investigate possible section leak on boiler 1	04-003		
			Add chips to playground	04-004		
			Re-finish gym floor	04-005		
			Locate kitchen drain low spot, grade properly, and support	04-006		
			Flush water heater with acid	04-007		
			Grounds Keeping			
		School Apartments	Finish Bathroom			
			Finish entries			
		Duplex	Water loop/heat loop to duplex			
			Move and fence duplex fuel tanks			
			Containment berm at duplex			
			Containment berm on fuel tanks			
		Garage	Fence garage fuel tank			
			Fix tractor			
Tetlin				07-		
		School	Replace glycol	07-001		
			Re-pack valves on heating system	07-002		
			Install new stove and piping for stove	07-003		
			Replace fuel filters on boilers and basic checks			
			Re-finish gym floor			
			Make changes to waterline routing in first classroom			
		Housing	Containment berm at housing fuel tanks			
			Fencing on housing fuel tanks			
Mentasta				03-		
		School	Treat glycol			
			Add Science room tables			
			Add BTU meter to bio loop			
			Add sensors to heat loop from bio			
			Replace fuel filters and basic checks on boilers			
			Replace dielectric unions on AHU3 coil			
			Help make changes to bio system			
			Re-finish gym floor			
			Grounds Keeping			
Tanacross				06-		
		School	Anodes/flush/acid water heater			
			Repair roof flashing around cook stove hood			
			Remove old water heater			
			Straighten flagpole			
			Re-work furnace controls			
			Replace furnace fuel filters			
			Rework furnace controls			

			paint and replace rotten trim			
			convert lighting to LED			
			Re-finish gym floor			
			Redo fence on end of fuel tank			
			Grounds Keeping			
				Job Number	Labor¹	Materials
Dot Lake				02-		
		School	Treat glycol			
			Replace fuel filters and basic checks on boilers			
			Re-finish gym floor			
			Grounds Keeping			
Eagle				01-		
		School	Replace glycol			
			Anodes, acid and flush water heater			
			Replace fuel filters on boiler and or water heater basic checks			
			Add exterior electrical circuits for cars			
			Replace sewer line under building			
			Re-finish gym floor			
			Repair Fire alarm panel			
			Grounds Keeping			
		Garage	Fix garage wiring			
			Add heat loop			
Maintenance/CO/BR				08-		
			touchup and general repair to interior of CO and BR			
			organize modular and exterior grounds			
			re-shingle roof on CO			
			Fix fence behind maintenance			
			Blow more insulation in Maintenance attic			
Biomass			Shroud Fans	05-521-		
			Add another condensor			
			Pour second conex foundation			
			set and wire connex #2			
			Fuel tank containment			
			Rebuild inside of boiler			
			Add BTU meter to biomass			
			Organize and label conex shelves			
			Asphalt near fill station			
			Fix boiler room air intake			
			Add motion sensor lights to bio doors			
			Fix lights in fuel bin (control on them is weird)			
			Disassemble old pipe parts and organize into conex			
			service air compressors			
			Add small heat exchanger for equipment warm up			
			Remove and replace section of fence that isn't installed correctly			
			Service backup generator			
			Buy semi truck			
			Buy shear			
			Instal security cameras on biomass building			
			fuel procurement			
			Repair pump VFD that is overheating			
			Disassemble pump that is running loud and troubleshoot			
			Disassemble sight glass structure and clean/repair			

		Fix secondary low water probe at top of boiler			
		Add gauges to outside condenser loop/increase expansion tank size			
		Weld up service ladder/or stairs for esp			
		Fix and try to relocate inaccessible ceiling lights in turbine room			
		Add more pipe supports on engine piping			
		Change and rework biomass septic tank			
		One unit heater in turbine room has quit			
		Repair condensor leak			
		Annual on loader			
		Annual on excavator			
		Annual on chipper and install a new set of teeth			
		Annual on bobcat			
			Job Number	Labor¹	Materials
		Fix dump truck electrical problem			
		Stir waste farm gravel piles every two weeks			
		Change power source for greenhouse to run on backup generator			
		Change engine alarms			
Tok School		Re-locate where the HR loop pulls glycol from	05-		
		Insulate ducts that leak cold air into Cathy's, Rob's, Tish's room			
		Build tire racks in conex			
		service air compressors			
		Refinish all exterior doors			
		Grease bleachers in gym			
		Fix movable stage or replace			
		replace glycol in heating system			
		Replace rotten timbers on playground (consider eliminating)			
		repair generator transfer switch			
		fix domestic water pump1			
		Replace fill chips on playground			
		repair and add cross country trails			
		recarpet a few rooms			
		Check hardware on playground equipment			
		replace dead vfds for exhaust air			
		Grounds maintenance and landscaping			
		Grade parking lot			
		Install permanent archery curtain wire supports			
		repair and raise library roll doors			
		paint walls and ceilings in gym locker rooms			
		paint walls and ceilings in entries			
		Vehicle plug ins at front of building			
		Build landscape shed and consolidate landscape tools			
		Add van plug in's inside fenced biomass yard			
		Recarpet entries by locker rooms			
		New fire system			
		Repair glycol pump vfd			
		Food service structure			
		Grounds Keeping			
Multipurpose		Make minor route changes to heat loop	05-		
		Add rubber matting to floors and walkways to rink			
		Repair or replace doors in locker room			
		add heat to team boxes			
		add heat to bleacher area			
		Design or install radiant overhead heat for bleachers			
Zam Garage		Finish heat and water loop to zam garage			
		Install security cameras on four corners of rink			

			Fence fuel tank			
			Fuel tank containment			
			Remove and sell old carpet in Zam conex			
			Blow more insulation into Zam garage ceiling			
Greenhouse			Build larger hydroponic unit			
			Replace two small unit heaters with large ones			
			Replace plastic			
			add ventilation			
			Pre-heat water tank			
			Add toilet to process building utility room			
¹ = Labor calculated at \$30 per hour						



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLAVY

Department of Public Safety

DIVISION OF FIRE AND LIFE SAFETY
Life Safety Inspections Bureau - Fairbanks

1979 Feger Road
Fairbanks, Alaska 99709-5257
Main: 907.451.5214
Fax: 907.451.5215

March 28, 2019

Wade Boney
P.O. Box 226
Tok, Alaska 99780

SUBJECT: Dot Lake School Complex
CITY: Alaska Gateway School District
OCCUPANCY: E
PLAN REVIEW: 2007F-091-30845 INSPECTION: 40024
INSPECTOR: Kyle Carrington DATE: March 27, 2019
2012 INTERNATIONAL BUILDING AND FIRE CODE

NOTIFICATION OF FIRE HAZARD AND ORDER TO CORRECT

Dear Wade Boney:

A Fire and Life Safety Inspection was conducted in the above subject facility on March 27, 2019.

Correction of the violations listed on the following page(s) must begin immediately. Your written certification of compliance must be forwarded to this office by April 26, 2019.

Enclosed for your information is a copy of Alaska Statute 18.70.100 and Title 13, Alaska Administrative Code, Chapter 50, Section 070.

If you have any questions regarding this matter, please contact our office at the address above.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kyle Carrington".

Kyle Carrington
Deputy Fire Marshal

The following items are violations of State Fire and Life Safety Regulations and must be corrected in the time and manner specified below:

1. No annual service tag available. Provide evidence of an inspection within the last year, or have annually serviced. Sprinkler room. (AS AMENDED) Fire detection, alarm, and extinguishing systems, mechanical smoke exhaust systems, and smoke and heat vents shall be maintained in an operative condition at all times, and shall be replaced or repaired where defective. Nonrequired fire protection systems and equipment shall be inspected, tested and maintained or removed. Superseding other code or standard requirements established by this section, fire protection systems and fire extinguishers must be inspected, tested, and serviced as follows: 1. Annually; Exception: Standpipe systems must be inspected, tested, and serviced every five years; 2. After any use or activation; 3. Any time damage is found; 4. After repair or alteration; 5. When required by the fire code official; and 6. After a seasonal shutdown. Reports of inspections and tests must be maintained on the premises, and within 30 days after the inspection or test being completed, a copy of the test report must be forwarded by the person conducting the inspection or test to the fire code official. The annual fire extinguisher testing may be performed by any person who has a valid permit in accordance with 13 AAC 50.030(h). IFC. 901.6.
2. Replace exit signs in the building that are expired and/or non-functioning. Throughout. CODE: Exits and exit access doors shall be marked by an approved exit sign readily visible from any direction of egress travel. The path of egress travel to exits and within exits shall be marked by readily visible exit signs to clearly indicate the direction of egress travel in cases where the exit or the path of egress travel is not immediately visible to the occupants. Intervening means of egress doors within exits shall be marked by exit signs. Exit sign placement shall be such that no point in an exit access corridor or exit passageway is more than 100 feet (30 480 mm) or the listed viewing distance for the sign, whichever is less, from the nearest visible exit sign. Exceptions: 1. Exit signs are not required in rooms or areas that require only one exit or exit access. 2. Main exterior exit doors or gates that are obviously and clearly identifiable as exits need not have exit signs where approved by the fire code official. 3. Exit signs are not required in occupancies in Group U and individual sleeping units or dwelling units in Group R-1, R-2 or R-3. 4. Exit signs are not required in dayrooms, sleeping rooms or dormitories in occupancies in Group I-3. 5. In occupancies in Groups A-4 and A-5, exit signs are not required on the seating side of vomitories or openings into seating areas where exit signs are provided in the concourse that are readily apparent from the vomitories. Egress lighting is provided to identify each vomitory or opening within the seating area in an emergency. IFC. 1011.1.
3. Surge protectors shall be plugged directly into an outlet. Reconfigure wiring to remove the extension cord between the outlet and the surge protector. Networking room. CODE: Relocatable power taps shall be directly connected to a permanently installed receptacle IFC. 605.4.2.

APPEAL RIGHTS
Title 13 Alaska Administrative Code
Chapter 50, Section 070 (e)

(e) If an order is made by the state fire marshal or his or her authorized representative, the owner within seven days after receiving the order , file a written appeal to the state fire marshal who will, within 10 days after he or she receives the appeal, review the order and file his or her written decision. The order must be complied with within the time specified in the order unless the state fire marshal revokes the order. The state fire marshal's decision on an appeal under this subsection is a final order of the Department of Public Safety for purposes of AS 18.70. 100. (In effect before 7/28/59; am 6/25/69, Reg. 30; am 2/21/71, Reg. 37; am 1/14/81, Reg. 77)

Sec. 18.70.100. VIOLATION. (a) A person who violates any provision of AS 18.70.010 -- 18.70.100, 18.70.300 -- 18.70.310, or a regulation adopted under those sections, or who fails to comply with an order issued under AS 18.70.010 -- 18.70.100 or 18.70.300 -- 18.70.310 is guilty of a class B misdemeanor. When not otherwise specified, each 10 days that the violation or noncompliance continues is a separate offense.

(b) A person aggrieved by a final order may appeal to the superior court within 30 days after the issuance of the final order. Filing of the appeal does not excuse noncompliance with the order. The court may stay the operation of the order on those terms relating to bonding or other matters that the court finds proper. A stay may not be granted or continued if the court finds that it is against the public interest. (Subsection 10 ch 66 SLA 1955; added by Subsection 1 ch 113 SLA 1957; am Subsection 2 ch 120 SLA 1990)



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNN

Department of Public Safety

DIVISION OF FIRE AND LIFE SAFETY
Life Safety Inspections Bureau - Fairbanks

1979 Peger Road
Fairbanks, Alaska 99709-5257
Main: 907.451.5214
Fax: 907.451.5215

March 28, 2019

Wade Boney
P.O. Box 226
Tok, Alaska 99780

SUBJECT: Mentasta Lake: Katie John School Complex
CITY: Alaska Gateway School District
OCCUPANCY: E
PLAN REVIEW: 2007F-090-30853 INSPECTION: 40026
INSPECTOR: Kyle Carrington DATE: March 27, 2019
2012 INTERNATIONAL BUILDING AND FIRE CODE

NOTIFICATION OF FIRE HAZARD AND ORDER TO CORRECT

Dear Wade Boney:

A Fire and Life Safety Inspection was conducted in the above subject facility on March 27, 2019.

Correction of the violations listed on the following page(s) must begin immediately. Your written certification of compliance must be forwarded to this office by April 26, 2019.

Enclosed for your information is a copy of Alaska Statute 18.70.100 and Title 13, Alaska Administrative Code, Chapter 50, Section 070.

If you have any questions regarding this matter, please contact our office at the address above.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kyle Carrington".

Kyle Carrington
Deputy Fire Marshal

The following items are violations of State Fire and Life Safety Regulations and must be corrected in the time and manner specified below:

1. Emergency lights to provide illumination. Repair or replace. Main/kitchen hallway, wherever applicable. CODE: The power supply for means of egress illumination shall normally be provided by the premises' electrical supply. In the event of power supply failure, an emergency electrical system shall automatically illuminate all of the following areas: 1. Aisles and unenclosed egress stairways in rooms and spaces that require two or more means of egress. 2. Corridors, interior exit stairways and ramps and exit passageways in buildings required to have two or more exits. 3. Exterior egress components at other than their levels of exit discharge until exit discharge is accomplished for buildings required to have two or more exits. 4. Interior exit discharge elements, as permitted in Section 1027.1, in buildings required to have two or more exits. 5. Exterior landings as required by Section 1008.1.6 for exit discharge doorways in buildings required to have two or more exits. The emergency power system shall provide power for a duration of not less than 90 minutes and shall consist of storage batteries, unit equipment or an on-site generator. The installation of the emergency power system shall be in accordance with Section 604. IFC. 1006.3.
2. No service tag available. Provide documentation of inspection within the last year, or have the system annually serviced. Sprinkler Room. (AS AMENDED) Fire detection, alarm, and extinguishing systems, mechanical smoke exhaust systems, and smoke and heat vents shall be maintained in an operative condition at all times, and shall be replaced or repaired where defective. Nonrequired fire protection systems and equipment shall be inspected, tested and maintained or removed. Superseding other code or standard requirements established by this section, fire protection systems and fire extinguishers must be inspected, tested, and serviced as follows: 1. Annually; Exception: Standpipe systems must be inspected, tested, and serviced every five years; 2. After any use or activation; 3. Any time damage is found; 4. After repair or alteration; 5. When required by the fire code official; and 6. After a seasonal shutdown. Reports of inspections and tests must be maintained on the premises, and within 30 days after the inspection or test being completed, a copy of the test report must be forwarded by the person conducting the inspection or test to the fire code official. The annual fire extinguisher testing may be performed by any person who has a valid permit in accordance with 13 AAC 50.030(h). IFC. 901.6.
3. Excessive grease accumulation on grease filters. Clean. Kitchen. CODE: If during the inspection it is found that hoods, grease-removal devices, fans, ducts or other appurtenances have an accumulation of grease, such components shall be cleaned. IFC. 609.3.3.2

APPEAL RIGHTS
Title 13 Alaska Administrative Code
Chapter 50, Section 070 (e)

(e) If an order is made by the state fire marshal or his or her authorized representative, the owner within seven days after receiving the order, file a written appeal to the state fire marshal who will, within 10 days after he or she receives the appeal, review the order and file his or her written decision. The order must be complied with within the time specified in the order unless the state fire marshal revokes the order. The state fire marshal's decision on an appeal under this subsection is a final order of the Department of Public Safety for purposes of AS 18.70. 100. (In effect before 7/28/59; am 6/25/69, Reg. 30; am 2/21/71, Reg. 37; am 1/14/81, Reg. 77)

Alaska Statute Section 18.70.100

Sec. 18.70.100. VIOLATION. (a) A person who violates any provision of AS18.70.010 -- 18.70.100, 18.70.300 -- 18.70.310, or a regulation adopted under those sections, or who fails to comply with an order issued under AS 18.70.010 -- 18.70.100 or 18.70.300 -- 18.70.310 is guilty of a class B misdemeanor. When not otherwise specified, each 10 days that the violation or noncompliance continues is a separate offense.

(b) A person aggrieved by a final order may appeal to the superior court within 30 days after the issuance of the final order. Filing of the appeal does not excuse noncompliance with the order. The court may stay the operation of the order on those terms relating to bonding or other matters that the court finds proper. A stay may not be granted or continued if the court finds that it is against the public interest. (Subsection 10 ch 66 SLA 1955; added by Subsection 1 ch 113 SLA 1957; am Subsection 2 ch 120 SLA 1990)



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNELAVY

Department of Public Safety

DIVISION OF FIRE AND LIFE SAFETY
Life Safety Inspections Bureau - Fairbanks

1979 Peger Road
Fairbanks, Alaska 99709-5257
Main: 907.451.5214
Fax: 907.451.5215

March 28, 2019

Wade Boney
P.O. Box 226
Tok, Alaska 99780

SUBJECT: Northway: Walter Northway School Complex
CITY: Alaska Gateway School District
OCCUPANCY: E-1
PLAN REVIEW: 1985A-118-30856 INSPECTION: 40029
INSPECTOR: Kyle Carrington DATE: March 19, 2019
2012 INTERNATIONAL BUILDING AND FIRE CODE

NOTIFICATION OF FIRE HAZARD AND ORDER TO CORRECT

Dear Wade Boney:

A Fire and Life Safety Inspection was conducted in the above subject facility on March 19, 2019.

Correction of the violations listed on the following page(s) must begin immediately. Your written certification of compliance must be forwarded to this office by April 18, 2019.

Enclosed for your information is a copy of Alaska Statute 18.70.100 and Title 13, Alaska Administrative Code, Chapter 50, Section 070.

If you have any questions regarding this matter, please contact our office at the address above.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kyle Carrington".

Kyle Carrington
Deputy Fire Marshal

The following items are violations of State Fire and Life Safety Regulations and must be corrected in the time and manner specified below:

1. Surge protectors shall be plugged directly into an outlet. Reconfigure wiring to avoid "daisy chaining". Library computer table (x3). CODE: Re-locatable power taps shall be directly connected to a permanently installed receptacle IFC. 605.4.2.
2. Emergency lights to provide illumination. Repair or replace. Boys locker room, Hallway, Classroom 1, Classroom 2, Sensory Room, throughout. CODE: The power supply for means of egress illumination shall normally be provided by the premises' electrical supply. In the event of power supply failure, an emergency electrical system shall automatically illuminate all of the following areas: 1. Aisles and unenclosed egress stairways in rooms and spaces that require two or more means of egress. 2. Corridors, interior exit stairways and ramps and exit passageways in buildings required to have two or more exits. 3. Exterior egress components at other than their levels of exit discharge until exit discharge is accomplished for buildings required to have two or more exits. 4. Interior exit discharge elements, as permitted in Section 1027.1, in buildings required to have two or more exits. 5. Exterior landings as required by Section 1008.1.6 for exit discharge doorways in buildings required to have two or more exits. The emergency power system shall provide power for a duration of not less than 90 minutes and shall consist of storage batteries, unit equipment or an on-site generator. The installation of the emergency power system shall be in accordance with Section 604. IFC. 1006.3.
3. Exit signs shall be internally illuminated. Repair or replace. Hallway, throughout. CODE: Exits and exit access doors shall be marked by an approved exit sign readily visible from any direction of egress travel. The path of egress travel to exits and within exits shall be marked by readily visible exit signs to clearly indicate the direction of egress travel in cases where the exit or the path of egress travel is not immediately visible to the occupants. Intervening means of egress doors within exits shall be marked by exit signs. Exit sign placement shall be such that no point in an exit access corridor or exit passageway is more than 100 feet (30 480 mm) or the listed viewing distance for the sign, whichever is less, from the nearest visible exit sign. Exceptions: 1. Exit signs are not required in rooms or areas that require only one exit or exit access. 2. Main exterior exit doors or gates that are obviously and clearly identifiable as exits need not have exit signs where approved by the fire code official. 3. Exit signs are not required in occupancies in Group U and individual sleeping units or dwelling units in Group R-1, R-2 or R-3. 4. Exit signs are not required in dayrooms, sleeping rooms or dormitories in occupancies in Group I-3. 5. In occupancies in Groups A-4 and A-5, exit signs are not required on the seating side of vomitories or openings into seating areas where exit signs are provided in the concourse that are readily apparent from the vomitories. Egress lighting is provided to identify each vomitory or opening within the seating area in an emergency. IFC. 1011.1.

APPEAL RIGHTS
Title 13 Alaska Administrative Code
Chapter 50, Section 070 (e)

(e) If an order is made by the state fire marshal or his or her authorized representative, the owner within seven days after receiving the order, file a written appeal to the state fire marshal who will, within 10 days after he or she receives the appeal, review the order and file his or her written decision. The order must be complied with within the time specified in the order unless the state fire marshal revokes the order. The state fire marshal's decision on an appeal under this subsection is a final order of the Department of Public Safety for purposes of AS 18.70. 100. (In effect before 7/28/59; am 6/25/69, Reg. 30; am 2/21/71, Reg. 37; am 1/14/81, Reg. 77)

Alaska Statute Section 18.70.100

Sec. 18.70.100. VIOLATION. (a) A person who violates any provision of AS18.70.010 -- 18.70.100, 18.70.300 -- 18.70.310, or a regulation adopted under those sections, or who fails to comply with an order issued under AS 18.70.010 -- 18.70.100 or 18.70.300 -- 18.70.310 is guilty of a class B misdemeanor. When not otherwise specified, each 10 days that the violation or noncompliance continues is a separate offense.

(b) A person aggrieved by a final order may appeal to the superior court within 30 days after the issuance of the final order. Filing of the appeal does not excuse noncompliance with the order. The court may stay the operation of the order on those terms relating to bonding or other matters that the court finds proper. A stay may not be granted or continued if the court finds that it is against the public interest. (Subsection 10 ch 66 SLA 1955; added by Subsection 1 ch 113 SLA 1957; am Subsection 2 ch 120 SLA 1990)



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLEAVY

Department of Public Safety

DIVISION OF FIRE AND LIFE SAFETY
Life Safety Inspections Bureau - Fairbanks

1979Pager Road
Fairbanks, Alaska 99709-5257
Main: 907.451.5214
Fax: 907.451.5215

March 28, 2019

Wade Boney
P.O. Box 226
Tok, Alaska 99780

SUBJECT: Tanacross School Complex
CITY: Alaska Gateway School District
OCCUPANCY: E
PLAN REVIEW: 1982F-055-30849 INSPECTION: 40025
INSPECTOR: Kyle Carrington DATE: March 27, 2019
2012 INTERNATIONAL BUILDING AND FIRE CODE

NOTIFICATION OF FIRE HAZARD AND ORDER TO CORRECT

Dear Wade Boney:

A Fire and Life Safety Inspection was conducted in the above subject facility on March 27, 2019.

Correction of the violations listed on the following page(s) must begin immediately. Your written certification of compliance must be forwarded to this office by April 26, 2019.

Enclosed for your information is a copy of Alaska Statute 18.70.100 and Title 13, Alaska Administrative Code, Chapter 50, Section 070.

If you have any questions regarding this matter, please contact our office at the address above.

Sincerely,

A handwritten signature in blue ink that reads "Kyle Carrington".

Kyle Carrington
Deputy Fire Marshal

The following items are violations of State Fire and Life Safety Regulations and must be corrected in the time and manner specified below:

1. No service tag available. Provide documentation of an inspection within the last year, or have the system annually serviced. Sprinkler Room. (AS AMENDED) Fire detection, alarm, and extinguishing systems, mechanical smoke exhaust systems, and smoke and heat vents shall be maintained in an operative condition at all times, and shall be replaced or repaired where defective. Nonrequired fire protection systems and equipment shall be inspected, tested and maintained or removed. Superseding other code or standard requirements established by this section, fire protection systems and fire extinguishers must be inspected, tested, and serviced as follows: 1. Annually; Exception: Standpipe systems must be inspected, tested, and serviced every five years; 2. After any use or activation; 3. Any time damage is found; 4. After repair or alteration; 5. When required by the fire code official; and 6. After a seasonal shutdown. Reports of inspections and tests must be maintained on the premises, and within 30 days after the inspection or test being completed, a copy of the test report must be forwarded by the person conducting the inspection or test to the fire code official. The annual fire extinguisher testing may be performed by any person who has a valid permit in accordance with 13 AAC 50.030(h). IFC. 901.6.
2. Cover plate required on open junction box. Furnace Room. CODE: Identified electrical hazards shall be abated. Identified hazardous electrical conditions in permanent wiring shall be brought to the attention of the responsible code official. Electrical wiring, devices, appliances and other equipment that is modified or damaged and constitutes an electrical shock or fire hazard shall not be used. IFC. 605.1
3. Emergency lights to provide illumination, repair or replace. Hallway, Office, throughout where necessary. CODE: The power supply for means of egress illumination shall normally be provided by the premises' electrical supply. In the event of power supply failure, an emergency electrical system shall automatically illuminate all of the following areas: 1. Aisles and unenclosed egress stairways in rooms and spaces that require two or more means of egress. 2. Corridors, interior exit stairways and ramps and exit passageways in buildings required to have two or more exits. 3. Exterior egress components at other than their levels of exit discharge until exit discharge is accomplished for buildings required to have two or more exits. 4. Interior exit discharge elements, as permitted in Section 1027.1, in buildings required to have two or more exits. 5. Exterior landings as required by Section 1008.1.6 for exit discharge doorways in buildings required to have two or more exits. The emergency power system shall provide power for a duration of not less than 90 minutes and shall consist of storage batteries, unit equipment or an on-site generator. The installation of the emergency power system shall be in accordance with Section 604. IFC. 1006.3.
4. Exterior exit stuck, repair to ensure clear and unobstructed egress. Pre-School. The path of egress travel along a means of egress shall not be interrupted by any building element other than a means of egress component as specified in this chapter. Obstructions shall not be placed in the required width of a means of egress except projections permitted by this chapter. The required capacity of a means of egress system shall not be diminished along the path of egress travel. IFC. 1003.6.
5. Remove combustible storage to provide 24" clearance between combustible materials and the ceiling. Pre-School Room. CODE: Storage shall be maintained 2 feet (610 mm) or more below the ceiling in nonsprinklered areas of buildings or a minimum of 18 inches (457 mm) below sprinkler head deflectors in sprinklered areas of buildings. IFC. 315.3.1

within seven days after receiving the order , file a written appeal to the state fire marshal who will, within 10 days after he or she receives the appeal, review the order and file his or her written decision. The order must be complied with within the time specified in the order unless the state fire marshal revokes the order. The state fire marshal's decision on an appeal under this subsection is a final order of the Department of Public Safety for purposes of AS 18.70.100. (In effect before 7/28/59; am 6/25/69, Reg. 30; am 2/21/71, Reg. 37; am 1/14/81, Reg. 77)

Alaska Statute Section 18.70.100

Sec. 18.70.100. VIOLATION. (a) A person who violates any provision of AS 18.70.010 -- 18.70.100, 18.70.300 -- 18.70.310, or a regulation adopted under those sections, or who fails to comply with an order issued under AS 18.70.010 -- 18.70.100 or 18.70.300 -- 18.70.310 is guilty of a class B misdemeanor. When not otherwise specified, each 10 days that the violation or noncompliance continues is a separate offense.

(b) A person aggrieved by a final order may appeal to the superior court within 30 days after the issuance of the final order. Filing of the appeal does not excuse noncompliance with the order. The court may stay the operation of the order on those terms relating to bonding or other matters that the court finds proper. A stay may not be granted or continued if the court finds that it is against the public interest. (Subsection 10 ch 66 SLA 1955; added by Subsection 1 ch 113 SLA 1957; am Subsection 2 ch 120 SLA 1990)



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLEAVY

Department of Public Safety

DIVISION OF FIRE AND LIFE SAFETY
Life Safety Inspections Bureau - Fairbanks

1979 Peger Road
Fairbanks, Alaska 99709-5257
Main: 907.451.5214
Fax: 907.451.5215

March 28, 2019

Wade Boney
P.O. Box 226
Tok, Alaska 99780

SUBJECT: Tetlin School Complex
CITY: Alaska Gateway School District
OCCUPANCY: E
PLAN REVIEW: 2005A-561-30855 INSPECTION: 40028
INSPECTOR: Kyle Carrington DATE: March 19, 2010
2012 INTERNATIONAL BUILDING AND FIRE CODE

NOTIFICATION OF FIRE HAZARD AND ORDER TO CORRECT

Dear Wade Boney:

A Fire and Life Safety Inspection was conducted in the above subject facility on March 19, 2010.

Correction of the violations listed on the following page(s) must begin immediately. Your written certification of compliance must be forwarded to this office by April 18, 2010.

Enclosed for your information is a copy of Alaska Statute 18.70.100 and Title 13, Alaska Administrative Code, Chapter 50, Section 070.

If you have any questions regarding this matter, please contact our office at the address above.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kyle Carrington".

Kyle Carrington
Deputy Fire Marshal

The following items are violations of State Fire and Life Safety Regulations and must be corrected in the time and manner specified below:

1. Combustible storage (boxes, etc) need to be re-configured to provide 24" of clearance from the ceiling. Village food storage room. CODE: Storage shall be maintained 2 feet (610 mm) or more below the ceiling in nonsprinklered areas of buildings or a minimum of 18 inches (457 mm) below sprinkler head deflectors in sprinklered areas of buildings. IFC. 315.3.1
2. Excessive combustible (appears to be seasonal) storage in the upstairs mechanical room. Remove combustible materials. Upstairs mechanical room. CODE: Combustible material shall not be stored in boiler rooms, mechanical rooms or electrical equipment rooms. IFC. 315.3.3
3. Emergency lights shall provide illumination. Repair or replace. Gym. CODE: The power supply for means of egress illumination shall normally be provided by the premises' electrical supply. In the event of power supply failure, an emergency electrical system shall automatically illuminate all of the following areas: 1. Aisles and unenclosed egress stairways in rooms and spaces that require two or more means of egress. 2. Corridors, interior exit stairways and ramps and exit passageways in buildings required to have two or more exits. 3. Exterior egress components at other than their levels of exit discharge until exit discharge is accomplished for buildings required to have two or more exits. 4. Interior exit discharge elements, as permitted in Section 1027.1, in buildings required to have two or more exits. 5. Exterior landings as required by Section 1008.1.6 for exit discharge doorways in buildings required to have two or more exits. The emergency power system shall provide power for a duration of not less than 90 minutes and shall consist of storage batteries, unit equipment or an on-site generator. The installation of the emergency power system shall be in accordance with Section 604. IFC. 1006.3.
4. Surge protectors shall be plugged directly into an outlet. Reconfigure wiring to avoid "daisy chaining". Class 3, Class 4. CODE: Re-locatable power taps shall be directly connected to a permanently installed receptacle IFC. 605.4.2.
5. Left main door is very difficult to open. Gym exit - gym door blocked, clutter in hallway between gym and exit, chairs blocking exterior exit landing. Remove obstacles to ensure egress. Main door, Gym exit. The path of egress travel along a means of egress shall not be interrupted by any building element other than a means of egress component as specified in this chapter. Obstructions shall not be placed in the required width of a means of egress except projections permitted by this chapter. The required capacity of a means of egress system shall not be diminished along the path of egress travel. IFC. 1003.6.

APPEAL RIGHTS
Title 13 Alaska Administrative Code
Chapter 50, Section 070 (e)

(e) If an order is made by the state fire marshal or his or her authorized representative, the owner within seven days after receiving the order , file a written appeal to the state fire marshal who will, within 10 days after he or she receives the appeal, review the order and file his or her written decision. The order must be complied with within the time specified in the order unless the state fire marshal revokes the order. The state fire marshal's decision on an appeal under this subsection is a final order of the Department of Public Safety for purposes of AS 18.70. 100. (In effect before 7/28/59; am 6/25/69, Reg. 30; am 2/21/71, Reg. 37; am 1/14/81, Reg. 77)

Alaska Statute Section 18.70.100

Sec. 18.70.100. VIOLATION. (a) A person who violates any provision of AS18.70.010 -- 18.70.100, 18.70.300 -- 18.70.310, or a regulation adopted under those sections, or who fails to comply with an order issued under AS 18.70.010 -- 18.70.100 or 18.70.300 -- 18.70.310 is guilty of a class B misdemeanor. When not otherwise specified, each 10 days that the violation or noncompliance continues is a separate offense.

(b) A person aggrieved by a final order may appeal to the superior court within 30 days after the issuance of the final order. Filing of the appeal does not excuse noncompliance with the order. The court may stay the operation of the order on those terms relating to bonding or other matters that the court finds proper. A stay may not be granted or continued if the court finds that it is against the public interest. (Subsection 10 ch 66 SLA 1955; added by Subsection 1 ch 113 SLA 1957; am Subsection 2 ch 120 SLA 1990)



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNELAVY

Department of Public Safety

DIVISION OF FIRE AND LIFE SAFETY
Life Safety Inspections Bureau - Fairbanks

1979 Peger Road
Fairbanks, Alaska 99709-5257
Main: 907.451.5214
Fax: 907.451.5215

March 28, 2019

Wade Boney
P.O. Box 226
Tok, Alaska 99780

SUBJECT: Tok School Complex
CITY: Alaska Gateway School District
OCCUPANCY: E-1, A-2
PLAN REVIEW: 1998-F-090-30851 INSPECTION: 40027
INSPECTOR: Kyle Carrington DATE: March 19, 2019
2012 INTERNATIONAL BUILDING AND FIRE CODE

NOTIFICATION OF FIRE HAZARD AND ORDER TO CORRECT

Dear Wade Boney:

A Fire and Life Safety Inspection was conducted in the above subject facility on March 19, 2019.

Correction of the violations listed on the following page(s) must begin immediately. Your written certification of compliance must be forwarded to this office by April 18, 2019.

Enclosed for your information is a copy of Alaska Statute 18.70.100 and Title 13, Alaska Administrative Code, Chapter 50, Section 070.

If you have any questions regarding this matter, please contact our office at the address above.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kyle Carrington".

Kyle Carrington
Deputy Fire Marshal

The following items are violations of State Fire and Life Safety Regulations and must be corrected in the time and manner specified below:

1. Exit signs throughout the building are expired. Replace. Throughout. CODE: Exits and exit access doors shall be marked by an approved exit sign readily visible from any direction of egress travel. The path of egress travel to exits and within exits shall be marked by readily visible exit signs to clearly indicate the direction of egress travel in cases where the exit or the path of egress travel is not immediately visible to the occupants. Intervening means of egress doors within exits shall be marked by exit signs. Exit sign placement shall be such that no point in an exit access corridor or exit passageway is more than 100 feet (30 480 mm) or the listed viewing distance for the sign, whichever is less, from the nearest visible exit sign. Exceptions: 1. Exit signs are not required in rooms or areas that require only one exit or exit access. 2. Main exterior exit doors or gates that are obviously and clearly identifiable as exits need not have exit signs where approved by the fire code official. 3. Exit signs are not required in occupancies in Group U and individual sleeping units or dwelling units in Group R-1, R-2 or R-3. 4. Exit signs are not required in dayrooms, sleeping rooms or dormitories in occupancies in Group I-3. 5. In occupancies in Groups A-4 and A-5, exit signs are not required on the seating side of vomitories or openings into seating areas where exit signs are provided in the concourse that are readily apparent from the vomitories. Egress lighting is provided to identify each vomitory or opening within the seating area in an emergency. IFC. 1011.1.
2. The dry portion of the sprinkler system is currently Status 1 (out of service). The wet portion is still providing partial protection throughout the building. School staff is conducting information fire watch. Provide functional replacement for the out of service portion., Throughout. (AS AMENDED) Where a required fire protection system is out of service for more than eight hours in a 24-hour period, an impairment plan shall be submitted to the fire department and the fire code official immediately. Where required by the fire code official, the building shall either be evacuated or an approved fire watch shall be provided for all occupants left unprotected by the shutdown until the fire protection system has been returned to service. Where utilized, fire watches shall be provided with at least one approved means for notification of the fire department and their only duty shall be to perform constant patrols of the protected premises and keep watch for fires. IFC. 901.7
3. Surge protectors shall be plugged directly into an outlet. Reconfigure wiring to avoid "daisy chaining". Music Room, Office, Room 108, 109, 116, Hamner's Room. CODE: Relocatable power taps shall be directly connected to a permanently installed receptacle IFC. 605.4.2.
4. Electric heaters shall be plugged directly into an approved outlet/receptacle (not into a surge protector). Office. Where not prohibited by other sections of this code, portable, electric space heaters shall be permitted to be used in all occupancies other than Group I-2 and in accordance with Sections 605.10.1 through 605.10.4. IFC. 605.10

APPEAL RIGHTS
Title 13 Alaska Administrative Code
Chapter 50, Section 070 (e)

(e) If an order is made by the state fire marshal or his or her authorized representative, the owner within seven days after receiving the order, file a written appeal to the state fire marshal who will, within 10 days after he or she receives the appeal, review the order and file his or her written decision. The order must be complied with within the time specified in the order unless the state fire marshal revokes the order. The state fire marshal's decision on an appeal under this subsection is a final order of the Department of Public Safety for purposes of AS 18.70. 100. (In effect before 7/28/59; am 6/25/69, Reg. 30; am 2/21/71, Reg. 37; am 1/14/81, Reg. 77)

Sec. 18.70.100. VIOLATION. (a) A person who violates any provision of AS18.70.010 -- 18.70.100, 18.70.300 -- 18.70.310, or a regulation adopted under those sections, or who fails to comply with an order issued under AS 18.70.010 -- 18.70.100 or 18.70.300 -- 18.70.310 is guilty of a class B misdemeanor. When not otherwise specified, each 10 days that the violation or noncompliance continues is a separate offense.

(b) A person aggrieved by a final order may appeal to the superior court within 30 days after the issuance of the final order. Filing of the appeal does not excuse noncompliance with the order. The court may stay the operation of the order on those terms relating to bonding or other matters that the court finds proper. A stay may not be granted or continued if the court finds that it is against the public interest. (Subsection 10 ch 66 SLA 1955; added by Subsection 1 ch 113 SLA 1957; am Subsection 2 ch 120 SLA 1990)

Alaska Gateway School District

RISK MANAGEMENT REPORT
12019A



April 9, 2019

Robbie MacManus, CFO
Alaska Gateway School District
P.O. Box 226
Tok, AK 99780

SENT BY EMAIL: rmacmanus@agsd.us

Dear Ms. MacManus:

As part of AMLJIA's ongoing commitment to serve its members, I visited the Alaska Gateway School District to field questions, inspect properties, and explain AMLJIA's services. I appreciate the time spent with you and your staff.

This report includes photographs of potential hazards with recommendations provided to help reduce the school district's exposure to losses. The Action List included with the report must be completed, signed and returned within 30 days of receipt. The process is simple: document the date the hazard was remedied or a plan for future corrective action. These recommendations are a simple and useful tool for tracking your progress as the identified hazards are corrected. Completion of the Action List also earns credit in the Loss Control Incentive Program (LCIP). Participation in the LCIP can earn credit up to five percent off your annual contribution. In FY 19, the Alaska Gateway School District earned \$4,679 off its annual contribution through this innovative program! Thank you for your ongoing participation, this truly shows your commitment to keep your employees safe and exposure to risk at a low level.

The Alaska Gateway School District has \$1,980.80 in its AMLJIA Safety Savings Account that may be used for purchasing safety products. I recommend that you use these funds to purchase replacement electrical cover plates for outlets, replacement ceiling light panels, replacement eye wash spigot cap, appropriate machine shields, batteries and light bulbs for emergency exit lighting, and fluorescent paint or safety tape to mark tripping hazards. I also recommend that you hire a licensed and bonded roofing professional to inspect the shop roof, and repair any damages as necessary. Please feel free to call me if you would like assistance with these purchases. I am here to assist you with any safety concerns.

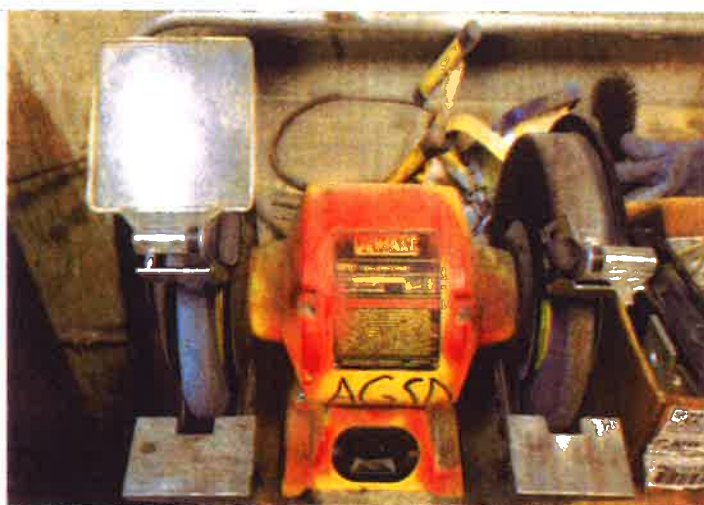
Sincerely,



Amira Goldstein
Risk Control Specialist
amirag@amljia.org

The Alaska Municipal League Joint Insurance Association provides this report to the member entity with the sole purpose of helping to identify and eliminate potential loss to the member. This report is not, nor is it meant to be, inclusive of all potential hazards. Final resolution of any problems identified, and any measures taken or not taken, are the responsibility of the member. This document is not meant to expand or amend AMLJIA coverage documents, nor should it be used in the determination of liability for any particular claim. For specific details, please refer to the AMLJIA Participant Coverage Memorandum and other official coverage forms. All matters of interpretation are to be construed in favor of these documents.

cc Hale and Associates



01-12019A: Tok School (Biomass Building); Place appropriate shields on equipment to prevent exposure, potential injury, and prevent flying debris. Use appropriate grinding wheels for appropriate metals in use.



02-12019A: Tok School (Shop); Plug in equipment direct to wall outlet or secure to prevent potential tripping hazard. Unplug equipment when not in use.



03-12019A: Tok School (Shop); Replace missing water spigot cap (on left), and keep water spigots covered with caps at all times to prevent dust and debris from entering the openings. Use stainless steel wool scrub pads to clean the basin.



04-12019A: Tok School (Shop); Mount fire extinguisher securely to unobstructed wall for easy access. In addition, add fire extinguisher signs above fire extinguisher to help identify location.



05-12019A: Tok School (Athletic Building- Hockey Rink); Disconnected and non-functioning emergency light. Inspect all emergency lighting monthly to ensure they are operational. Replace batteries and light bulbs to ensure emergency lighting activates in the event of a power outage.



06-12019A: Tok School (Athletic Building- Hockey Rink); Replace missing electrical cover to prevent exposure to live electrical wire.

This report is provided to the member entity with the sole purpose of helping to identify and eliminate potential loss to the member. This report is not, nor is it meant to be, inclusive of all potential hazards. Final resolution of problems, and any measures taken or not taken, are the responsibility of the member.



07-12019A: Tok School (Athletic Building- Hockey Rink); Remove tape from missing electrical covers. Replace with "blank" switch plate covers.



08-12019A: Tok School (Athletic Building- Hockey Rink); Repair electrical door latch so it may remain securely shut when not in use.



09-12019A: Tok School (Athletic Building- Hockey Rink); Replace broken electrical outlets to avoid arc flash, an electrical short, and live electrical exposure to employees and students.

Additionally, do not route flexible extension cords through walls or ceilings. This may cause the cord to overheat, creating a serious fire hazard.



10-12019A: Tok School (Playground); Replace missing plastic cap on protruding metal knob. Follow manufacturer's guidelines.



11-12019A: Dot Lake School; Ensure fire extinguisher cabinet door opens and closes securely. Keep door closed at all times, except in the event of a fire emergency. Replace cabinet windowpane to prevent the fire extinguisher from falling through.



12-12019A: Dot Lake School; Replace ceiling light panel to shield exposure from accidental contact with light bulbs.



13-12019A: Dot Lake School (Voc. Ed. Room); In order to avoid electrical overload, subsequent electrical shorts and fire- high electrical draw equipment (i.e., freezers, coolers) should not be plugged into surge protectors. Surge protectors are rated at 15 amps (1875 watts). Plug equipment like this directly into a wall outlet.



14-12019A: Dot Lake School; Move objects away from electrical panel for easy access in the event of an emergency. Allow for a minimum of 30 inches of clearance around the electrical panel.

This report is provided to the member entity with the sole purpose of helping to identify and eliminate potential loss to the member. This report is not, nor is it meant to be, inclusive of all potential hazards. Final resolution of problems, and any measures taken or not taken, are the responsibility of the member.



15-12019A: Dot Lake School (Gym Storage); Immediately Dangerous to Life and Health (IDLH). Secure cover to panel.



16-12019A: Dot Lake School (Voc. Ed Room, Kitchen, Gym Upstairs Storage); General Housekeeping: establish and maintain good housekeeping practices to eliminate potential for a large fire to start and spread rapidly with many exposed combustibles.

Additionally, store ladder flush and securely against wall to reduce tripping hazard.



17-12019A: Tanacross School (Kitchen); Mount fire extinguisher securely to unobstructed wall for easy access. In addition, add fire extinguisher signs above fire extinguisher to help identify location.



18-12019A: Shop; Remove obstructions for easy access to exit doorway.



19-12019A: Shop; Storage Building; General Housekeeping: establish and maintain good housekeeping practices to eliminate potential for a large fire to start and spread rapidly with many exposed combustibles.

Additionally, keep walkway clear of 3 feet to avoid potential tripping hazards.



20-12019A: Storage Building; Repair ceiling. Inspect roof for potential water damage and mold, and repair as necessary.

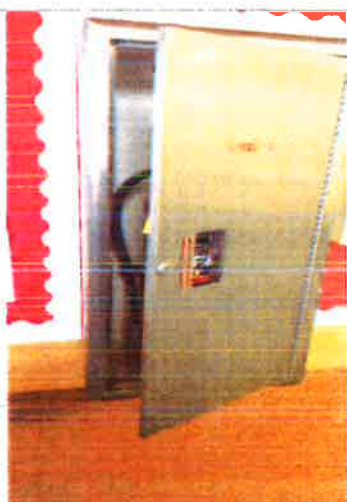


21-12019A: Storage Building; Remove objects away from electrical panel for easy access in the event of an emergency. Allow for a minimum of 30 inches of clearance around the electrical panel.

In addition, keep walkway clear of 3 feet to avoid potential tripping hazards.



22-12019A: Storage Building; Immediately Dangerous to Life and Health (IDLH). Secure cover to electrical panel. Replace missing electrical switch plates, if any, with "blanks."



23-12019A: Tetlin School; Ensure fire extinguisher cabinet door opens and closes securely. Replace cabinet door handle as needed. Keep door closed at all times, except in the event of a fire emergency.



24-12019A: Tetlin School; Excellent job of posting emergency action plans and evacuation plans by every classroom door! Keep up the good work!



25-12019A: Tetlin School; Store skis and ski poles in a designated area to prevent tripping hazards or potential injury.



26-12019A: Tetlin School; Broken thermostat. Repair or place cover plate over wiring to prevent exposure to mercury and any live electrical wiring.



27-12019A: Tetlin School; Do not plug one surge protector into another surge protector; this is referred to as "piggy-backing." This may cause an electrical overload, overheating, and lead to a potential fire hazard.



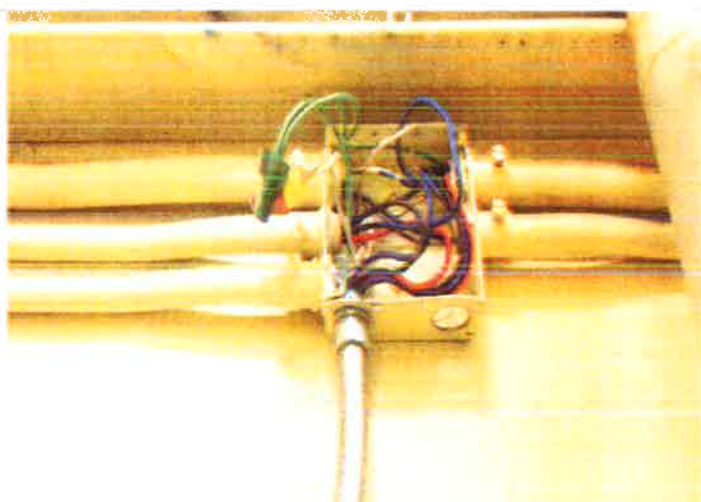
28-12019A: Tetlin School; (Corrected March 27, 2019) Immediately Dangerous to Life and Health (IDLH). Secure cover to panel; replace missing electrical switch plates, if any, with "blanks."



29-12019A: Tetlin School; Open floor holes should remain covered unless opened for maintenance. Fabricate a suitable cover for these open floor holes to reduce tripping hazard, or potential injury. Additionally, highlight the tripping hazard surrounding the area with safety tape or fluorescent paint.



30-12019A: Tetlin School; Replace insulation material to prevent contact with heated surfaces resulting in severe injury burns.



31-12019A: Tetlin School; Replace missing electrical cover to prevent exposure to live electrical wires.



32-12019A: Tetlin School (Kitchen); Highlight the tripping hazard on both sides with safety tape or fluorescent paint.



33-12019A: Tetlin School; General Housekeeping: establish and maintain good housekeeping practices to eliminate potential for a large fire to start and spread rapidly with many exposed combustibles.



34-12019A: Tetlin School; Missing fire extinguisher from fire extinguisher case. Replace with functioning fire extinguisher, and ensure door is securely shut at all times, except in the event of a fire emergency.

This report is provided to the member entity with the sole purpose of helping to identify and eliminate potential loss to the member. This report is not, nor is it meant to be, inclusive of all potential hazards. Final resolution of problems, and any measures taken or not taken, are the responsibility of the member.



35-12019A: Walter Northway School; Ensure fire extinguisher cabinet door opens and closes securely. Keep door closed at all times, except in the event of a fire emergency. Replace cabinet windowpane to prevent the fire extinguisher from falling through.



36-12019A: Walter Northway School; In order to avoid electrical overload, subsequent electrical shorts and fire- high electrical draw equipment (i.e., freezers, coolers) should not be plugged into surge protectors. Surge protectors are rated at 15 amps (1875 watts). Plug equipment like this directly into a wall outlet.

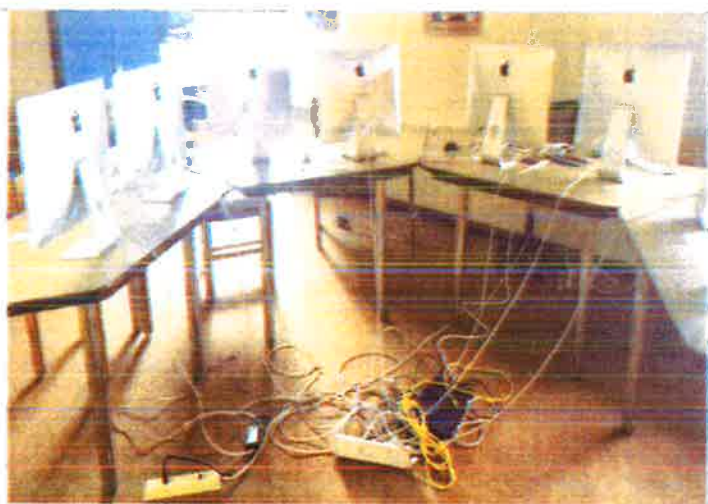


37-12019A: Walter Northway School; Replace light panel to shield exposure from accidental contact with light bulbs.



38-12019A: Walter Northway School; Ensure proper storage and labeling for all cleaning solutions used. Evaluate need to implement HAZCOM written program for all employees.

This report is provided to the member entity with the sole purpose of helping to identify and eliminate potential loss to the member. This report is not, nor is it meant to be, inclusive of all potential hazards. Final resolution of problems, and any measures taken or not taken, are the responsibility of the member.



39-12019A: Walter Northway School; Do not plug one surge protector into another surge protector, this is referred to as "piggy-backing." This may cause an electrical overload, overheating, and lead to a potential fire hazard.



40-12019A: Walter Northway School; Place appropriate shields on equipment to prevent exposure, potential injury, and prevent flying debris. Use appropriate grinding wheels for appropriate metals in use.

Additionally, unplug machine when not in use.



41-12019A: Walter Northway School; General Housekeeping: establish and maintain good housekeeping practices to eliminate potential for a large fire to start and spread rapidly with many exposed combustibles. Secure tools when not in use to avoid exposure to injury and damage to tools.



42-12019A: Mentasta School; Non-functioning emergency light. Inspect all exit lighting within the facility monthly to ensure they are operational. Replace batteries and lightbulbs to ensure exit lighting activates so all staff and students can exit in a safe and effective manner.

This report is provided to the member entity with the sole purpose of helping to identify and eliminate potential loss to the member. This report is not, nor is it meant to be, inclusive of all potential hazards. Final resolution of problems, and any measures taken or not taken, are the responsibility of the member.



43-12019A: Mentasta School; Repair or replace the hot water spigot (left side). Include a cap when finished like the set on the right. Additionally, replace insulation material to prevent contact with heated surfaces resulting in severe injury burns.



44-12019A: Mentasta School; Excellent storage for skis and ski poles when not in use! Keep up the good work!



45-12019A: Mentasta School (Pantry); Store food at minimum 6 inches above the ground and (ideally) 2 inches away from the walls to reduce pest and vermin access, product contamination in the event of flooding, and easy access for cleaning.



46-12019A: Mentasta School; General Housekeeping: establish and maintain good housekeeping practices to eliminate potential for tripping hazards. Keep walkway clearance of 3 feet.



47-12019A: Mentasta School; Repair broken heater panel to avoid potential tripping hazard, injury, or contact with the exposed hot water pipe.



48-12019A: Mentasta School; Remove fire extinguisher from floor as a doorstop. Mount fire extinguisher securely to unobstructed wall for easy access. In addition, add fire extinguisher signs above fire extinguisher to help identify location.



49-12019A: Mentasta School (Kitchen); Store bleach underneath sink or in locked cabinet (indicated by arrow). Bleach should be stored between 50°F and 70°F, and away from direct sunlight.



807 G Street, Suite 356
Anchorage, Alaska 99501
Tel: (800) 337-3682
Fax: (907) 279-3615

ACTION LIST

Please Respond to the AMLJIA in 30 Days

Alaska Gateway School District
Robbie MacManus, CFO
(907) 883-5151

April 9, 2019

To help protect your entity, please return a completed copy of this form to Sharon Tunnell, Member Services Coordinator, sharont@amljia.org, upon correcting all identified items, or within **30 days** of receiving this report, whichever is sooner. For each item that can not be resolved within 30 days, please describe your plan for future action, including a timetable for completion, on this form or a separate sheet. Note: The numbers down the left side correspond with the accompanying Risk Management Report photos. Please contact me if you would like this report in electronic format.

No.	Recommendation (Location)	Date of Completion	State Corrective Action Taken or Describe Plan for Future Action
01-12019A	Tok School (Biomass Building): Place appropriate shields on equipment to prevent exposure, potential injury, and prevent flying debris.		
02-12019A	Tok School (Shop): Plug equipment into wall outlets directly, or secure to prevent tripping hazard. Unplug equipment when not in use.		
03-12019A	Tok School (Shop): Replace missing water spigot caps in eyewash station. Keep water spigots covered with caps at all times to prevent dust and debris from entering openings. Use a stainless steel wool scrub pad to clean the basin.		

This action list is provided to the member entity with the sole purpose of helping to identify and eliminate potential loss to the member. This list is not, nor is it meant to be, inclusive of all potential hazards. Final resolution of problems, and any measures taken or not taken, are the responsibility of the member.

ACTION LIST

CONFIDENTIAL

Page 1 of 6

No.	Recommendation (Location)	Date of Completion	State Corrective Action Taken or Describe Plan For Future Action
04-12019A	Tok School (Shop): Mount fire extinguisher securely to unobstructed wall for easy access. Add fire extinguisher signs above fire extinguisher to help identify location.		
05-12019A	Tok School (Athletic Building- Hockey Rink): Repair disconnected and non-functioning emergency light. Replace batteries and light bulbs to ensure emergency lighting activates in the event of a power outage. Inspect all exit lighting within the facility monthly to ensure they are operational.		
06-12019A	Tok School (Athletic Building- Hockey Rink): Replace missing electrical cover.		
07-12019A	Tok School (Athletic Building- Hockey Rink): Remove tape from missing electrical covers. Replace with "blank" switch plate covers.		
08-12019A	Tok School (Athletic Building- Hockey Rink): Repair electrical door latch to ensure to shuts securely when not in use.		
09-12019A	Tok School (Athletic Building- Hockey Rink): Replace broken electrical outlets to avoid arc flash, electrical shorts, and live electrical exposure. Additionally, remove extension cord routed through the wall; do not route cords through walls or ceilings.		
10-12019A	Tok School (Playground): Replace missing plastic cap on protruding playground equipment. Refer to manufacturer's guidelines.		
11-12019A	Dot Lake School: Keep fire extinguisher cabinet door closed at all times, except in the event of a fire emergency. Replace cabinet windowpane to prevent the fire extinguisher from falling through.		

This action list is provided to the member entity with the sole purpose of helping to identify and eliminate potential loss to the member. This list is not, nor is it meant to be, inclusive of all potential hazards. Final resolution of problems, and any measures taken or not taken, are the responsibility of the member.

ACTION LIST

CONFIDENTIAL

Page 2 of 6

No.	Recommendation (Location)	Date of Completion	State Corrective Action Taken or Describe Plan For Future Action
12-12019A	Dot Lake School: Replace ceiling light panel to shield exposure from accidental contact with the light bulbs.		
13-12019A	Dot Lake School: Do not plug industrial equipment into surge protectors. Plug equipment directly into wall outlets.		
14-12019A	Dot Lake School: Remove objects at least 30 inches away from electrical panel for clearance and easy accessibility.		
15-12019A	Dot Lake School (Gym Storage): Secure electrical cover panel.		
16-12019A	Dot Lake School (Voc. Ed. Room; Kitchen; Gym Upstairs Storage): General Housekeeping due to fire hazards (combustible material). Additionally, store ladder flush and securely against the wall to avoid a tripping hazard.		
17-12019A	Tanacross School (Kitchen): Mount fire extinguisher securely to unobstructed wall for easy access. Add fire extinguisher signs above fire extinguisher to help identify location.		
18-12019A	Shop: Remove obstructions from exit doorway.		
19-12019A	Shop; Storage Building: General Housekeeping due to fire hazards (combustible material). Keep walkway clear of 3 feet to avoid potential tripping hazards.		
20-12019A	Storage Building: Inspect ceiling for potential water damage and mold, and repair as necessary.		
21-12019A	Storage Building: Remove objects at least 30 inches away from electrical panel for clearance and easy accessibility. Keep walkway clear 3 feet to avoid potential tripping hazards.		

This action list is provided to the member entity with the sole purpose of helping to identify and eliminate potential loss to the member. This list is not, nor is it meant to be, inclusive of all potential hazards. Final resolution of problems, and any measures taken or not taken, are the responsibility of the member.

No.	Recommendation (Location)	Date of Completion	State Corrective Action Taken or Describe Plan For Future Action
22-12019A	Storage Building: Secure electrical cover panel.		
23-12019A	Tetlin School: Keep fire extinguisher cabinet door closed at all times, except in the event of a fire emergency. Replace cabinet door handle as needed.		
24-12019A	Tetlin School: Excellent job of posting emergency action plans and evacuation plans by every classroom door! Keep up the good work.		
25-12019A	Tetlin School: Store skis and ski poles in designated area to prevent tripping hazard or potential injury.		
26-12019A	Tetlin School: Repair or replace broken thermostat.		
27-12019A	Tetlin School: Do not plug one surge protector into another surge protector. Plug directly into wall outlet as needed. This may cause an electrical overload, overheating, and lead to a potential fire hazard.		
28-12019A	Tetlin School (Corrected March 27, 2019): Secure electrical cover panel.		
29-12019A	Tetlin School: Fabricate cover for open floor holes to prevent tripping hazard or potential injury. Additionally, highlight the tripping hazard with safety tape or fluorescent tape.		
30-12019A	Tetlin School: Replace insulation material to prevent accidental contact with hot water piping.		
31-12019A	Tetlin School: Replace missing electrical cover plate.		
32-12019A	Tetlin School: Highlight the tripping hazard on both sides with fluorescent safety tape or paint.		
33-12019A	Tetling School: General Housekeeping due to fire hazards (combustible material).		

This action list is provided to the member entity with the sole purpose of helping to identify and eliminate potential loss to the member. This list is not, nor is it meant to be, inclusive of all potential hazards. Final resolution of problems, and any measures taken or not taken, are the responsibility of the member.

ACTION LIST

CONFIDENTIAL

Page 4 of 6

No.	Recommendation (Location)	Date of Completion	State Corrective Action Taken or Describe Plan For Future Action
34-12019A	Tetlin School: Replace fire cabinet with functioning fire extinguisher. Keep fire extinguisher cabinet door closed at all times, except in the event of a fire emergency.		
35-12019A	Walter Northway School: Keep fire extinguisher cabinet door closed at all times, except in the event of a fire emergency. Replace cabinet windowpane to prevent the fire extinguisher from falling through.		
36-12019A	Walter Northway School: Do not plug high draw electrical equipment into surge protectors. Plug equipment directly into wall outlets.		
37-12019A	Walter Northway School: Replace ceiling light panel to shield exposure from accidental contact with the light bulbs.		
38-12019A	Walter Northway School: Determine use for chemicals. Develop written HAZCOM plan and train employees as needed.		
39-12019A	Walter Northway School: Do not plug one surge protector into another surge protector. Plug directly into wall outlet as needed. This may cause an electrical overload, overheating, and lead to a potential fire hazard.		
40-12019A	Walter Northway School: Place appropriate shields on equipment to prevent exposure, potential injury, and prevent flying debris.		
41-12019A	Walter Northway School: Replace fire ceiling tiles to meet fire protection requirements. Regularly inspect roof for necessary repair and maintenance.		
42-12019A	Mentasta School: Replace batteries and lightbulbs to ensure emergency lighting activates in the event of a power outage.		

This action list is provided to the member entity with the sole purpose of helping to identify and eliminate potential loss to the member. This list is not, nor is it meant to be, inclusive of all potential hazards. Final resolution of problems, and any measures taken or not taken, are the responsibility of the member.

No.	Recommendation (Location)	Date of Completion	State Corrective Action Taken or Describe Plan For Future Action
43-12019A	Mentasta School: Repair or replace the hot water spigot. Replace the cap and insulation material to prevent accidental contact with hot water piping.		
44-12019A	Mentasta School: Excellent use of storage for skis and ski poles when not in use. Keep up the good work!		
45-12019A	Mentasta School: Elevate food at minimum of 6 inches above ground to prevent contamination or waste.		
46-12019A	Mentasta School: General housekeeping to eliminate potential for tripping hazards. Keep walkway clearance of 3 feet.		
47-12019A	Mentasta School: Repair broken heater panel to prevent tripping hazard, injury, or accidental contact with exposed hot water pipes.		
48-12019A	Mentasta School: Remove fire extinguisher as doorstep. Additionally, mount fire extinguisher securely to unobstructed wall for easy access. Add fire extinguisher signs above fire extinguisher to help identify location.		
49-12019A	Mentasta School: Remove bleach from top shelf and store in designated area below sink or in locked cabinet.		

Signature of Authorized Representative

Date

PLEASE SIGN AND RETURN UPON COMPLETION OR WITHIN 30 DAYS

This action list is provided to the member entity with the sole purpose of helping to identify and eliminate potential loss to the member. This list is not, nor is it meant to be, inclusive of all potential hazards. Final resolution of problems, and any measures taken or not taken, are the responsibility of the member.

ACTION LIST

CONFIDENTIAL

Page 6 of 6

To: Regional School Board

Date: February 15th, 2019

From: Superintendent's Office

Agenda Item: 6

Issue: Video Surveillance Policy (First Reading)

Background Information

As the Board is aware, the district has had video cameras in use at some of our schools for many years, and this is common practice not only here in our district, but also across the state and nation. We have had camera in Tetlin (that system no longer works) but the PAC and staff there have asked to have it reinstalled, which I am working on. Northway has also requested a video system, and we have camera installed in some of the buses that we contract out. The reason for this is to address issues of student safety, such as bullying, and staff safety, such as documenting incidents. Camera are not "surveilled"...by which I mean there is no one actively monitoring them. They are used only to record, and when needed, to be used to confirm or otherwise understand what happened. For example, we have had parents accuses a teacher of lying about their child's behavior in school, and it can be simple to look at what happened and to respond accordingly, and easily resolve the situation. All of our parents want what is best for their child, and this helps them to understand that we do too.

At the 2.18.19 Regional School Board Meeting in Tanacross, the Board was presented with a petition from Tanacross residents expressing concerns regarding the District's plan to install video cameras in the school. On 2.20.29 the Superintendent met with the Tanacross PAC to discuss the issue, and after explaining the reasons for this, they wanted to see in policy how that would work. Enclosed please find a first reading of the draft of a policy for using video in the schools, and how it will work.

Administrative Recommendation:

Approve the first reading of the School Video Surveillance policy.

Video Surveillance Policy DRAFT

USE OF VIDEO SURVEILLANCE SYSTEMS

Areas of Surveillance

Only public places will be covered by a video surveillance camera. Private places will not be covered. There may be "gray" areas in terms of the public's expectation of privacy, and there may be areas that are clearly public, but which AGSD nonetheless chooses to place limits on in terms of surveillance. If a need arises to cover such an area, application shall be made to the Superintendent who shall consider the request, and if appropriate, obtain a legal analysis. Written permission will be obtained. On occasion, the status of an area may change due to the designated use of the area at any given time, for example a classroom that maybe used as a visiting student sleeping area. Classrooms with video surveillance will have signage to that effect. Any camera covering such an area will be programmed to turn off (or manually disabled) during off-limits time. Such split-coverage will be approved in advance by the Superintendent or designee.

Facility Responsibility

Video systems will only be accessed by users who are authorized specifically by the Superintendent. The Director of Technology will have primary oversight of video operations, and will keep the Superintendent informed of any issues with the system. The Director of Technology is responsible for the day-to-day operations and all maintenance of that facility's equipment. They will track system performance, replace batteries and cleaning lenses as necessary, reporting system problems, installing video surveillance notice signage, and determining the extent live monitoring will occur.

Monitors shall not be left on when an authorized user is not viewing images on the video surveillance system. Users accessing any system remotely will remain signed in only while actively using that system. Video saps a great deal of network capacity, so users must not allow their sessions to run on unnecessarily or indefinitely.

The primary responsibility for live monitoring of overt systems (if it occurs at all) rests with the person in charge of a facility's system. From time to time, overt systems may be accessed and monitored as needed by other authorized AGSD users external to facility staff. Examples include the Director of Technology, law enforcement, maintenance and operations (for building maintenance reasons), authorized administrators (for oversight, training, or demonstration reasons).

Covert systems will be monitored only with specific approval of the Superintendent, for participation in an operation/investigation

RETENTION and STORAGE

To the maximum extent permitted by the equipment, motion images will be maintained for a minimum of 14 days. If a digital video recorder hard drive is over-writing motion images before 14 days has expired, then the person in charge must adjust the frame rate and/or resolution so that the minimum storage requirement is met. If accomplishing this task results in unacceptable degradation of image quality, then the person in charge should explore system enhancement.

Video Surveillance Policy DRAFT

PURPOSE OF Video Surveillance at school

The primary purposes of having a video surveillance system in our schools are for student and staff safety, the deterrence of staff and student behavior that (does not support the education mission of the school), including incidents of bullying, criminal activity, school thefts and break-ins, etc. Th

Deterrence: The primary objective of AGSD in acquiring or deploying a video surveillance system is the prevention of crime and student misconduct. The acknowledged presence of security cameras in appropriate locations provides a disincentive for illegal or inappropriate behavior, and helps ensure a facility is safe for students, staff, and visitors.

Apprehension: A secondary objective of video surveillance deployment is to facilitate the apprehension of those that will not be deterred from the conduct described above.

Other Outcomes: There are other tasks that a video surveillance system can be useful in accomplish which may from time to time prove valuable to the AGSD such as diagnosis of false alarms and investigation of alleged employee misconduct, for example.

AUTHORIZATION

Video surveillance systems are authorized for use only in public places. In the event that misconduct on the part of a staff member is being investigated, no notification needs to be given prior to placing either covert or overt video surveillance tools.

Unless specifically authorized by the Superintendent in writing, all video surveillance system uses will be overt.

Covert video surveillance uses shall be undertaken only when individually authorized, in advance, by the Superintendent. Such uses shall be coordinated with law enforcement. Any such operation shall be narrowly focused, of limited duration, and will be dismantled upon conclusion of the investigation.

Video surveillance system access is limited to authorized users. The Superintendent shall specifically determine who may be granted system access, for what reasons, and at what permission levels. System access shall be logged. Each authorized user is responsible for ensuring that unauthorized does not occur at any terminal that the user is controlling. Unauthorized access includes allowing a person who have not received authorization to access or view the system, or allowing an authorized user to operate the system at a higher permission level than authorized. Unauthorized viewing includes allowing non-users to observe images when there is no legitimate reason for this observation. Authorized users may allow non-users to see selected images for demonstration or operational purposes consistent with the District's mission, provided that such viewing does not violate any rules of evidence of confidentiality defined elsewhere in this document.

AGSD is interested in operation video surveillance systems that are both efficient and effective, which can be supported and maintained affordably, that can be kept technologically current, and that have features consistent with policy and these procedures. Therefore, any and all video surveillance acquisitions shall be facilitated by and through the Director of Technology.

Video Surveillance Policy DRAFT

All Digital Video Recorders (DVRs) will be properly secured to preserve the integrity of the record and prevent vandalism to the equipment itself. This generally means DVRs will be located in a secure room (such as a keyed communications closet,) or in a specially designed, locking DVR cabinet/case. Employees will not advertise the location of the DVRs to students or the public.

Pupil transportation will only use digital technology. Digital equipment will conform to the digital technology retention requirements.

The foregoing paragraphs deal with the total recorded record. Various portions of that record may be copied as "video clips" to support investigations and other operational activities. The retention schedule for clips differs from that of the total record. Clips supporting criminal, student discipline, and personnel matters will be maintained as set forth in the Video Evidence section, below. There is no specific retention/destruction requirement for clips made for other reasons, but such clips should be retained as long as needed to meet the purpose of the clip, i.e., training, demonstration, etc.

LEGAL RESPONSIBILITY

Visual electronic records, like paper and email, may be subject to discovery and open records laws. Retention schedules, and storage procedures are to be adhered to so that electronic records that are requested can be produced, or an explanation provided as to why production cannot occur, i.e., the electronic record was overwritten pursuant to the record retention schedule.

NOTICE and SIGNAGE

Wherever an overt system is installed or activated, notices to that effect will be displayed about the premises. The site principal is responsible for ensuring that the signage is installed and maintained. The signs shall be prominently displayed, and state that the site is under 24 hour surveillance.

Notice is not required for covert use of surveillance systems.

VIDEO EVIDENCE

Video clips supporting a criminal investigation will be turned over to law enforcement. The AGSD (or other enforcement agency) is responsible for the maintenance, production, and destruction of that evidence. If a AGSD employee retains a copy of the clip (generally for purposes of court preparation), he/she will restrict viewing according to the direction of law enforcement and/or prosecutor.

Video clips supporting a student discipline matter may become a "student record" when maintained as part of the disciplinary file. All District policies and FERPA requirements for student records apply to these clips.

Parents will have very limited access to viewing video clips pursuant to student records requirements must be able to identify their child only. Thus, digital "pixelating" may be required. If multiple students are involved, several versions of the clip may be necessary. It is the responsibility of the person in charge of the facility's video surveillance system to make arrangements for the necessary digital enhancements. The Director of Technology will be responsible for performing this pixilation as necessary. Parents may consent under FERPA

Video Surveillance Policy DRAFT

to let other parents view an unedited clip identifying their child. The extent to which parents in a given case agree to do this determines the degree to which "pixelating" can be eliminated in that case. Any such consent shall be obtained in writing. The signed form(s) shall remain permanently attached to the disciplinary case record. The clips will be retained and/or destroyed along with the file per existing policy.

Evidentiary video clips will be backed up, if possible showing uninterrupted recording for a reasonable period of time "surrounding" the event in question permitting the viewer to view the event in context of pre and post-event occurrences, if any.

SYSTEM MAINTENANCE

The Director of Technology is responsible for initial system installation, general system administration and oversight. The site Administrator is responsible for reporting damage and malfunctions to the Director of Technology.

VIOLATIONS

Violations of these procedures may result in loss of video surveillance system access, and employee disciplinary action, or both.

DEFINITIONS

For purposes of these regulations and procedures, the following definitions are utilized:

FERPA (Family Educational Rights and Privacy Act of 1974): Please see the information link on FERPA. All district policy and program comply with FERPA regulations, as required.

Video Surveillance: A system that records video and sometimes sound. These devices can record either to the video unit themselves, or to a remote storage unit. Footage generated by these system can usually be downloaded from the system for documentation or storage. Most of the video systems likely to be deployed by AGSD are IP based systems that require users to know the device address and have login credentials to be able to access.

Public Places: Areas of schools or other AGSD facilities where the public has no reasonable expectation of privacy. These areas include, but are not limited to, playgrounds, fields, parking lots, entrances/exits, hallways, gym, multipurpose rooms, cafeterias, theaters, classrooms, libraries, labs, music rooms, and school buses.

Private Places: Areas of schools or other AGSD facilities where the public has a reasonable expectation of privacy. These areas include, but are not limited to, restrooms, locker rooms, dressing rooms, and showers.

Overt: A video surveillance application or use that is publicly acknowledged through notice or posting and/or through the use of cameras that are identifiable as such and clearly visible to observant users of the premises.

Covert: A video surveillance application or use that is not publicly acknowledged and that may incorporate hidden cameras.

Criminal Matters: An allegation that, if proved, would amount to a crime under municipal, state, or federal law. These matters require that evidence be seized, handled, stored, and destroyed in accordance with rules established through law and law enforcement procedure.

Discipline Matter: An allegation that, if proved, would amount to misconduct in violation of District, school or classroom policies such that the AGSD may take disciplinary action against one or more individuals. These matters may require that evidence be collected, handled, releases and/or withheld, in accordance with law, District policy and negotiated agreements.



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: April 15th, 2019

To: Regional School Board Members
AGSD Staff

From: Scott MacManus, Superintendent

RE: Superintendent's April Board Report

Summary

The last two months have been terribly busy, primarily working on budget, staffing, our facilities projects, and legislative issues. We are done for now with hiring, having only had to hire two staff. I anticipate that there will be some staff movement later this month as the legislature works through the issues that they are dealing with.

FY20 Budget: The FY20 Budget will be sent out to the Board separately this week, as it is a document in flux, and the Board will be providing guidance on priorities. I have been working with teachers and administrative staff to sift through the impact of some of these budget cuts, and by combining positions and not filling some positions, will be able to minimize the impact. With the current House proposal, I think we can make it work, although we are going to lose a lot of ability to impact students, with the proposed cuts, and increased operational costs. The state is NOT going to be able to cut our way to educational excellence, and like our Governor said, we need to make investments to make improvements. (He was talking about Law Enforcement, not Education, but the Modus Operandi remains) With the work that has been done on our facilities there is really no where to cut there. Because those costs are essentially fixed, the percentage of funding that will be allocated to instruction will necessarily go down.

Instructional Impacts FY20 Budget (assuming proposed Administrative cuts)

- Cut or combine 10 certified and 10 classified instructional positions

Maintenance Impacts of FY20 Budget

- Cut or combine 2 custodial positions
- Revise summer maintenance staffing

Potential program Impacts of FY20 Budget to the General Fund

- Eliminate or combine Reading Interventionist and Instructional Coach
- Reduce or eliminate Food Service
- Eliminate extra-curricular programs (eg. Basketball, Hockey, Academic Decathlon)
- Shut down District Office during summer

- I was happy to win a \$1000 scholarship during the ASA Fly-in, to support one graduating student from AGSD to attend the University of Alaska or a trade school, called the ASA "Champions for Children" scholarship. There will be an essay contest, and I will be selecting that student after May 10th
- I prepared materials for legislative distribution about the district that was used during the ASA Legislative Fly-ins in February and March (see enclosed). While there I visited with, and spoke to many legislators to advocate for Alaskan Education, letting them know of the progress that AGSD is making to

"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						

improve our programs, and also what our challenges are. This session I have testified, written letters, contacted legislator's offices, worked to get to know their staff.

Legislative Updates:

➤ **Legislative Activity** – Bills that I'm actively watching and working on Include

- SJR5 – Amendments to the Alaska Constitution relating to the PFD
- SJR9 - Amendments to the Alaska Constitution relating to forward funding of Education
- SB23 – Special Appropriations of the PFD
- HB24 – Teacher Certification for Language Instruction
- SB30 – Middle College Bill
- SB39 – Supplemental Funding for FY19 School Funding
- SB50 – Headtax for Alaska Schools
- SB56 – Physical Activity in Schools
- SB74 – BAG25 (Broadband Assistance Grant to 25mb)

➤ **Here is what HB 39 contains to date:**

- Full funding of the FY20 foundation, pupil transportation, and \$30 million in one-time funding
- Forward funding for full amount of the foundation formula and pupil transportation for FY21
- \$141,129,000 in funding for the TRS on-behalf payment for the unfunded liability in TRS
- Zeroed out school bond debt reimbursement (-\$99,820,500) and the deposit into the REAA/Small Municipal School District Fund (-\$39,389,000); the total of these two cuts is \$139,209,500
- \$333,200 for the Eielson Air Force Base Schools (Fairbanks North Star Borough)
- \$100,000 for the Donated Commodity Fee Fund, Child Nutrition
- Accepted the governor's repeal of \$19.5 million for the Curriculum Pilot Project,
- zeroed out funding of \$457,600 for the three related curriculum specialist positions in DEED
- Zeroed out \$400,000 for the Joint Legislative Reading Proficiency & Dyslexia Task Force
- Reduced Broadband Access Grants appropriation by \$1,093,000
- Zeroed out \$320,000 for the K-3rd Grade Literacy Project
- Deleted \$237,000 from Parents as Teachers; PaT is funded at the FY19 level of \$474,700.
- Early Learning items in the budget are:
 - \$474,700 for Parents as Teachers
 - \$6,853,000 for Head Start Grants
 - \$1,200,000 for Early Learning Grants for \$320,000 for Best Beginnings
 - \$405,500 for Statewide Activities
 - \$233,000 for Administration
 - \$2 million for Pre-K Grants

➤ **Biomass Project** – The Steam Engine has been fully operational this month, and we have had our lowest ever electric bill for Tok School.

➤ **Policy Committee** – The District policy committee has been selected, but has not met yet. The first item that will be addressed by the committee, per the request of the Board, is Student Travel.

➤ **Upcoming Dates of Interest:**

- | | | | |
|---------|---|---------|----------------------------|
| ○ 04/26 | Mentasta School April Break (Muskrat Days) | ○ 05/15 | Tanacross Graduation |
| ○ 04/30 | Districtwide Admin Meeting at District Office | ○ 05/15 | Tetlin Graduation |
| ○ 05/09 | Eagle School Graduation | ○ 05/16 | Walter Northway Graduation |
| ○ 05/09 | Mentasta Lake Katie John Graduation | ○ 05/17 | Tok School Graduation |
| ○ 05/13 | REACH Academy End of Year | ○ 05/23 | Last Day of School |
| ○ 05/14 | AGSD Career Fair | ○ 05/24 | Teacher Workday |

➤ **Energy & Oil Prices**

- Crude Oil (Brent) USD/bbl 71.61



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

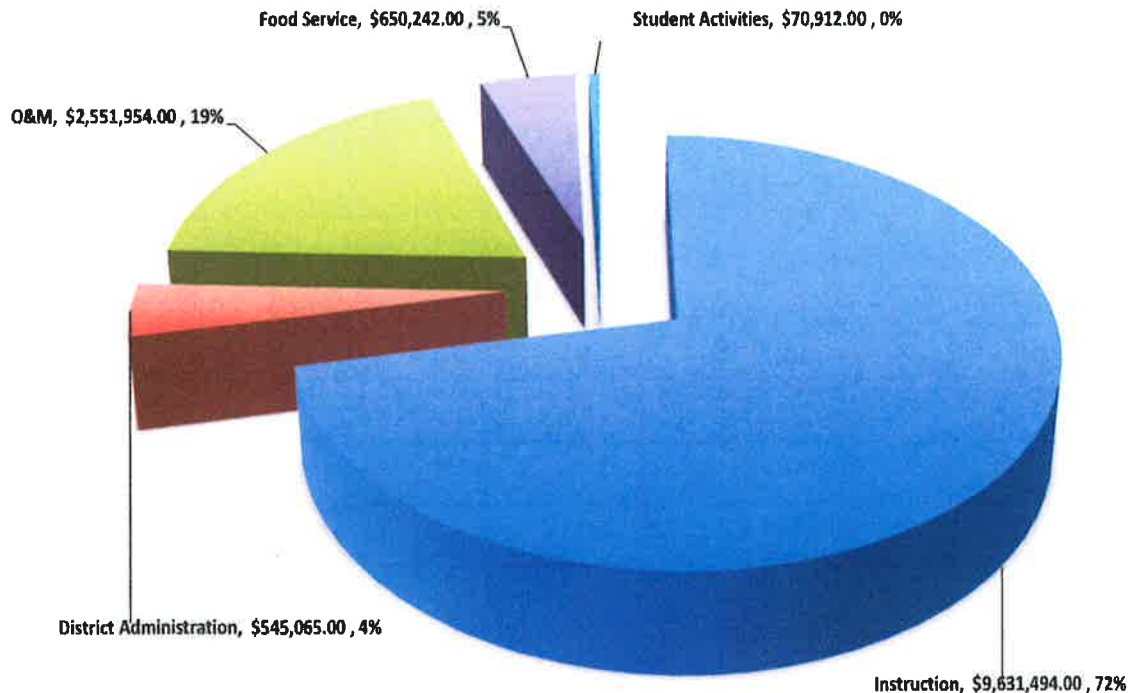
Ph: 907.883.5151 Fax: 907.883.5154

Scott MacManus, Superintendent of Schools

Alaska Gateway School District Legislative Status Report – March, 2019

District Overview: AGSD is a K-12 public school district that serves seven rural community schools in the eastern interior of Alaska having a total of 380 students. School sizes range from 10 to 200 students. Teaching staffing at our schools range from 1 to 16 teachers. Community populations in the district range from 30 to 1500. 70% of our students are Alaska Native (Athabaskan). State Foundation funding this year is \$9.3M, with another 25% of AGSD funding found in competitive state and federal grants. Our audited percentage dedicated to instruction in FY18 can be seen in the chart below:

FY18 AGSD Operational Expenses in percentages (as audited)



Demographics: Our schools provide services in villages with high poverty and low employment rates. The median household income in this area ranges from \$19K to \$43K a year, whereas the median household income in Alaska is \$73.1K. Poverty directly correlates to low educational attainment, with just 8% of residents in the region holding a 4-year degree. Our percentage of SpEd students exceeds state averages, with 26% of our students being identified as having learning disabilities, and nearly 7% of students are identified as "Intensive" students. Rates of suicide (3 in the past year), and substance abuse are also high.

"Educating all students to reach their full potential as responsible, contributing 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
---	---	--	--	---	---	--

Budget:

I have been holding site meetings with all staff to explain needs, and to identify ideas on how to save or better use school funds. The follow are the results of those meetings.

Instructional Impacts FY20 Budget (assuming proposed cuts):

- **Dot Lake:** 12 students, currently is a one-teacher school, so very little change.
- **Eagle:** 24 students, cutting one teacher (of 3)
- **Mentasta:** 31 students, cutting 1 teacher (of 3) and 2 of the 4 aides
- **Northway:** 53 students, cutting 2 teachers (of 6)
- **Tok:** 173 students, cutting 3 teachers (of 15) and 5 of the 12 classified staff
- **Tanacross:** 15 students, currently is one-teacher school.
- **Tetlin:** 33 students, cutting 1 teacher (of 3) and 1 of 4 aides
- **District Office:** Cutting 2 itinerant teachers (of 2) and 2 support staff.

Maintenance Impacts of FY20 Budget

- Cut 2 custodial positions
- Reduce maintenance staff and defer needed summer maintenance projects

Potential program Impacts of FY20 Budget

- Eliminate instructional support program including Reading Interventionist and Instructional Coach
- Reduce or eliminate Food Service
- Eliminate extra-curricular programs (eg. Basketball, Hockey, Academic Decathlon)
- Reduce or eliminate Native Language programs (that are not grant funded)
- Shut down District Office during summer

Current District Focus Initiatives that are showing great success –

- **Teacher Recruitment and Retention:** Teacher retention in the district over past two years has been 90%. This year the district offered 37 contracts so far for FY20, and has received 34 back. Our teacher retention includes selective candidate screening, cultural orientations, taking required university classes on AGSD, providing opportunities for advancement, and a new collaborative and interactive evaluation system.
- **Dropout Prevention:** – Counselors and administrators focus on 9th and 10th students identified as at-risk, establish on-going personal connections and follow-through. Since beginning this program in the fall of 2017 we have had only one dropout that we know of.
- **Graduation Rate:** AGSD has 20 Seniors, and 6 Pathways (Alternative) students. Of the 26 current Seniors, 18 are expected to graduate this year (70%) 15 these are Native students. All but one are on track to graduate next year.
- **Elementary Reading Initiative:** To focus on the Alaska Education Challenge, with AGSD's share of the FY19 \$20M appropriation (\$117K), we hired a Reading Interventionist to implement specific instructional strategies, train staff, properly assess students, and generally to grow district instructional capacity. Assessments show that at the beginning of the year 17% (28n) of K-5 students were at grade level, and now, 68% (81n) were at or above grade level. We fully expect that this will translate into a jump in PEAK Assessment scores this year.

What do we need to continue this critical work of educating our students?

- Sustainable, predictable funding! Some state programs make this difficult, for example, year to year foundation funding, and ESSA School Improvement funding (which ALWAYS comes late)
- Pre-school funding to ensure our incoming students are READY! for Kindergarten
- Quality staff (which requires sustainable & predictable funding)
- Support and resources for curriculum that can meet local needs



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 100 Fax: 907-883-4352

Superintendent of Schools

Scott MacManus

January 27, 2019

Senator Tom Begich
Senate Education Committee
State Capital Room 419
Juneau, AK 99801

Dear Senator Begich,

I am writing regarding SB30, the proposed Middle College program for High School Students. I should like to say, firstly, that I very much support this concept, and with some tweaks would be able to support SB30. I have practical experience with this sort of program that might be useful. For context. I worked for UAF in the 90's, where I designed and implemented dual-credit courses and program, and in 2003 started a College program here in Alaska Gateway School District. Since then we have had probably half a dozen students graduate from high school with an Associate's Degree and I couldn't tell you how many students have earned university credits. We have designed our program carefully, (see enclosed) and have evolved program practice here over those years.

To be fair, many school districts have developed and offer college programs that work well for their students and families. There are many upsides to this idea, from engaging students who demonstrably are capable of being challenged at a higher academic level, to creating unique opportunities for students for an educational experience that is customized to their personal interests. This is exactly what we have long been working to develop in Alaska Gateway. But there are also issues and landmines to be aware of.

First, this is an unfunded mandate, and potentially a very expensive one for school districts. ASA has a standing policy regarding "Unfunded Mandates", which this clearly would be. It will incur greater expenses for every school district, with no off-setting of those increased costs. Schools will still need the same number of teachers, curriculum and facilities, and so on...so this cost will become a direct add-on to our current expenses. A 3-credit UAF 100-200 level course currently costs \$636. If just 10% of the students in my district signed up for just one course per semester, this would cost my small school district \$25K in additional, unfunded costs, per year, or half the cost of new teacher. The way SB30 is currently written, there would seem to be no limits or established criteria for which students would be able to take advantage of this opportunity.

Another issue relates to those students who are enrolled in an approved correspondence program. It would not be difficult for a student to consume their entire allotment in just one semester under this program. In our district we allocate \$2400 a year to a secondary correspondence student, which is a little less than half of what the state BSA is for a correspondence student. Our program already costs the district more than it brings in, but we have absorbed that additional cost because it enables us to provide a unique service to our students in the district. This would be less than 4 classes, at current costs. We would have to eliminate our correspondence program completely, if this proposal went through as currently stated, without limits. These are also students whose families often will not comply with district and federal assessment requirements, because state law allows these students to decline taking an assessment, while simultaneously punishing districts who do not have a high enough "participation-rate", or numbers of students who take the assessment. This matters, because without assessment there is no program accountability, relating to its effectiveness, or lack thereof.

"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

Another issue has to do with instructors. University faculty are typically hired for their content knowledge, not their teaching ability. Lower level courses in particular are often taught by adjuncts or TA's (teaching assistants), who may not be trained in teaching pedagogy, or student academic development. This practice works fine for some students...those who are mature or self-motivated enough, and who have support at home. As you know, however, this is not the case for many students. At the University level, students are most often left to their own devices, sink or swim, and for some students, this could have disastrous long-term consequences, including the potential for permanent damage to a student's academic records, which I think you agree would be entirely counter-productive.


And finally, there is potential long-term harm to a student who signs up for a class but is not truly ready for it. My district has designed built in supports for students who are taking college courses. We vet students, set aside a time and place in the schedule for them to take the course, and assign (and pay) content area teachers who are available to assist and support these students, so that we ensure that they succeed. Failing a university course can become a permanent black mark on a student's record, which may discourage them from taking any more classes. Enclosed, I've attached an email from a parent who is also one of our teachers, with exactly this issue in mind, that I received just this week...a parent with a high-end student who is taking a university math class. We require our families to have some "skin in the game". We have learned that if we do not, a high percentage of these students will fail the class. You will see in the attached email, that the parent is concerned about this. They need support at home, AND at school. When the district reimburses these costs after a vetting process, the student success rate is nearly 100 percent. Before we did that, our success rate was less than 25%. These failed classes stay on a student's transcript forever, both at the University and at the District level...lowering the student's GPA, and harming their ability to get into a good college or earn scholarships.

There are changes that could be made to this bill to make it work a bit better for kids, for example:

- There should be no cost for a school district to purchase or transcribe credits through the UA system in this program. Any additional costs should be borne by the state.
- Program eligibility and enrollment requirements should be determined by the district, and not through a sweeping statutory requirement at the state level.
- District's should be allowed to place limits on costs. See example above of the correspondence program students.

I look forward to the opportunity to discuss this with you or your staff further.

Best Regards,



Scott MacManus

SENATE JOINT RESOLUTION NO. 5

IN THE LEGISLATURE OF THE STATE OF ALASKA

THIRTY-FIRST LEGISLATURE - FIRST SESSION

BY THE SENATE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

Introduced: 1/30/19

Referred: State Affairs, Judiciary, Finance

A RESOLUTION

1 Proposing amendments to the Constitution of the State of Alaska relating to the Alaska
2 permanent fund and the permanent fund dividend.

3 BE IT RESOLVED BY THE LEGISLATURE OF THE STATE OF ALASKA:

4 * Section 1. Article IX, sec. 15, Constitution of the State of Alaska, is amended to read:

5 Section 15. Alaska Permanent Fund. (a) At least twenty-five percent of all
6 mineral lease rentals, royalties, royalty sale proceeds, federal mineral revenue sharing
7 payments and bonuses received by the State shall be placed in a permanent fund, the
8 principal of which shall be used only for those income-producing investments
9 specifically designated by law as eligible for permanent fund investments. Except as
10 provided under (b) of this section, all [ALL] income from the permanent fund shall
11 be deposited in the general fund unless otherwise provided by law.

12 * Sec. 2. Article IX, sec. 15, Constitution of the State of Alaska, is amended by adding new
13 subsections to read:

14 (b) Each fiscal year, a portion of the income from the permanent fund shall be
15 transferred solely for a program of dividend payments to state residents as provided by

1 the law as that law read on January 1, 2019, subject to any law approved by the voters
 2 under (c) of this section. No appropriation under Section 13 of this article shall be
 3 necessary under this subsection.

4 (c) Any law enacted under Sections 14 - 18 of Article II that would amend the
 5 program of dividend payments to state residents under (b) of this section, including the
 6 amount of the dividend and eligibility requirements, shall not take effect unless
 7 approved by the voters of the state in the next statewide election held more than one
 8 hundred twenty days from enactment of the proposed law. The lieutenant governor
 9 shall prepare a ballot title and proposition summarizing the proposed law, and shall
 10 place it on the ballot. If a majority of the votes cast on the proposition favor its
 11 adoption, it shall become effective ninety days after the certification of the election
 12 returns by the lieutenant governor. If a majority of votes cast on the proposition favor
 13 its rejection, the proposed law is rejected and does not take effect.

14 * **Sec. 3.** Article XV, Constitution of the State of Alaska, is amended by adding a new
 15 section to read:

16 **Section 30. Permanent Fund Amendments: Transition.** For purposes of the
 17 2020 amendments to the permanent fund (art. IX, sec. 15), the law in place January 1,
 18 2019 is the program of dividend payments under Section 15(b) of Article IX, subject
 19 to the enactment of a law amending the program of dividend payments in accordance
 20 with the requirements of Section 15(c) of Article IX. Any amendments to the program
 21 of dividend payments enacted after January 1, 2019, but prior to January 1, 2021, are
 22 repealed.

23 * **Sec. 4.** The amendments proposed by this resolution shall be placed before the voters of
 24 the state at the next general election in conformity with art. XIII, sec. 1, Constitution of the
 25 State of Alaska, and the election laws of the state.

ALASKA STATE LEGISLATURE

Session:
State Capitol, Room 504
Juneau, AK 99801

Phone: (907) 465-4968
Toll-free: 1 (800) 773-4968



Interim:
1500 West Benson Boulevard
Anchorage, AK 99503

Phone: (907) 269-0117
Toll-free: 1 (800) 773-4968

Email: Senator.Mia.Costello@akleg.gov

Senator Mia Costello
District K – West Anchorage

SPONSOR STATEMENT

SENATE JOINT RESOLUTION 9

Proposing Amendments to the Constitution of the State of Alaska Relating to an Appropriation Bill Funding Public Education for Grades Kindergarten through 12.

State statute, AS 14.14.060(c), requires school districts to submit their funding requests to their municipal governments by May 1st. However, municipal ordinances vary in the date in which school districts must submit a budget, varying from March 1 to early May. Typically, the Legislature passes the operating budget, containing K-12 funding, anywhere from mid-April to late May. The passage of the budget at such late dates causes uncertainty for school districts as they develop their budgets. In most instances, this uncertainty forces school districts to have to issue pink slips to educators then rehire them once the educational funding is finalized by the Legislature. Not only are the school districts impacted, municipalities and local government officials also bear the brunt of this uncertainty when attempting to develop their budgets.

Senate Joint Resolution 9, would require, if approved by the Legislature and the voters, a separate appropriation bill funding K-12 education to be passed by the 45th day of each regular session. This change occurs within Article 9, Section 12 of the Alaska Constitution.

SENATE BILL NO. 23

IN THE LEGISLATURE OF THE STATE OF ALASKA

THIRTY-FIRST LEGISLATURE - FIRST SESSION

BY THE SENATE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

Introduced: 1/16/19

Referred: State Affairs, Finance

A BILL**FOR AN ACT ENTITLED**

1 "An Act making special appropriations from the earnings reserve account for the
2 payment of permanent fund dividends; and providing for an effective date."

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

4 * **Section 1.** ALASKA PERMANENT FUND CORPORATION (a) The amount necessary
5 for payment of \$1,061 to eligible individuals who received a 2016 permanent fund dividend
6 and who are eligible to receive a 2019 permanent fund dividend, is appropriated from the
7 earnings reserve account (AS 37.13.145) to the dividend fund (AS 43.23.045(a)) for the fiscal
8 year ending June 30, 2020.

9 (b) The amount necessary for payment of \$1,289 to eligible individuals who received
10 a 2017 permanent fund dividend and who are eligible to receive a 2020 permanent fund
11 dividend, is appropriated from the earnings reserve account (AS 37.13.145) to the dividend
12 fund (AS 43.23.045(a)) for the fiscal year ending June 30, 2021.

13 (c) The amount necessary for payment of \$1,328 to eligible individuals who received
14 a 2018 permanent fund dividend and who are eligible to receive a 2021 permanent fund

dividend, is appropriated from the earnings reserve account (AS 37.13.145) to the dividend fund (AS 43.23.045(a)) for the fiscal year ending June 30, 2022.

(d) The amount authorized under AS 37.13.145(b) for transfer by the Alaska Permanent Fund Corporation in the fiscal year ending June 30, 2020, is appropriated from the earnings reserve account (AS 37.13.145) to the dividend fund (AS 43.23.045(a)) for the payment of permanent fund dividends for the fiscal year ending June 30, 2020.

(e) The amount authorized under AS 37.13.145(b) for transfer by the Alaska Permanent Fund Corporation in the fiscal year ending June 30, 2021, is appropriated from the earnings reserve account (AS 37.13.145) to the dividend fund (AS 43.23.045(a)) for the payment of permanent fund dividends for the fiscal year ending June 30, 2021.

(f) The amount authorized under AS 37.13.145(b) for transfer by the Alaska Permanent Fund Corporation in the fiscal year ending June 30, 2022, is appropriated from the earnings reserve account (AS 37.13.145) to the dividend fund (AS 43.23.045(a)) for the payment of permanent fund dividends for the fiscal year ending June 30, 2022.

(g) The amount authorized under AS 37.13.145(b) for transfer by the Alaska Permanent Fund Corporation in the fiscal year ending June 30, 2023, is appropriated from the earnings reserve account (AS 37.13.145) to the dividend fund (AS 43.23.045(a)) for the payment of permanent fund dividends for the fiscal year ending June 30, 2023.

* **Sec. 2.** CONTINGENCY. The appropriations made in sec. 1(a) - (c) of this Act are contingent on passage by the Thirty-First Alaska State Legislature and enactment into law of a bill directing the commissioner of revenue to include certain payments for the 2016, 2017, and 2018 permanent fund dividends to be made to eligible individuals with 2019, 2020, and 2021 permanent fund dividend payments.

* **Sec. 3.** Section 1(b) and (e) of this Act take effect July 1, 2020.

* **Sec. 4.** Section 1(c) and (f) of this Act take effect July 1, 2021.

* **Sec. 5.** Section 1(g) of this Act takes effect July 1, 2022.

* **Sec. 6.** Except as provided in secs. 3 - 5 of this Act, this Act takes effect immediately under AS 01.10.070(c).

HOUSE BILL NO. 24

IN THE LEGISLATURE OF THE STATE OF ALASKA

THIRTY-FIRST LEGISLATURE - FIRST SESSION

BY REPRESENTATIVES KREISS-TOMKINS, Fields, Johnston

Introduced: 2/20/19

Referred: Education, Labor and Commerce

A BILL**FOR AN ACT ENTITLED**

1 **"An Act relating to instruction in a language other than English; and relating to limited**
 2 **teacher certificates."**

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 * **Section 1.** AS 14.20.025 is repealed and reenacted to read:

5 **Sec. 14.20.025. Limited teacher certificates.** (a) Notwithstanding
 6 AS 14.20.020(b) and 14.20.022, the department may issue a limited teacher certificate,
 7 valid only in the area of expertise for which it is issued, to a person qualified under (b)
 8 of this section to teach

- 9 (1) Alaska Native Culture;
 10 (2) military science;
 11 (3) vocational or technical education;
 12 (4) any subject if the language of instruction is not English.

13 (b) A person may apply for a limited teacher certificate under this section if
 14 the person is the subject of a request made under (c) of this section and demonstrates,

1 as required by regulations adopted by the board, instructional skills and subject matter
2 expertise sufficient to assure the public that the person is competent as a teacher. The
3 board may require a person issued a limited teacher certificate under this section to
4 undertake academic training as may be required by the board by regulation and make
5 satisfactory progress in the academic training.

6 (c) The department may issue a limited teacher certificate under this section
7 only if the school board of the district or regional educational attendance area in which
8 an applicant for a limited teacher certificate will be teaching submits a request to the
9 department for the limited teacher certificate to be issued to the applicant. A request
10 for a limited teacher certificate under (a)(4) of this section must specify the subject
11 and instructional language for which the certificate is valid.

12 (d) The board may adopt regulations necessary to implement this section. The
13 regulations may not require an applicant under (a)(4) of this section to achieve a
14 minimum score on an examination unless the examination is given in the instructional
15 language for which the limited certificate is valid.

16 (e) A limited teacher certificate issued under this section is initially valid for
17 one year. The department may, in accordance with regulations adopted by the board,
18 extend or renew a limited teacher certificate issued under this section if the school
19 board that initially requested the issuance of the limited teacher certificate requests
20 that the certificate be extended or renewed and certifies that the person has
21 demonstrated skills in classroom instruction and student assessment.

SESSION ADDRESS:
Alaska State Capitol
Juneau, Alaska 99801-1182
(907) 465-4925
Fax: (907) 465-3517
Toll Free: 1-800-821-4925

Senator Gary Stevens

Alaska State Legislature

INTERIM ADDRESS:
305 Center Ave, Ste. 1
Kodiak, Alaska 99615
(907) 486-4925
Fax: (907) 486-5264



SPONSOR STATEMENT

SENATE BILL 30

Middle Colleges

Senate Bill 30 establishes a Middle College Program in Alaska. A type of dual credit system, Middle Colleges are partnerships between school districts and colleges. They offer a focused curriculum, increasing the viability of students from all economic backgrounds to earn college credits while still in high school.

The bill requires school districts and the University of Alaska (UA) to participate in the Middle College Program, requires school districts to pay for a student's tuition at UA's resident tuition rate, and affirms that program participants are considered full-time students of the district in which they are enrolled. SB 30 further specifies that costs for other expenses, including course fees, books and transportation are the student's responsibility.

SB 30 also establishes criteria for student enrollment in the Middle College program, including the requirement that a student be enrolled in an Alaskan public school and has completed the 10th grade. Additionally, SB 30 requires a yearly report to the legislature summarizing student participation; course offerings; and the total number of credits earned.

Middle College Programs have been operating nationally for over twenty-five years to much acclaim. In Alaska, the Matanuska-Susitna Borough School District and the Anchorage School District are already successfully participating in Middle Colleges, and the Kodiak Island Borough School District is currently developing its program. Your support of SB 30 will ensure this important concept goes beyond those three boroughs, reaching and positively impacting students throughout our state.

Thank you for your consideration of this important piece of legislation.

ALASKA STATE LEGISLATURE

Session:

State Capitol, Room 121
Juneau, Alaska 99801-2186
Phone (907) 465-2327
Fax: (907) 465-5241
Toll Free: (800)336-7383



Interim:

1292 Sadler Way
Fairbanks, Alaska 99701
Phone: (907) 456-8161
Fax: (907) 456-8163
Toll Free: (800)336-7383

Senator Click Bishop

SB 50 - Sponsor Statement

“Alaska Education Facilities, Maintenance, and Construction Tax”

From 1919-1980, Alaska had an annual employment head tax for the purpose of collecting revenues to fund schools. The tax went through numerous transformations, but it always charged an equal amount to each employed individual. When it was repealed in 1980, the tax was \$10 per person which has the equivalent value of \$30 today.

SB 50 proposes to revive the repealed head tax on employed individuals, both resident and non-resident, with income from a source in Alaska. The “Alaska Education Facilities, Maintenance, and Construction Tax” would collect \$30 from each person employed in the state. The tax would be withheld from an employee’s first paycheck each year while self-employed individuals would be required to remit payment to the Alaska Department of Revenue. The tax would be deductible on an individual’s federal income tax return.

According to the most recent statistics from the Alaska Department of Labor and Workforce Development and the U.S. Census Bureau, there are approximately 441,596 employed individuals in Alaska. Roughly 20% of those workers who earn their living in Alaska do not reside here resulting in \$2.5 billion in non-resident income that leaves Alaska’s economy each year and, in most cases, gets taxed by a non-resident’s home state.

It is estimated that this tax would generate \$13 million each year. The revenue collected would be deposited into the state’s general fund and accounted for separately to pay for the growing maintenance and construction needs of Alaska’s schools.

Please join me in supporting this bill.

ALASKA STATE LEGISLATURE

Session:

State Capitol, Room 504
Juneau, AK 99801

Phone: (907) 465-4968
Toll-free: 1 (800) 773-4968



Interim:

1500 West Benson Boulevard
Anchorage, AK 99503

Phone: (907) 269-0117
Toll-free: 1 (800) 773-4968

Email: Senator.Mia.Costello@akleg.gov

Senator Mia Costello
District K – West Anchorage

SENATE BILL 56

“An Act relating to physical activity requirements for students in kindergarten through grade eight.”

SPONSOR STATEMENT

Senate Bill 200 strengthens state law to ensure Alaskan students have an opportunity to benefit from physical activity during the school day. Under the bill, school districts would provide at least 90 percent of the recommended exercise time for adolescents by the U.S. Center for Disease Control & Prevention (CDC). School districts would have the flexibility to meet this requirement, equating to 54 minutes, through physical education classes, recess, classroom brain breaks, or a combination of activity types.

Breaks in the school day have been proven to aid information retention and focus. Recess lets students process classroom lessons and allows for an education outside the classroom from their peers. A CDC report reviewed 50 peer-reviewed studies and documented links between physical activity and academic performance, including achievement, behavior, cognitive skills, and attitude. The American Association of Pediatrics has also found that recess, either indoor or outdoor, led to more attentive and productive students, in addition to learning on playgrounds from peers. Various peer-reviewed studies have shown that students who are active in school, do better in school in every way.



Senator Lyman F. Hoffman

Member, Senate Finance Committee

Alaska State Legislature * State Capitol * Juneau, AK 99801-1182
Toll Free 1-866-465-4453 * (907) 465-4453 * Fax (907) 465-4523

District S

Adak
Akiachak
Akiak
Akutan
Aleknagik
Aniak
Anvik
Atka
Atmauthluak
Attu Station
Bethel
Cheformak
Chignik
Chignik Lagoon
Chignik Lake
Chuathbaluk
Clark's Point
Cold Bay
Crooked Creek
Dillingham
Dutch Harbor
Eek
Egegik
Ekwok
False Pass
Flat
Goodnews Bay
Grayling
Holy Cross
Igiugig
Iliamna
Ivanof Bay
Kasigluk
King Cove
King Salmon
Kipnuk
Kokhanok
Koliganek
Kongiganak
Kwethlik
Kwigillingok
Lake Minchumina
Levelock
Lime Village
Lower Kalskag
Manokotak
Marshall
McGrath
Mekoryuk
Mertarvik
Naknek
Napakiak
Napaskiak
Nelson Lagoon
Newhalen
New Stuyahok
Newtok
Nightmute
Nikolai
Nikolski
Nondalton
Nunapitchuk
Oscarville
Pedro Bay
Perryville
Pilot Point
Platinum
Pope-Vannoy Landing
Port Alsworth
Port Heiden
Portage Creek
Quinhagak
Red Devil
Russian Mission
Sand Point
Shageluk
Sleetmute
South Naknek
St. George
St. Paul
Stony River
Takotna
Togiak
Toksook Bay
Tuntutuliak
Tununak
Twin Hills
Ugashik
Unalaska
Upper Kalskag

Sponsor Statement

SB 74

"An Act relating to funding for Internet services for school districts."

SB 74 increases the minimum broadband requirement for schools from 10 megabits per second (Mbps) to a minimum of 25 Mbps and provides funding to help schools reach the 25 Mbps through the School Broadband Assistance Grant (BAG).

Districts that qualify for discounted rate for internet services under the Federal Universal Services Program are eligible.

The Universal Service Administrative Company, Schools and Libraries Program, commonly known as "E-rate," provides discounts of up to 90 percent to help eligible schools and libraries in the United States obtain affordable telecommunications and internet access.

The School BAG was established in 2014 and created to assist schools to reach internet download speeds of 10 Mbps. Currently the grant funds may be used to cover eligible costs incurred by the school districts for schools that have less than 10 Mbps each fiscal year. Since 2014 new and improved technologies and increases to internet services have allowed for more and faster delivery of internet services. Because the cost of internet in some rural districts has decreased, the annual internet costs have fallen below the 2014 benchmark established by state law. To allow school districts to utilize these advances, SB 74 will increase the minimum requirement of Mbps from 10 to 25 which will increase the amount of Broadband Assistance Grants (BAG) that the state can pay to school districts.

In 2019, 80 schools in 20 school districts will benefit from the school BAG awards.

The funding leverages federal E-rate funds at approximately 8:1. The program allows for leverage for up to 9:1 based on a formula for free and reduced lunch calculation by district.

Thank you for your consideration of SB 74 to help bring improved broadband services to rural Alaska and improve service for schools across the state.

I urge your support of this legislation to provide Alaskan students, classrooms and teachers and all educators better access to the digital world.

ALASKA STATE LEGISLATURE

Session:

State Capitol, Room 121
Juneau, Alaska 99801-2186
Phone (907) 465-2327
Fax: (907) 465-5241
Toll Free: (800)336-7383



Interim:

1292 Sadler Way
Fairbanks, Alaska 99701
Phone: (907) 456-8161
Fax: (907) 456-8163
Toll Free: (800)336-7383

Senator Click Bishop

Sponsor Statement

Senate Bill 78 – Katie John Day

Athabascan elder Katie John was well known for her determination and persistence in defense of Alaska Native customary and traditional hunting, fishing, and gathering rights. She was a mentor to many Alaskans through her teachings, humor, gentle spirit and loving ways. Katie John is an Alaska icon who devoted her life to protect the traditions of her ancestral homeland. Katie John died May 31, 2013. She was 97 years old.

Katie John lived in Mentasta Lake and was raised to live off the land under the tutelage of her mother, grandmother and other elders of her community. She was a consummate teacher and was always willing to share her ancestral traditions, culture and history. She was well known and respected throughout Alaska and around the world for her advocacy of Native rights.

Katie John was a member of the Ahtna Regional Native Corporation. According to Ahtna President Michelle Anderson, "Every great culture in the world is known by their traditional foods and the survival of a culture depends on the people's ability to gather those foods. Katie fought for our right to access our traditional homelands because she knew that we need to be able to feed our families. It was a matter of cultural and human survival."

Always passionate about preserving the Athabascan culture and language, Katie John was involved in teaching her Native language since 1974 and helped create the alphabet for the Ahtna dialect. She received an honorary Doctor of Laws degree from the University of Alaska Fairbanks in 2011. Katie John and her husband, Chief Fred John, who died in 2000, raised 14 children and 6 foster children. She leaves behind approximately 250 grandchildren, great-grandchildren and great-great-grandchildren.

Due to her impressive role in protecting ancestral traditions in Alaska, SB 78 will establish the date of May 31 as Katie John Day in honor of her memory. This bill is a simple yet fitting tribute to a powerful woman who cherished the Alaskan way of life.

BP reports increased Alaska profits in 2018

✍ Author: [Elwood Brehmer, Alaska Journal of Commerce](#) ⌚ Updated: 2 hours ago 📅 Published 3 hours ago



*Prudhoe Bay's Central Gas Facility, viewed from the Lisburne Production Center on Friday, May 22, 2015.
(Loren Holmes / ADN)*

[Buy This Photo](#)

BP saw improved results in 2018 as increasing oil prices helped boost the producer's bottom line both in Alaska and worldwide.

In Alaska, the London-based major netted \$916 million last year from its North Slope operations, according to the company's 2018 annual report. Those profits came on the back of more than \$4.3 billion in total revenue.

Comparatively, BP generated an \$830 million profit from \$3.3 billion in revenue in 2017.

Worldwide the company netted nearly \$9.4 billion in profits in 2018 versus nearly \$3.4 billion the year prior.

"Our teams have delivered strong results across the business and we are well positioned to continue to deliver value as we play our part in the dual challenge of delivering more energy with fewer emissions," BP Chairman Helge Lund said regarding the 2018 results in a letter to shareholders.

Company officials in Alaska said higher oil prices were a primary driver for the improved margins.

BP's Brent indexed crude — which Alaska North Slope oil follows closely — sold for an average of \$71.31 per barrel last year, roughly a 25 percent increase versus the 2017 average price of \$54.19 per barrel.

BP Exploration Inc., the company's upstream Alaska business, paid \$804 million in production, property and corporate taxes and royalties to the State of Alaska last year, BP Alaska controller David Knapp said. The company also invested \$370 million in capital projects in Alaska in 2018, according to Knapp.

BP operates the mature, iconic Prudhoe Bay oil field and has interests in the producing Milne Point and Point Thomson units on the North Slope as well. The company is required to report its upstream Alaska business in its annual report and accompanying "20-F" financial report.

BP Alaska officials have touted their ability to generally hold oil production from Prudhoe and its satellite fields steady at roughly 280,000 barrels per day since 2016 despite cost reductions. The company is also conducting a 3-D seismic data shoot over the entire Prudhoe field this spring.

While BP made \$916 million on the Slope last year, the company's Alaska leaders insist a \$531 million profit figure is more accurate, as it captures the costs for all of its operations in the state, which include the Trans-Alaska Pipeline System and marine oil transport from the Valdez oil terminal. They note the \$531 million Alaska profit figure is more representative of BP's total Alaska business because it also accounts for the property taxes paid on the midstream infrastructure.

However, those costs of getting the oil to market are also deductible from the state's production tax.

BP owns 48.4 percent of the Trans-Alaska Pipeline System, the largest single share of the oil transport network. The company also has oil tankers dedicated to its Alaska operations and has supported the Alaska Gasline Development Corp. with predevelopment work on the \$43 billion Alaska LNG Project.

BP pulled the Alaska-class tanker Frontier from service in September, according to the annual report, leaving it with three oil tankers dedicated to operations in the state.

"With the reduction in volume over time, as well as new efficiencies identified in the shipping programme, Frontier has been removed from service and its carrying value impaired accordingly," the report states.

In 2018, BP also sold its 39 percent stake in the large Kuparuk oil field ConocoPhillips as part of a neutral value swap with the Houston-based producer that included BP acquiring an additional 16 percent interest in the Clair field in the North Sea. BP spent approximately \$1.7 billion related to acquiring the Clair field interests in the deal, according to the report.

Elwood Brehmer can be reached at elwood.brehmer@alaskajournal.com.

Governor says there can be 'no deal' on budget without legislative progress on his constitutional amendments

✍ Author: [James Brooks](#) ⌚ Updated: 19 hours ago 📅 Published 19 hours ago



Gov. Mike Dunleavy speaks Tuesday, April 9, 2019 during a press conference in the Alaska State Capitol. (James Brooks / ADN)

JUNEAU — Alaska Gov. Mike Dunleavy remains determined to pass crime-fighting legislation and his proposed constitutional amendments, he said Tuesday, and he warned that if they don't advance through the Legislature, there will be “no deal” on a state operating budget.

“What kind of deal can we have, I guess is the question,” the governor said.

The depth of the governor's line in the sand remains to be seen, and the governor himself said he is watching the Legislature's alternative budget come together.

If lawmakers decline to advance his proposed amendments, the governor acknowledged that he could call special sessions or threaten budget vetoes.

“I don't want to speculate too much” about potential actions, he said, explaining that he wants to first see what the Legislature does to the budget.

“You’re going to get a better idea when we see what they’re doing,” he said

This week, the state House of Representatives is considering a \$10.22 billion state operating budget plus a Permanent Fund dividend of about \$1,300-\$1,400 per person. (The figure is not certain because the dividend will be allocated in separate legislation.)

The governor’s proposal was for \$8.8 billion in spending, plus a dividend of about \$3,000 per person. (Again, the dividend is in separate legislation.)

The governor remains firmly convinced that this year’s dividend should be paid using a traditional formula in state law. That formula was used from 1982 to 2015. In 2016, citing Alaska’s budget deficit, then-Gov. Bill Walker vetoed half the payment. Since then, lawmakers have ignored the traditional formula.

“We believe the people of Alaska should get what’s coming to them under statute,” the governor said Tuesday.

Starting Wednesday, the Alaska Senate’s finance committee will consider replacing that formula with a new approach in state law. The governor expressed skepticism of that idea.

“There have been cases where we don’t follow our statutes, so this would not necessarily be a permanent fiscal fix,” he said. “You have to engage the people of Alaska if you change the Permanent Fund. That’s my position, and it’s been consistent.”

Of the governor’s three proposed constitutional amendments, one involves tightening the state’s existing constitutional spending cap; one requires voter approval of new taxes; and the third enshrines the traditional dividend formula in the state constitution.

[Support independent reporting from Juneau. Subscribe today.]

Speaking Tuesday, he reiterated his belief that the constitutional amendments are needed to ease the Legislature’s annual budget process and tamp the temptation to increase spending each year.

“We want to get rid of this ‘Groundhog Day’ concept on the budget,” he said, referring to the 1993 Bill Murray film, “that we do the same thing every year, we have the same arguments, the same discussions, and we have a budget for one year. And we stumble to the next year.”

He said that without a long-term framework, it doesn’t make sense to enact significant revenue increases, such as a statewide income tax or an increase to the state’s oil production tax.

“Without a permanent approach to constitutional amendments ... we’ll eat through any tax, we’ll eat through any revenue,” the governor said.

Though the governor has an eye on spending containment, the budgetary trend since 2015 has been steeply downward. Spending in that year was \$15.7 billion, including dividends, according to figures from the nonpartisan Legislative Finance Division. This year’s combined spending on dividends, state operations and new construction is expected to be two-thirds of that 2015 figure and less than it was last year.

March 25th, 2019

RW

TO: Regional School Board Members
FROM: Robbie MacManus
CFO
RE: April Board Report

March 31st brings a close to the 3rd quarter of this fiscal year. This means State and Federal quarterly reports are due, Pupil transportation, wage and unemployment reports

Our office is gearing up for the end of the year, processing end of year purchase order's and making sure all items have been received before the end of school. We will have an end of year general fund budget revision with our June RSB meeting to zero out accounts that we will go over and then see how much we can approve to move over to the 502 fund for additional summer maintenance funding.

Most of my time has been spent working on different scenarios for budget cuts. Our Governor's proposed cuts have caused much stress in the lives of School District Administration across the State. We are looking at what can be done.

Sugar is kept busy with classified payroll, accounts payable and student activity tracking. Pattie is busy with purchase orders and receiving of orders, inventory, bank reconciliations and other duties as assigned.

We have prepared a proposed FY20 Budget which totals \$10,267,675. This is a balanced budget based on proposed student numbers and a current Student based allocation of \$5,930 per student (Flat Funding). This and a second budget with the Governor's proposed cuts will be sent out to board members the week of April 8th. We will go over this during the work session at the April meeting.

I look forward to seeing you then.

DATE - 3/25/19
TIME - 13:44:41
PROG - GNL.570
REPT - TLM SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

March 31, 2019

ACCOUNT NUMBER / TITLE		CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
FUND 100 GENERAL FUND						
EXPENSE ACCOUNTS						
100.XXX.XXX.XXX.311 SUPERINTENDENT		119,060	89,295.01	0	29,765	75.00
100.XXX.XXX.XXX.313 PRINCIPAL		208,986	138,731.30	0	70,254	66.38
100.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT		160,856	92,378.54	0	68,478	57.43
100.XXX.XXX.XXX.315 TEACHER		2,100,220	1,378,338.37	0	721,881	65.63
100.XXX.XXX.XXX.316 EXTRA DUTY PAY/CERTIFIED		9,000	2,700.00	0	6,300	30.00
100.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.		262,337	188,356.96	0	73,980	71.80
100.XXX.XXX.XXX.323 AIDES		666,828	486,917.86	0	179,911	73.02
100.XXX.XXX.XXX.324 SUPPORT STAFF		269,453	194,027.93	0	75,425	72.01
100.XXX.XXX.XXX.325 MAINTENANCE/CUSTODIAL		394,097	291,891.67	0	102,205	74.07
100.XXX.XXX.XXX.326 FOOD SERVICE STAFF		23,620	16,862.14	0	6,758	28.60
100.XXX.XXX.XXX.328 CONSTRUCTION LABOR		310,740	211,648.34	0	99,092	71.39
100.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY		9,250	13,200.00	0	3,950	68.11
100.XXX.XXX.XXX.331 EXTRA DUTY PAY/CLASSIFIED		1,167,101	805,975.73	0	361,125	142.70
100.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE		1,015	0.00	0	1,015	69.06
100.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE		135,492	91,251.61	0	44,240	67.35
100.XXX.XXX.XXX.364 WORKER'S COMPENSATION		193,890	131,010.68	0	62,879	67.57
100.XXX.XXX.XXX.365 FICA/MEDICARE		767,816	496,558.86	0	271,257	64.67
100.XXX.XXX.XXX.366 TRS		439,532	284,787.18	0	154,745	64.79
100.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL		285,500	200,311.76	0	85,188	70.16
100.XXX.XXX.XXX.412 AUDIT		49,067	49,067.00	0	0	100.00
100.XXX.XXX.XXX.414 LEGAL SERVICES		4,504	1,411.20	0	3,093	31.33
100.XXX.XXX.XXX.420 STAFF TRAVEL		123,400	82,417.36	3,557	37,425	69.67
100.XXX.XXX.XXX.425 STUDENT TRAVEL		32,233	18,258.32	0	13,975	56.64
100.XXX.XXX.XXX.431 WATER & SEWER		19,600	11,025.00	0	8,575	56.25
100.XXX.XXX.XXX.432 GARBAGE		24,314	17,249.90	0	7,064	70.95
100.XXX.XXX.XXX.433 COMMUNICATIONS		1,311,050	787,336.39	30	523,684	60.06
100.XXX.XXX.XXX.435 ENERGY		308,000	103,916.48	0	204,084	33.74
100.XXX.XXX.XXX.436 ELECTRICITY		424,168	282,353.18	0	141,815	66.57
100.XXX.XXX.XXX.440 OTHER PURCH.SER./ADV.PRIN		0	0.00	0	0	0.00
100.XXX.XXX.XXX.441 RENTALS		1,000	0.00	0	1,000	100.00
100.XXX.XXX.XXX.442 CONTR.BLD. REPAIR & MAINT		15,000	5,080.50	0	9,920	33.87
100.XXX.XXX.XXX.443 EQUIPMENT REPAIR & MAINT.		14,934	4,569.17	0	10,365	30.60
100.XXX.XXX.XXX.444 CONTR.SITE REPAIR/MAINT		22,250	8,790.63	0	13,459	39.51
100.XXX.XXX.XXX.445 INSURANCE & BOND PREMIUMS		225	225.00	0	0	100.00
100.XXX.XXX.XXX.446 PROPERTY INSURANCE		105,000	105,000.00	0	0	100.00
100.XXX.XXX.XXX.447 LIABILITY INSURANCE		20,522	20,574.26	0	52-	100.25
100.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.		448,701	291,494.72	7,062	150,144	66.54
100.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES		194,646	132,354.96	7,142	55,149	71.67
100.XXX.XXX.XXX.453 JANITORIAL SUPPLIES		34,000	27,548.80	7,366	915-	102.69
100.XXX.XXX.XXX.458 GAS AND OIL		10,000	5,782.89	0	4,217	57.83
100.XXX.XXX.XXX.480 TUITION		5,000	4,400.00	0	600	88.00
100.XXX.XXX.XXX.485 STIPEND		50	50.00	0	0	100.00
100.XXX.XXX.XXX.490 OTHER EXPENSES		0	0.00	0	0	0.00
100.XXX.XXX.XXX.491 DUES AND FEES		94,379	81,412.72	275	12,691	86.55
100.XXX.XXX.XXX.495 INDIRECT COSTS		70,000-	37,124.44-	0	32,876-	53.03
100.XXX.XXX.XXX.510 EQUIPMENT		30,000	0.00	0	30,000	100.00
100.XXX.XXX.XXX.552 TRANSFER TO SPECIAL REV.		300,000	0.00	0	300,000	0.00
100.XXX.XXX.XXX.554 TRANSFER TO CAPITAL FUNDS		0	0.00	0	0	0.00

DATE - 3/25/19
 TIME - 13:44:41
 PROG - GNL.570
 REPT - TLW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT
 SCHOOL BOARD REPORT

March 31, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
EXPENSE ACCOUNTS					
100.XXX.XXX.XXX GENERAL FUND	11,046,836	7,117,437.98	25,432	3,903,966	64.66 %
	11,046,836	7,117,437.98	25,432	3,903,966	64.66 %
FUND 201 EAGLE RASMUSON GRANT					
EXPENSE ACCOUNTS					
201.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	8,010	8,009.57	0	0	100.00 %
EXPENSE ACCOUNTS	8,010	8,009.57	0	0	100.00 %
201.XXX.XXX.XXX.XXX EAGLE RASMUSON GRANT	8,010	8,009.57	0	0	100.00 %
FUND 202 PROFESSIONAL DEVELOPMENT					
EXPENSE ACCOUNTS					
202.XXX.XXX.XXX.420 STAFF TRAVEL	11,000	6,718.36	0	4,282	61.08 %
EXPENSE ACCOUNTS	11,000	6,718.36	0	4,282	61.08 %
202.XXX.XXX.XXX.XXX PROFESSIONAL DEVELOPMENT	11,000	6,718.36	0	4,282	61.08 %
FUND 205 STUDENT TRANSPORTATION					
EXPENSE ACCOUNTS					
205.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	777,884	551,773.82	0	226,110	70.93 %
205.XXX.XXX.XXX.425 STUDENT TRAVEL	2,000	990.00	0	1,010	49.50 %
EXPENSE ACCOUNTS	779,884	552,763.82	0	227,120	70.88 %
205.XXX.XXX.XXX.XXX STUDENT TRANSPORTATION	779,884	552,763.82	0	227,120	70.88 %
FUND 208 BROADBAND FUNDING					
EXPENSE ACCOUNTS					
208.XXX.XXX.XXX.433 COMMUNICATIONS	55,251	38,901.10	0	16,350	70.41 %
EXPENSE ACCOUNTS	55,251	38,901.10	0	16,350	70.41 %
208.XXX.XXX.XXX.XXX BROADBAND FUNDING	55,251	38,901.10	0	16,350	70.41 %
FUND 209 GROWING HEALTHY KIDS AK					
EXPENSE ACCOUNTS					
209.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	0	.00	0	0	.00 %
209.XXX.XXX.XXX.XXX GROWING HEALTHY KIDS AK	0	.00	0	0	.00 %
FUND 210 SAFE CHILDRENS ACT					
EXPENSE ACCOUNTS					
210.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	5,300	5,300.00	0	0	100.00 %
EXPENSE ACCOUNTS	5,300	5,300.00	0	0	100.00 %

DATE - 3/25/19
TIME - 13:44:41
PROG - GNL.570
REPT - TLW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT
March 31, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
210.XXX.XXX.XXX.XXX SAFE CHILDRENS ACT	5,300	5,300.00	0	0	100.00 %
FUND 220 A-CHILL					
EXPENSE ACCOUNTS					
220.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	25,226	13,113.80	0	12,112	51.99 %
220.XXX.XXX.XXX.315 TEACHER	190,826	87,918.21	0	102,908	46.07 %
220.XXX.XXX.XXX.323 AIDES	5,000	.00	0	5,000	.00 %
220.XXX.XXX.XXX.324 SUPPORT STAFF	86,548	13,418.74	0	73,129	15.50 %
220.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	130,464	55,253.12	0	75,211	42.35 %
220.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	88,796	43,109.32	0	45,687	48.55 %
220.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	3,531	.00	0	3,531	.00 %
220.XXX.XXX.XXX.363 WORKER'S COMPENSATION	10,409	4,910.79	0	5,499	47.18 %
220.XXX.XXX.XXX.364 FICA/MEDICARE	21,829	6,675.66	0	15,154	30.58 %
220.XXX.XXX.XXX.365 TRS	22,422	10,888.43	0	11,533	48.56 %
220.XXX.XXX.XXX.366 PERS	18,876	2,666.45	0	16,210	14.13 %
220.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	73,433	121,691.26	538	48,796	166.45 %
220.XXX.XXX.XXX.420 STAFF TRAVEL	56,770	47,702.38	911	8,156	85.63 %
220.XXX.XXX.XXX.425 STUDENT TRAVEL	8,811	4,189.52	120	4,501	48.91 %
220.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	116,807	95,574.65	388	20,845	82.15 %
220.XXX.XXX.XXX.491 DUES AND FEES	10,670	13,393.87	0	2,724	125.52 %
220.XXX.XXX.XXX.495 INDIRECT COSTS	44,406	12,658.50	0	31,747	28.51 %
EXPENSE ACCOUNTS	914,824	533,164.70	1,957	379,703	58.49 %
220.XXX.XXX.XXX.XXX A-CHILL	914,824	533,164.70	1,957	379,703	58.49 %
FUND 233 TITLE 1, SCHOOL IMPROVE					
EXPENSE ACCOUNTS					
233.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	6,000	3,852.67	0	2,147	64.21 %
233.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	63	.00	0	63	.00 %
233.XXX.XXX.XXX.363 WORKER'S COMPENSATION	117	115.59	0	1	98.79 %
233.XXX.XXX.XXX.364 FICA/MEDICARE	459	294.72	0	164	64.21 %
233.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	1,750	1,750.00	0	0	100.00 %
233.XXX.XXX.XXX.420 STAFF TRAVEL	22,164	14,385.38	0	7,778	64.91 %
233.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	25,377	23,640.91	0	1,736	93.16 %
233.XXX.XXX.XXX.491 DUES AND FEES	3,775	3,774.75	0	0	100.00 %
233.XXX.XXX.XXX.495 INDIRECT COSTS	2,412	1,340.74	0	1,071	55.59 %
EXPENSE ACCOUNTS	62,116	49,154.76	0	12,962	79.13 %
233.XXX.XXX.XXX.XXX TITLE 1, SCHOOL IMPROVE	62,116	49,154.76	0	12,962	79.13 %
FUND 234 FASD					
EXPENSE ACCOUNTS					
234.XXX.XXX.XXX.420 STAFF TRAVEL	2,388	.00	0	2,388	.00 %
EXPENSE ACCOUNTS	2,388	.00	0	2,388	.00 %
234.XXX.XXX.XXX.XXX FASD	2,388	.00	0	2,388	.00 %

DATE - 3/25/19
TIME - 13:44:41
PROG - GNL.570
REPT - TLW SCHRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

March 31, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
FUND 253 NSLP FOOD SERVICE EQUIP					
EXPENSE ACCOUNTS					
253.XXX.XXX.XXX.510 EQUIPMENT	22,430	22,430.24	0	0	100.00 %
EXPENSE ACCOUNTS					
253.XXX.XXX.XXX.XXX NSLP FOOD SERVICE EQUIP	22,430	22,430.24	0	0	100.00 %
FUND 255 FOOD SERVICE					
EXPENSE ACCOUNTS					
255.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	47,032	35,274.11	0	11,758	75.00 %
255.XXX.XXX.XXX.326 FOOD SERVICE STAFF	134,300	98,481.84	0	35,818	73.33 %
255.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	12,000	16,427.15	0	4,427-	136.89 %
255.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	25,200	25,792.32	0	592-	102.35 %
255.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
255.XXX.XXX.XXX.363 WORKER'S COMPENSATION	5,920	4,909.21	0	1,011	82.93 %
255.XXX.XXX.XXX.364 FICA/MEDICARE	15,093	11,481.46	0	3,612	75.07 %
255.XXX.XXX.XXX.366 PERS	40,766	28,027.98	0	12,738	68.75 %
255.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	500	.00	0	500	.00 %
255.XXX.XXX.XXX.420 STAFF TRAVEL	10,000	5,138.68	0	4,861	51.39 %
255.XXX.XXX.XXX.433 COMMUNICATIONS	1,300	708.17	0	592	54.47 %
255.XXX.XXX.XXX.437 BOTTLED GAS	5,050	2,877.58	0	2,172	56.98 %
255.XXX.XXX.XXX.443 EQUIPMENT REPAIR & MAINT.	6,000	.00	0	6,000	.00 %
255.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	4,000	3,883.49	0	117	97.09 %
255.XXX.XXX.XXX.459 FOOD	351,000	309,818.89	0	41,181	88.27 %
255.XXX.XXX.XXX.491 DUES AND FEES	1,300	635.00	0	665	48.85 %
255.XXX.XXX.XXX.510 EQUIPMENT	1,000	.00	0	1,000	.00 %
EXPENSE ACCOUNTS					
255.XXX.XXX.XXX.XXX FOOD SERVICE	660,461	543,455.88	0	117,005	82.28 %
255.XXX.XXX.XXX.XXX FOOD SERVICE	660,461	543,455.88	0	117,005	82.28 %
FUND 256 FRESH FRUIT AND VEGETABLE					
EXPENSE ACCOUNTS					
256.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	3,368	1,923.55	0	1,444	57.11 %
256.XXX.XXX.XXX.363 WORKER'S COMPENSATION	101	57.70	0	43	57.11 %
256.XXX.XXX.XXX.364 FICA/MEDICARE	258	147.13	0	111	57.10 %
256.XXX.XXX.XXX.459 FOOD	14,683	12,183.25	0	2,500	82.97 %
EXPENSE ACCOUNTS					
256.XXX.XXX.XXX.XXX FRESH FRUIT AND VEGETABLE	18,410	14,311.63	0	4,098	77.74 %
256.XXX.XXX.XXX.XXX FRESH FRUIT AND VEGETABLE	18,410	14,311.63	0	4,098	77.74 %
FUND 259 SHI ACTION PLAN TOK					
EXPENSE ACCOUNTS					
259.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	1,576	416.48	0	1,160	26.42 %
EXPENSE ACCOUNTS					
259.XXX.XXX.XXX.XXX SHI ACTION PLAN TOK	1,576	416.48	0	1,160	26.42 %
259.XXX.XXX.XXX.XXX SHI ACTION PLAN TOK	1,576	416.48	0	1,160	26.42 %

DATE - 3/25/19
TIME - 13:44:41
PROG - GNL-570
REPT - TLW SCHRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

March 31, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
FUND 260 TITLE VI-B					
EXPENSE ACCOUNTS					
260.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	88,000	65,927.05	0	22,073	74.92
260.XXX.XXX.XXX.323 AIDES	2,800	650.54	0	2,149	23.23
260.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	.00	0	0	.00
260.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	25,596	19,353.13	0	6,243	75.61
260.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00
260.XXX.XXX.XXX.363 WORKER'S COMPENSATION	2,724	1,888.42	0	836	69.33
260.XXX.XXX.XXX.364 FICA/MEDICARE	1,490	1,005.69	0	485	67.49
260.XXX.XXX.XXX.365 TRS	11,053	8,280.42	0	2,772	74.92
260.XXX.XXX.XXX.366 PERS	616	143.11	0	473	23.23
260.XXX.XXX.XXX.420 STAFF TRAVEL	2,000	835.78	0	1,164	41.79
260.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	2,597	722.47	249	1,626	37.39
260.XXX.XXX.XXX.495 INDIRECT COSTS	5,530	2,614.73	0	2,915	47.28
EXPENSE ACCOUNTS	142,406	101,421.34	249	40,736	71.39
260.XXX.XXX.XXX.XXX TITLE VI-B	142,406	101,421.34	249	40,736	71.39
FUND 261 TITLE I PART A					
EXPENSE ACCOUNTS					
261.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	9,505	6,556.88	0	2,948	68.99
261.XXX.XXX.XXX.315 TEACHER	50,157	25,336.61	0	24,820	50.51
261.XXX.XXX.XXX.323 AIDES	33,805	23,114.15	0	10,690	68.38
261.XXX.XXX.XXX.324 SUPPORT STAFF	14,486	9,749.97	0	4,736	67.31
261.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	7,800	8,475.25	0	675-	108.66
261.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	25,865	13,137.14	0	12,728	50.79
261.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	1,707	.00	0	1,707	.00
261.XXX.XXX.XXX.363 WORKER'S COMPENSATION	1,706	2,180.79	0	475-	127.84
261.XXX.XXX.XXX.364 FICA/MEDICARE	4,621	3,624.91	0	996	78.45
261.XXX.XXX.XXX.365 TRS	7,493	4,005.80	0	3,488	53.46
261.XXX.XXX.XXX.366 PERS	8,707	5,915.70	0	2,792	67.94
261.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	.00	0	0	.00
261.XXX.XXX.XXX.420 STAFF TRAVEL	6,000	1,193.62	0	4,806	19.89
261.XXX.XXX.XXX.425 STUDENT TRAVEL	5,000	2,372.52	225	2,402	51.95
261.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	13,754	13,843.34	0	90-	100.65
261.XXX.XXX.XXX.491 DUES AND FEES	23,000	18,999.85	0	4,000	82.61
261.XXX.XXX.XXX.495 INDIRECT COSTS	8,630	.00	0	8,630	.00
EXPENSE ACCOUNTS	222,234	138,506.53	225	83,503	62.43
261.XXX.XXX.XXX.XXX TITLE I PART A	222,234	138,506.53	225	83,503	62.43
FUND 263 AK PRE ELEMENTARY					
EXPENSE ACCOUNTS					
263.XXX.XXX.XXX.315 TEACHER	1,000	.00	0	1,000	.00
263.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	13,383	8,937.61	0	4,445	66.78
263.XXX.XXX.XXX.323 AIDES	39,733	13,222.41	0	26,511	33.28
263.XXX.XXX.XXX.324 SUPPORT STAFF	0	.00	0	0	.00
263.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	24,897	12,123.02	0	12,774	48.69
263.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	15,639	6,539.93	0	9,099	41.82

DATE - 3/25/19
TIME - 13:44:41
PROG - GNL.570
REPT - TIW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

March 31, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
263.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	1,108	.00	0	1,108	.00 %
263.XXX.XXX.XXX.363 WORKER'S COMPENSATION	1,108	1,118.44	0	10-	100.93 %
263.XXX.XXX.XXX.364 FICA/MEDICARE	5,280	2,445.19	0	2,835	46.31 %
263.XXX.XXX.XXX.366 PERS	11,811	4,799.47	0	7,012	40.64 %
263.XXX.XXX.XXX.420 STAFF TRAVEL	11,600	6,764.78	0	4,835	58.32 %
263.XXX.XXX.XXX.425 STUDENT TRAVEL	1,000	.00	0	1,000	.00 %
263.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	30,688	9,432.33	9,535	11,721	61.81 %
263.XXX.XXX.XXX.491 DUES AND FEES	0	345.00	0	345-	9999.99 %
263.XXX.XXX.XXX.495 INDIRECT COSTS	6,353	.00	0	6,353	.00 %
EXPENSE ACCOUNTS	163,600	65,728.18	9,535	88,337	46.00 %
263.XXX.XXX.XXX.XXX AK PRE ELEMENTARY	163,600	65,728.18	9,535	88,337	46.00 %
FUND 266 MIGRANT ED TITLE 1 PART C					
EXPENSE ACCOUNTS					
266.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	19,836	13,113.80	0	6,722	66.11 %
266.XXX.XXX.XXX.315 TEACHER	6,000	.00	0	6,000	.00 %
266.XXX.XXX.XXX.323 AIDES	50,394	30,120.59	0	20,274	59.77 %
266.XXX.XXX.XXX.324 SUPPORT STAFF	34,376	24,744.75	0	9,632	71.98 %
266.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	7,950	7,388.32	0	7,562	4.88 %
266.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	38,762	25,785.87	0	12,976	66.52 %
266.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	1,735	.00	0	1,735	.00 %
266.XXX.XXX.XXX.363 WORKER'S COMPENSATION	2,241	2,023.64	0	218	90.29 %
266.XXX.XXX.XXX.364 FICA/MEDICARE	6,468	4,413.22	0	2,055	68.23 %
266.XXX.XXX.XXX.365 TRS	3,245	1,647.12	0	1,598	50.75 %
266.XXX.XXX.XXX.366 PERS	16,527	11,728.16	0	4,798	70.97 %
266.XXX.XXX.XXX.420 STAFF TRAVEL	4,500	422.38	0	4,078	9.39 %
266.XXX.XXX.XXX.425 STUDENT TRAVEL	4,500	.00	1,150	3,350	25.57 %
266.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	25,423	7,695.51	1,250	16,477	35.19 %
266.XXX.XXX.XXX.491 DUES AND FEES	5,700	450.00	0	5,250	7.89 %
266.XXX.XXX.XXX.495 INDIRECT COSTS	8,919	.00	0	8,919	.00 %
EXPENSE ACCOUNTS	236,577	122,533.36	2,401	111,643	52.81 %
266.XXX.XXX.XXX.XXX MIGRANT ED TITLE 1 PART C	236,577	122,533.36	2,401	111,643	52.81 %
FUND 267 TITLE IIA TEACHER/PRIN TR					
EXPENSE ACCOUNTS					
267.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	0	.00	0	0	.00 %
267.XXX.XXX.XXX.315 TEACHER	25,082	14,619.80	0	10,463	58.29 %
267.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	9,900	.00	0	9,900	.00 %
267.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	7,752	1,538.72	0	6,214	19.85 %
267.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	525	.00	0	525	.00 %
267.XXX.XXX.XXX.363 WORKER'S COMPENSATION	525	438.64	0	87	83.51 %
267.XXX.XXX.XXX.364 FICA/MEDICARE	826	212.04	0	614	25.67 %
267.XXX.XXX.XXX.365 TRS	3,377	1,836.28	0	1,541	54.38 %
267.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	1,000	.00	0	1,000	.00 %
267.XXX.XXX.XXX.420 STAFF TRAVEL	4,000	3,671.60	0	328	91.79 %
267.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	1,076	545.90	0	530	50.74 %
267.XXX.XXX.XXX.491 DUES AND FEES	17,500	12,844.22	1,486	3,170	81.89 %

DATE - 3/25/19
TIME - 13:44:41
PROG - GNL.570
REPT - TLW SCHRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

March 31, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
267.XXX.XXX.XXX.495 INDIRECT COSTS	2,891	.00	0	2,891	.00 %
EXPENSE ACCOUNTS	74,455	35,707.20	1,486	37,262	49.95 %
267.XXX.XXX.XXX.XXX TITLE IIA TEACHER/PRIN TR	74,455	35,707.20	1,486	37,262	49.95 %
FUND 270 TITLE IV STUDENT ENRICHMT					
EXPENSE ACCOUNTS					
270.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	12,348	10,579.83	0	1,768	85.68 %
270.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
270.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	10,968	.00	0	10,968	.00 %
270.XXX.XXX.XXX.491 DUES AND FEES	3,000	426.60	600	1,973	34.22 %
270.XXX.XXX.XXX.495 INDIRECT COSTS	526	.00	0	526	.00 %
EXPENSE ACCOUNTS	26,842	11,006.43	600	15,236	43.24 %
270.XXX.XXX.XXX.XXX TITLE IV STUDENT ENRICHMT	26,842	11,006.43	600	15,236	43.24 %
FUND 277 RAVE					
EXPENSE ACCOUNTS					
277.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	63,978	30,338.80	0	33,639	47.42 %
277.XXX.XXX.XXX.315 TEACHER	209,200	123,351.01	0	85,849	58.96 %
277.XXX.XXX.XXX.323 AIDES	64,954	29,386.98	0	35,567	45.24 %
277.XXX.XXX.XXX.324 SUPPORT STAFF	77,201	47,312.11	0	29,889	61.28 %
277.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	11,652	36,780.08	0	25,128	315.66 %
277.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	169,252	89,603.03	0	79,649	52.94 %
277.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	7,440	.00	0	7,440	.00 %
277.XXX.XXX.XXX.363 WORKER'S COMPENSATION	7,450	6,804.73	0	645	91.34 %
277.XXX.XXX.XXX.364 FICA/MEDICARE	12,984	10,872.05	0	2,111	83.74 %
277.XXX.XXX.XXX.365 TRS	31,876	19,471.29	0	12,405	61.08 %
277.XXX.XXX.XXX.366 PERS	25,296	15,687.15	0	9,608	62.02 %
277.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	132,107	53,808.00	0	63,549	51.90 %
277.XXX.XXX.XXX.420 STAFF TRAVEL	149,628	49,461.31	5,372	94,795	36.65 %
277.XXX.XXX.XXX.425 STUDENT TRAVEL	18,800	5,373.85	0	13,426	28.58 %
277.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	171,118	72,036.39	14,074	85,008	50.32 %
277.XXX.XXX.XXX.491 DUES AND FEES	15,056	12,380.70	256	2,419	83.93 %
277.XXX.XXX.XXX.495 INDIRECT COSTS	43,991	12,376.31	0	31,614	28.13 %
EXPENSE ACCOUNTS	1,211,983	615,043.79	34,452	562,488	53.59 %
277.XXX.XXX.XXX.XXX RAVE	1,211,983	615,043.79	34,452	562,488	53.59 %
FUND 278 TITLE 1, PROF DEVELOPMENT					
EXPENSE ACCOUNTS					
278.XXX.XXX.XXX.315 TEACHER	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	0	.00	0	0	.00 %
278.XXX.XXX.XXX.XXX TITLE 1, PROF DEVELOPMENT	0	.00	0	0	.00 %
FUND 285 TITLE I C PATHWAYS					

DATE - 3/25/19
TIME - 13:44:41
PROG - GNL.570
REPT - TLW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

March 31, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
EXPENSE ACCOUNTS					
285.XXX.XXX.XXX.315 TEACHER	1,000	1,000.00	0	0	100.00 %
285.XXX.XXX.XXX.323 AIDES	43,011	25,692.42	0	17,319	59.73 %
285.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	1,822	2,436.19	0	615-	133.75 %
285.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	0	2.95	0	3-	9999.99 %
285.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
285.XXX.XXX.XXX.363 WORKER'S COMPENSATION	1,243	873.87	0	369	70.32 %
285.XXX.XXX.XXX.364 FICA/MEDICARE	3,265	2,166.31	0	1,098	66.36 %
285.XXX.XXX.XXX.366 PERS	10,258	5,652.37	0	4,606	55.10 %
285.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	6,750	.00	0	6,750	.00 %
285.XXX.XXX.XXX.420 STAFF TRAVEL	6,000	200.00	3,969	1,831	69.49 %
285.XXX.XXX.XXX.425 STUDENT TRAVEL	3,500	1,150.78	0	2,349	32.88 %
285.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	3,890	2,890.27	1,300	2,300-	107.72 %
285.XXX.XXX.XXX.491 DUES AND FEES	700	45.00	1,360	705-	200.71 %
285.XXX.XXX.XXX.495 INDIRECT COSTS	3,290	1,177.25	0	2,113	35.78 %
EXPENSE ACCOUNTS	84,728	43,287.41	6,629	34,811	58.91 %
285.XXX.XXX.XXX.XXX TITLE I C PATHWAYS	84,728	43,287.41	6,629	34,811	58.91 %
FUND 286 CARL PERKINS BASIC					
EXPENSE ACCOUNTS					
286.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	2,100	.00	0	2,100	.00 %
286.XXX.XXX.XXX.420 STAFF TRAVEL	2,000	1,663.76	0	336	83.19 %
286.XXX.XXX.XXX.425 STUDENT TRAVEL	1,500	1,052.64	0	447	70.18 %
286.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	12,058	4,457.57	147	7,453	38.19 %
286.XXX.XXX.XXX.480 TUITION	1,000	.00	0	1,000	.00 %
286.XXX.XXX.XXX.491 DUES AND FEES	1,000	129.00	0	871	12.90 %
286.XXX.XXX.XXX.495 INDIRECT COSTS	754	224.55	0	529	29.79 %
EXPENSE ACCOUNTS	20,412	7,527.52	147	12,737	37.60 %
286.XXX.XXX.XXX.XXX CARL PERKINS BASIC	20,412	7,527.52	147	12,737	37.60 %
FUND 287 RUS RURAL 2017					
EXPENSE ACCOUNTS					
287.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	18,750	.00	13,150	5,600	70.13 %
287.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	44,673	14,985.00	61,631	31,943-	171.50 %
287.XXX.XXX.XXX.491 DUES AND FEES	0	.00	224	224-	9999.99 %
EXPENSE ACCOUNTS	63,423	14,985.00	75,005	26,567-	141.89 %
287.XXX.XXX.XXX.XXX RUS RURAL 2017	63,423	14,985.00	75,005	26,567-	141.89 %
FUND 288 RUS 2018					
EXPENSE ACCOUNTS					
288.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	32,258	.00	24,672	7,586	76.48 %
288.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	99,507	.00	110,269	10,762-	110.82 %
288.XXX.XXX.XXX.491 DUES AND FEES	12,900	.00	280	12,620	2.17 %
EXPENSE ACCOUNTS	144,665	.00	135,221	9,444	93.47 %

DATE - 3/25/19
TIME - 13:44:41
PROG - GNL.570
REPT - TLW SCHRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

March 31, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
288.XXX.XXX.XXX.RUS.2018	144,665	.00	135,221	9,444	93.47 %
FUND 350 INDIAN EDUCATION					
EXPENSE ACCOUNTS					
350.XXX.XXX.XXX.315.TEACHER	30,373	.00	0	0	.00 %
350.XXX.XXX.XXX.323.AIDES	3,000	22,277.40	0	8,096	73.35 %
350.XXX.XXX.XXX.329.SUBSTITUTE/TEMPORARY	551	1,383.24	0	1,617	46.11 %
350.XXX.XXX.XXX.362.UNEMPLOYMENT INSURANCE	551	.00	0	551	.00 %
350.XXX.XXX.XXX.363.WORKER'S COMPENSATION	2,650	708.83	0	158-	128.76 %
350.XXX.XXX.XXX.364.FICA/MEDICARE	7,502	1,807.39	0	843	68.20 %
350.XXX.XXX.XXX.366.PERS	4,000	4,829.79	0	2,672	64.38 %
350.XXX.XXX.XXX.410.PROFESSIONAL & TECHNICAL	2,350	.00	0	4,000	.00 %
350.XXX.XXX.XXX.420.STAFF TRAVEL	9,555	30.52	0	2,319	1.30 %
350.XXX.XXX.XXX.425.STUDENT TRAVEL	32,331	1,504.99	1,150	6,900	27.79 %
350.XXX.XXX.XXX.450.SUPPLIES, MATERIALS & MED.	1,500	8,225.39	13,596	10,509	67.49 %
350.XXX.XXX.XXX.491.DUES AND FEES	4,718	.00	0	1,500	.00 %
350.XXX.XXX.XXX.495.INDIRECT COSTS	99,080	1,351.66	0	3,366	28.65 %
EXPENSE ACCOUNTS					
350.XXX.XXX.XXX.XXX.INDIAN EDUCATION	99,080	42,119.21	14,747	42,214	57.39 %
FUND 352 GATEWAY AFTERSCHOOL PROG.					
EXPENSE ACCOUNTS					
352.XXX.XXX.XXX.314.DIRECTOR/COORDINATOR/CERT	19,160	13,113.84	0	6,046	68.44 %
352.XXX.XXX.XXX.315.TEACHER	39,144	8,814.93	0	30,329	22.52 %
352.XXX.XXX.XXX.321.DIRECTOR/COORD. CLASS.	38,181	30,062.50	0	8,119	78.74 %
352.XXX.XXX.XXX.323.AIDES	31,564	19,282.00	0	12,282	61.09 %
352.XXX.XXX.XXX.324.SUPPORT STAFF	12,269	8,896.13	0	3,373	72.51 %
352.XXX.XXX.XXX.326.FOOD SERVICE STAFF	3,591	1,344.26	0	2,247	37.43 %
352.XXX.XXX.XXX.329.SUBSTITUTE/TEMPORARY	83,086	27,320.92	0	55,765	32.88 %
352.XXX.XXX.XXX.361.HEALTH/LIFE INSURANCE	32,259	21,567.81	0	10,691	66.86 %
352.XXX.XXX.XXX.362.UNEMPLOYMENT INSURANCE	3,552	.00	0	3,552	.00 %
352.XXX.XXX.XXX.363.WORKER'S COMPENSATION	4,661	1,658.82	0	3,002	35.59 %
352.XXX.XXX.XXX.364.FICA/MEDICARE	17,827	6,912.54	0	10,915	38.77 %
352.XXX.XXX.XXX.365.PERS	7,929	2,438.09	0	5,491	30.75 %
352.XXX.XXX.XXX.366.PERS	27,150	12,943.26	0	14,206	47.67 %
352.XXX.XXX.XXX.410.PROFESSIONAL & TECHNICAL	41,963	10,945.18	0	31,017	26.08 %
352.XXX.XXX.XXX.420.STAFF TRAVEL	21,875	8,541.18	6,893	6,440	70.56 %
352.XXX.XXX.XXX.425.STUDENT TRAVEL	18,891	8,507.50	68	10,316	45.39 %
352.XXX.XXX.XXX.450.SUPPLIES, MATERIALS & MED.	33,822	21,237.35	3,429	9,155	72.93 %
352.XXX.XXX.XXX.491.DUES AND FEES	4,200	1,000.00	0	3,200	23.81 %
352.XXX.XXX.XXX.495.INDIRECT COSTS	17,821	5,380.70	0	12,441	30.19 %
352.XXX.XXX.XXX.510.EQUIPMENT	9,003	9,002.97	0	0	100.00 %
EXPENSE ACCOUNTS					
352.XXX.XXX.XXX.XXX.GATEWAY AFTERSCHOOL PROG.	467,945	218,969.98	10,390	238,585	49.01 %
FUND 370 DW TEACHER RENTAL					
EXPENSE ACCOUNTS					
370.XXX.XXX.XXX.XXX.DW TEACHER RENTAL	467,945	218,969.98	10,390	238,585	49.01 %

DATE - 3/25/19
TIME - 13:44:41
PROG - GNL.570
REPT - TLW SCHRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

March 31, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
EXPENSE ACCOUNTS					
370.XXX.XXX.XXX.431 WATER & SEWER	800	3,050.00	0	2,250-	381.25 %
370.XXX.XXX.XXX.435 ENERGY	87	2,046.43	0	1,959-	2340.38 %
370.XXX.XXX.XXX.436 ELECTRICITY	757	1,379.12	0	622-	182.13 %
370.XXX.XXX.XXX.441 RENTALS	3,750	6,750.00	0	3,000-	180.00 %
370.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	3,320	6,320.32	0	0	100.00 %
370.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES	0	77.50	0	78-	9999.99 %
370.XXX.XXX.XXX.552 TRANSFER TO SPECIAL REV.	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
370.XXX.XXX.XXX.XXX.DW TEACHER RENTAL	5,715	13,623.37	0	7,908-	238.38 %
370.XXX.XXX.XXX.XXX.DW TEACHER RENTAL	5,715	13,623.37	0	7,908-	238.38 %
FUND 372 COMMUNITY ENGAGEMENT					
EXPENSE ACCOUNTS					
372.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	0	.00	0	0	.00 %
372.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	0	.00	0	0	.00 %
372.XXX.XXX.XXX.364 FICA/MEDICARE	0	.00	0	0	.00 %
372.XXX.XXX.XXX.366 PERS	0	.00	0	0	.00 %
372.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	1,279	.00	0	1,279	.00 %
EXPENSE ACCOUNTS					
372.XXX.XXX.XXX.XXX.COMMUNITY ENGAGEMENT	1,279	.00	0	1,279	.00 %
372.XXX.XXX.XXX.XXX.COMMUNITY ENGAGEMENT	1,279	.00	0	1,279	.00 %
FUND 373 STUDENT ACTIVITIES					
EXPENSE ACCOUNTS					
373.XXX.XXX.XXX.331 EXTRA DUTY PAY/CLASSIFIED	0	.00	0	0	.00 %
373.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
373.XXX.XXX.XXX.363 WORKER'S COMPENSATION	0	.00	0	0	.00 %
373.XXX.XXX.XXX.364 FICA/MEDICARE	0	.00	0	0	.00 %
373.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	230	1,880.00	0	1,650-	817.39 %
373.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
373.XXX.XXX.XXX.425 STUDENT TRAVEL	0	.00	0	0	.00 %
373.XXX.XXX.XXX.433 COMMUNICATIONS	4,393	5,079.62	0	687-	115.63 %
373.XXX.XXX.XXX.440 OTHER PURCH.SER./ADV.PRIN	1,523	88.00	0	1,435	5.78 %
373.XXX.XXX.XXX.441 RENTALS	0	.00	0	0	.00 %
373.XXX.XXX.XXX.443 EQUIPMENT REPAIR & MAINT.	114	1,576.96	0	1,463-	1377.74 %
373.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	20,700	24,033.77	0	3,334-	116.11 %
373.XXX.XXX.XXX.458 GAS AND OIL	0	.00	0	0	.00 %
373.XXX.XXX.XXX.490 OTHER EXPENSES	0	.00	0	0	.00 %
373.XXX.XXX.XXX.491 DUES AND FEES	4,653	4,653.00	0	0	100.00 %
373.XXX.XXX.XXX.510 EQUIPMENT	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
373.XXX.XXX.XXX.XXX.STUDENT ACTIVITIES	31,613	37,311.35	0	5,699-	118.03 %
373.XXX.XXX.XXX.XXX.STUDENT ACTIVITIES	31,613	37,311.35	0	5,699-	118.03 %
FUND 377 COMMUNITY MAPPING PROJECT					
EXPENSE ACCOUNTS					
377.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	21,439	.00	0	21,439	.00 %

DATE - 3/25/19
TIME - 13:44:41
PROG - GNL.570
REPT - TLW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

PAGE 11

March 31, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
377.XXX.XXX.XXX.440 OTHER PURCH.SER./ADV.PRIN	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	21,439	.00	0	21,439	.00 %
377.XXX.XXX.XXX.XXX COMMUNITY MAPPING PROJECT	21,439	.00	0	21,439	.00 %
FUND 379 TETLIN PRE-SCHOOL					
EXPENSE ACCOUNTS					
379.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
379.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	24,903	.00	0	24,903	.00 %
EXPENSE ACCOUNTS	24,903	.00	0	24,903	.00 %
379.XXX.XXX.XXX.XXX TETLIN PRE-SCHOOL	24,903	.00	0	24,903	.00 %
FUND 380 CARRS SAFEWAY GNT LM JD					
EXPENSE ACCOUNTS					
380.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	1,610	583.95	0	1,026	36.26 %
EXPENSE ACCOUNTS	1,610	583.95	0	1,026	36.26 %
380.XXX.XXX.XXX.XXX CARRS SAFEWAY GNT LM JD	1,610	583.95	0	1,026	36.26 %
FUND 502 SPECIAL CAPITAL PROJECTS					
EXPENSE ACCOUNTS					
502.XXX.XXX.XXX.315 TEACHER	0	.00	0	0	.00 %
502.XXX.XXX.XXX.328 CONSTRUCTION LABOR	97,410	87,552.35	0	9,858	89.88 %
502.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	600.00	0	9999.99	9999.99 %
502.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	6,381	350.29	0	6,031	5.49 %
502.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	998	.00	0	3,998	.00 %
502.XXX.XXX.XXX.363 WORKER'S COMPENSATION	5,284	1,948.47	0	3,336	36.87 %
502.XXX.XXX.XXX.364 FICA/MEDICARE	6,392	6,866.09	0	2,474	107.42 %
502.XXX.XXX.XXX.366 PERS	1,821	590.20	0	2,411	32.42 %
502.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	115,000	118,508.40	0	3,508	103.05 %
502.XXX.XXX.XXX.420 STAFF TRAVEL	10,041	15,251.76	290	5,501	154.79 %
502.XXX.XXX.XXX.443 EQUIPMENT REPAIR & MAINT.	121,423	43,011.53	12,990	65,421	46.12 %
502.XXX.XXX.XXX.444 CONTR.SITE REPAIR/MAINT	6,663	6,090.00	0	573	91.40 %
502.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	80,573	87,835.98	0	6,871	109.01 %
502.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES	2,246	3,496.50	0	7,263	155.65 %
502.XXX.XXX.XXX.458 GAS AND OIL	0	910.00	0	1,250	9999.99 %
502.XXX.XXX.XXX.491 DUES AND FEES	22,645	17,036.20	0	5,609	75.23 %
502.XXX.XXX.XXX.510 EQUIPMENT	0	.00	0	0	.00 %
502.XXX.XXX.XXX.554 TRANSFER TO CAPITAL FUNDS	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	483,748	388,867.37	13,280	81,601	83.13 %
502.XXX.XXX.XXX.XXX SPECIAL CAPITAL PROJECTS	483,748	388,867.37	13,280	81,601	83.13 %
FUND 509 NORTHWAY BIOMASS PROJECT					
EXPENSE ACCOUNTS					
509.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	109,735	44,138.00	0	65,597	40.22 %

DATE - 3/25/19
TIME - 13:44:41
PROG - GNL.570
REPT - TLW SCHERD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT
March 31, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
509.XXX.XXX.XXX.420 STAFF TRAVEL	265	.00	0	265	.00 %
509.XXX.XXX.XXX.433 COMMUNICATIONS	0	39.45	0	39-	9999.99 %
EXPENSE ACCOUNTS	110,000	44,177.45	0	65,823	40.16 %
509.XXX.XXX.XXX.NORTHWAY BIOMASS PROJECT	110,000	44,177.45	0	65,823	40.16 %
FUND 515 MENTASTA GENERATOR LG					
EXPENSE ACCOUNTS					
515.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	2,060	.00	0	2,060	.00 %
515.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
515.XXX.XXX.XXX.510 EQUIPMENT	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	2,060	.00	0	2,060	.00 %
515.XXX.XXX.XXX.MENTASTA GENERATOR LG	2,060	.00	0	2,060	.00 %
FUND 516 TOK SPRINKLER SYSTEM					
EXPENSE ACCOUNTS					
516.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	1,714,009	3,000.00	0	1,711,009	.18 %
516.XXX.XXX.XXX.491 DUES AND FEES	5,000	2,838.79	0	2,161	56.78 %
516.XXX.XXX.XXX.528 DOE OVERHEAD	79,992	.00	0	79,992	.00 %
EXPENSE ACCOUNTS	1,799,001	5,838.79	0	1,793,162	.32 %
516.XXX.XXX.XXX.TOK SPRINKLER SYSTEM	1,799,001	5,838.79	0	1,793,162	.32 %
REPORT TOTAL	19,028,206	10,799,302.75	331,756	7,897,147	58.50 %



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

To: Superintendent & the Regional School Board
From: LeAnn Young, Grants
RE: Activities Report for April

It is a busy time of the year for state and federal grants. Parent surveys were conducted to prepare for FY20 plans of service and FY19 plan objectives are being reviewed. Budgets will be analyzed over the next month to assure that all money has been spent and carryover amounts are within the guidelines.

Grants:

Title IC (Migrant)-Plans for the summer reading program are underway and we will be coordinating with Jane Teague to offer swimming lessons to migrant students. Students who complete all 4 of their lessons will receive a PFD from the migrant program and a certificate. We will be ordering back to school supplies for migrant students and preparing a summer fun kit for each family to stay engaged in learning over the summer months.

A-CHILL- We will be recruiting educators for a 3-day summer camp this August. We will be forming summer curriculum committees to revamp the Veterinary Science courses into our own Canvas program. Next year will mark the 4th and final year of the grant so we will be looking into ways of sustaining these classes and this program once the funding is gone. The Alaska Culture and Dog Mushing courses continue to be a popular choice amongst 6th-12th grade students.

RAVE-We have held several community meetings to analyze statewide, local, and student data in order to prioritize careers for AGSD career pathway development. As a result of these meetings, AGSD has identified four areas of focus; Health Sciences, Agriculture, Food and Natural Resources, Education and Construction and Manufacturing. We will be developing career pathways based on these four focus areas and plan to have course offerings each year in these areas.

Gateway READY! -We are collaborating with TCC and Tok Head Start to hold two staff professional development opportunities this spring. We will hold a one-day Creative Curriculum training and a two-day Strategies Gold training. This curriculum and assessments are used in our pre-school programs and are a requirement of our Gateway READY! grant.

AGSD FY20 Educational Plan of Service

The district is gathering information to develop the educational plan of service for FY20. We are coordinating tribal consultation visits in each village. Each School will also host an annual parent meeting to gather input from stakeholders this spring. A districtwide meeting will be held March 8th and will include all schools, parents, staff and students. The results of the migrant staff and parent survey results have been compiled and the Indian Education survey will be dispersed soon to staff and parents. All of the information and input gathered from these sources and meetings considered during the development of next year's district educational plan.

Grant Time: ACHILL-(February-March) 10 days-spring institute planning and attendance, APR data preparation, summer camp preparation, kennel visits, meetings Mari Hoe-Raitto and Kathy Turco, budget review, summer curriculum committee review, federal budget. RAVE- (February-March)12 days- APR data preparation, community CTE meetings, tech prep credit, budget review, spring institute planning and attendance, LCE coordination, curriculum fair planning, summer camp preparation, summer curriculum committee review, course review, federal budget, staffing, scheduling meeting for FY20 courses, career cluster focus areas meetings, CRSD meetings, professional development planning)

"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

Curriculum & Instruction

Tracie Weisz - Director

Board Report for meeting of April 15, 2019

Strategic Plan Progress

Staff Recruitment and Retention - New Teacher Induction course revised to be more encompassing of district programs and issues. Part of the course has been face to face meetings with the new staff. Due to the fact that we had 13 new staff members this year, we found that was not always easy to organize, so some of the meetings have also been virtual.

Teaching and Learning - Blended learning initiative nearing the end of its second year. Having Janine Holmes as an instructional coach providing support for the initiative has definitely had an impact on teacher growth with regard to blended learning strategies and instructional skills. Planning for how we will continue that support next year without Ms. Holmes and the coaching position, and still be able to help teachers grow in this area. Looking to offer more options for designing our own online professional development.

Budget Cutting Measures

In the 2017/18 and 2019/20 school years, we purchased all new K-5 math and reading curriculum, as well as many K-12 digital support curriculum for blended learning structures. Thus, we are not be

facing the dilemma of outdated expensive curriculum in the next few years of belt-tightening. Digital curriculum is effective for blended learning, and is also much less expensive than physical curriculum such as textbooks and consumables. EED has provided us a list of free and open source curriculum resources that our 6-12th teachers will be able to take advantage of in the future. We will not be re-hiring the position of instructional coach after Ms. Holmes leaves. That will mean we will need to design more our own professional development supports in our online LMS, Canvas.

Overall Successes

Efforts that have produced consistent growth and results include: blended learning supports, new curriculum, regular digital assessments as part of classroom instruction.

Challenges

Time to design in-house professional development, course development, building curriculum frameworks, and address the needs of teachers and principals with handbooks, guides and other needed supports.

Student Achievement

Our shining star this year is K-5 Reading.



Top bar shows where our K-5 students across the district placed at the beginning of the year in our Lexia reading program. Students have been working hard in our new curriculum this year, and their teachers have been doing a great job implementing it and using effective blended learning strategies. Bottom bar shows where we are now - 39% of our students have made movement into at or above grade level in reading!

Curriculum Department

Student Achievement

Our shining star this year
is K-5 Reading.

Alaska Gateway School District Progress

PreK-5th

View Grades Progress All Students

Students by Grade Level of Material (GLM)

Start

Current

82%

43%

43%

30%

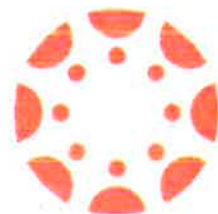
0.00 - 1.00

0.00 - 1.00

0.00 - 1.00

Aug ± 0, 2018-Apr 4, 2019

Top bar shows where our K-5 students across the district placed at the beginning of the year in our Lexia reading program. Students have been working hard in our new curriculum this year, and their teachers have been doing a great job implementing it and using effective blended learning strategies. At our recent implementation meeting with Lexia, they commended us on our tremendous progress! Bottom bar shows where we are now - 39% of our students have made movement into at or above grade level in reading!



Successes

Efforts that have produced consistent growth and results include:
blended learning supports, new curriculum, regular digital assessments
as part of classroom instruction.

Challenges

Time to design in-house professional development, course development,
building curriculum frameworks, and address the needs of teachers and
principals with handbooks, guides and other needed supports.

Blended Learning Rounds



Technology and Testing Board Report

April 2019

We are currently in the middle of the state PEAKs and Science testing window. Several sites have already completed their testing.

We have recently wrapped up required English Language Learner, (ELL), testing for our students on the state English Learner list. The district is seeking to get a number of students removed from this list that we feel should not be categorized as ELL. If successful this will represent a savings for the district, as well as benefit the students by increasing their educational time.

At the end of April we will have a company on site for several weeks doing the installations for the 2017 and 2018 RUS grants. This will complete the majority of the work for both of these grant years. We are applying for RUS again next year in partnership with Delta/Greely School District. These grants are allowing us to update and outfit our facilities at a fraction of the cost while also putting us in a position to be able to offer and take part in distance learning opportunities at all of our sites.

ERate has been filed for next year, including Category 2 funding for advanced firewall services, (filtering and threat detection/mitigation), and nearly a million dollar a year request for our Internet service at all sites.

We will soon be ordering approximately 80 replacement chromebooks for next year. These devices were built into the RAVE grant. These devices will replace the oldest Dell devices currently in use in the district. Still working older devices that will be set aside as replacements/spares and distributed as needed to district employees.

Jason Fastenau, Director of Technology

Monthly Maintenance Report

Maintenance Director

With the changing season, excitement of longer days, and melting snow we have been able to begin work on a little “spring cleaning” as well as floor surface recoating. Spring break allowed for an opportunity to add a couple of coats of finish to the gym floor in Dot Lake that will help with sealing the floor while improving on appearance. Also during this time, Butch was able to recoat the gym floor in Northway, which turned out very well. Gary and I have started organizing and cleaning the shop space which always seems to be the last place to get some attention. While working on this space we have also started removing debris and organizing equipment around the district office site. This last month has also been busy with safety related tasks and training. We are getting back into the habit of utilizing our online safety training through AMLJIA.



As we move forward into the summer maintenance season I am looking at ways to trim down the summer maintenance crew and focus on the much needed fine tuning of maintenance tasks around our facilities to help with the upcoming budget constraints. This planned work would include things like;

- Surfaces
- plumbing fixtures
- mechanical equipment
- mechanical hardware
- doors and windows

A few weeks ago the district was visited by the state Fire Marshal during a routine visit, and a week later we were visited by the Risk Management Assessment Representative from our insurance company. During the visits most of the facilities were inspected with the possibility of summer inspections at Eagle. We anticipate having to correct several items that will be included in our inspection reports and plan to make these corrections from now to the end of summer. Both visits went well and we had a lot of positive feedback.





Date: April 5, 2019

To: Regional School Board

From: Pam Gingue
Programs Coordinator

PRESCHOOL:

- 🍏 All school sites have preschool programs, five through the district and two through our partnership with TCC Head Start:
- 🍏 Current numbers of enrolled preschool (ages 3-5):
Tok – 4 yr. old class (10); 3 yr. old class (11); Mentasta (5); Dot Lake (2); Tanacross (4); Eagle (4); Northway (4); and TCC Head Start operates a home-based option in Tetlin with the district to provide preK transition activities;
- 🍏 Emma Boseman recommended by hiring committee as preschool teacher aide in Eagle;
- 🍏 Held our second READY! for Kindergarten parent class in March; approximately 8 parents attended from Tok and Northway; child care was provided;

GAP:

- 🍏 Karin Rajala working under an MOA as the Tok GAP Site Coordinator;
- 🍏 Tok will begin a new 6-week schedule on April 9h;
- 🍏 Jaycee MacManus working under an MOA with Denise Key to provide GAP activities in Tanacross;
- 🍏 Shirley Craig providing GAP activities in Mentasta;
- 🍏 Dinner is offered in the afterschool programs at Tok, Tanacross (as scheduled on a weekly basis), and Dot Lake; the dinner is provided through the nutrition program's "At Risk Meal" service; (the dinner option was offered to all GAP sites);
- 🍏 Ann Millard will be doing site visits the week of April 22nd as part of the GAP evaluation;

TESTING:

- 🍏 Continue to support staff who are completing AIMSweb Plus benchmarks, progress monitoring, and MAP assessments;

UPCOMING ACTIVITIES:

- 🍏 Site visits with Ann Millard as part of annual GAP program evaluation;
- 🍏 Creative Curriculum training on April 19th provided by TCC Head Start Education/Disabilities Coordinator for all preschool staff ; GOLD training (Teaching Strategies Gold assessment, online resources, etc.) to be provided by Teaching Strategies for all preschool staff, scheduled for May 20th & 21st; both trainings will be held in Tok; TCC Head Start and RurAL CAP staff are invited to attend as part of our partnership. 77

Tok Facility Board Report March 2019

Biomass: Engine has been running well producing from 60kw during warm days up to 90kw overnight. We have shut it down twice once for a monthly greasing and once to replace a broken bolt on a bearing shackle. We've had only a couple callouts in around three months. Basically we've now modified enough items in the original plant design that we are no longer having problems. Of interesting note is that running the engine versus just making heat only raised the fuel consumption approximately two tons per day. The turbine by comparison always raised fuel consumption four to five tons daily while making a fraction of the electricity. We did try cottonwood chips for the first time this month and found that ash production nearly tripled and fuel consumption increased by 70%. We have not had any glassing of the boiler mostly due to reduced heat load and the fact running engine doesn't seem to put a strain on the boiler. We are however with Messersmith in the part building phase to modify the firebox to perform better under heavy loads such as running the turbine when the engine is shutdown for maintenance.

Biomass Mentasta: met with Mentasta and discussed four design changes to their system that will fix almost all of the issues they have been having this past winter. I'm planning on providing the designs for those changes to them and supervising the installation of those changes. They however will be able to provide the cost of the parts and the labor to install them. That system unfortunately has not run more than a day or two all winter and as a result has not saved us any money.

Biomass Northway: We've had two meetings with our engineers and have come to a consensus on a simple durable design for Northway. I'm rather pleased on the design we've settled on and think if given an opportunity to build it we will realize significant savings for that school

Tok School and Multipurpose Building: Pretty much routine repairs this month. Of great news is that my design on the rink loop is working well. Last months fuel bill was twenty-four gallons, low enough Northern Energy phoned us wondering if something was wrong. For the first time I can remember the changing rooms and the concession stand are comfortably warm. I am planning on tying the zam garage into the loop this summer since it still has significant fuel bills. I also hope to tackle seat heating to eliminate the need for the propane seat heaters as well as tie in the second rink boiler that only heats the rifle range air exchanger. That boiler rarely runs but some additional savings could be realized there.

Overall I'm enthusiastic with how well everything is performing and although I can't discuss every project I'm in the process of designing here, due to space constraints, I'm excited about some of the future options that will not only save us money but allow us to operate with greater efficiency.

Thanks
Tony

Loretta Fitting
Food Service Coordinator
April Board Report



- Preparing for the last month of school.
- Planning and getting the paperwork in for the summer food program and summer camps with GAP. I have already submitted my requirements to the state and am getting menus together.
- This summer with the camps going on we will be serving breakfast, and lunch. We will also have an afternoon snack for the kids which will be reimbursed by the GAP grant. We are only able to do 2 meals with the summer food program.
- At risk meals (dinner) has been going well, it is a lot more paperwork but it is worth it to be getting more meals to the kids!
- There is another equipment grant coming up in August, I am looking at what is needed for our schools equipment wise.
- Looking at ways to save money in the future.



Special Education Department

We are focusing on student engagement and keeping them in school. We have implemented some new programs this year.

- Life skills, which includes things kids can do to help around the house such as; laundry, shopping and cooking. This should be expanded next year as we have a bulk of middle school students moving into high school and preparing for graduation.
- OT included handwriting, brain and sensory breaks and fine arts.
- New sensory rooms were implemented in a few of the schools with material purchased to help students relax or expend energy.

Our specialists are making their final visits this month and contracts for next year are being considered.

Looking ahead to next year: Focus will be on retaining employees and how the department can help them within the classroom setting become productive, successful and happy people.

I would like to take a minute to thank the aides who give up so much of their own family time on weekends and drop everything to help the kids out. We really would not be able to do many of the activities without their support. They also only get 8 hour pay even for an overnight 24 hour watch.

Counseling/CTE Department



CAREER AND TECHNICAL EDUCATION COMMUNITY ADVISORY MEETING



Tuesday March 12th

2:00 pm - 5:00 pm

The advisory group will meet at the
Tok UAF building room 102.
Snacks and drinks provided



Please join us to create a team of parents, teachers, administrators, and local business leaders to analyze state, local, and student data in order to define career pathways for AGSD students.

For the past two years, the RAVE grant (Rural Alaskan Village Entrepreneurs) has provided multiple career exploration opportunities to students. This has allowed them to explore potential careers and gain real world experiences. Now, as career goals have been clearly defined, we need to fine tune the career pathways the school district should invest in to ensure success for students.



YOUR INPUT WILL BE
GREATLY APPRECIATED!

For more information, please visit the RAVE website for further information.

Please contact Jane Teague for more information.
jteague@agssd.us or 907.940.5031

Please try to limit yo

ly

Gateway Greenhouse - Production

There has been much progress toward our goal of growing year-round in the greenhouse, and the hydroponic unit has been producing salad greens. Since the first of January, we have harvested something 28 times. Some harvests were smaller than others, but exciting all the same. Those harvests have produced the following numbers:

Salad Greens	29 lbs
Carrots	2 lbs
Yellow Squash	2 count
Zucchini Squash	7 count
Green Beans	18.5 lbs
Cucumber	36 count
Sweet Peppers	8 count
Peas	2 lbs
Tomatoes	2.5 lbs
Spinach	5.5 lbs



Photos taken March 2019

A P R I L 2 0 1 9

the

ECS Times

Principal's Report

Yukon Quest Short Story Contest

Bryce Sharpe won a runner-up spot in this International Writing Competition in March. Bryce competed in the Grades 1-3 band. He was contacted by the Yukon Quest office in Whitehorse recently and told to expect a gift bag of prizes. Congratulations to Bryce for his great story!



Josh Beaucage Accepted at UAF

Congratulations to Josh Beaucage! He received his acceptance letter to UAF on April 4, 2019. Josh is interested in attending the University of Alaska, Fairbanks, to study Paleontology. His ultimate goal is to obtain a Ph.D. in this area of science. We celebrate Josh's graduation on May 9 at 1:00 p.m. All are welcome to attend and support Josh in his future endeavors.

April 8-11

PEAKS State tests
will be
administered to
grades 3-10

April 15

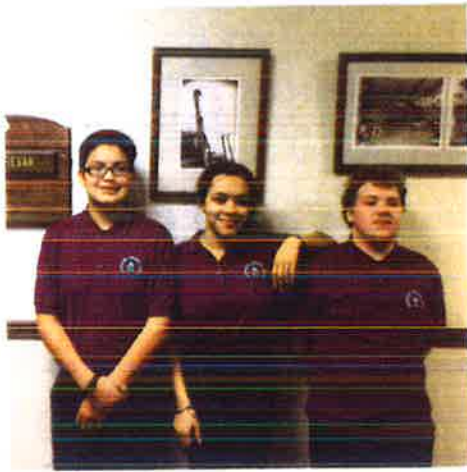
Community
welcome! Meeting
is at 6:00 p.m.
Potluck to follow

April 19

Family Activity
Night—Egg Hunt
& Potluck for ECS
families

Student Engagement

Students at ECS are involved in personal learning goals that involve meaningful opportunities to discover their interests and passions.



Youth in Governance Juneau

The ECS high school Student Council members were invited to attend the Youth in Governance 4-H Conference in Juneau in February. The Eagle City Council and AGSD both contributed to their travel expenses. Jasmine Moore, Alex Helmer, and Michael McAnally along with teacher, Phil Nesse, enjoyed working with the Alaska legislature for a week.



Flora McDougall's Art Wins

Flora McDougall entered the Migratory Bird Calendar Contest and won the Manager's Choice Award for her grade band. Her artwork will be featured in the 2020 calendar. Congratulations Flora!



Projects Week Creation

Ty Scott made a clock during March projects week. He chose an image online, and printed it. Ty then taped the image to a wooden board, traced it, and using a wood burner he seared the image on the wooden board. The wolf turned out fantastic.

Charles, Jasmine

Middle school students are learning Spanish from upper classman, Jasmine Moore. Jasmine has completed her online Spanish classes and now teaches the middle school students twice a week as part of her Teacher's Aide class. Jasmine keeps her lessons engaging and entertaining. Everyone enjoys learning and speaking Spanish in our building.



Teaching & Learning

Children's Author Teaches Writing

During the AGSD Spring Writing Assessment, ECS elementary students enjoyed a visit from Children's Author, Denise Lawson. She shared her book and taught writing strategies. Denise works to rehome retired sled dogs and profits from her books fund this effort. Students loved learning about writing from a professional writer.



Professor Kahoe Visits

The middle school class had a visitor in early March from the University of Alaska Fairbanks. Professor Kahoe came and observed Zach's teaching, to offer suggestions and encouragement. Professor Kahoe enjoyed his visit, and after returning to Fairbanks, sent the class chocolate candy eggs as well as a kit of metal brain teaser puzzles.



Code.org Family Night

Students and parents gathered for another Family Night in March. The theme was "Coding." Ty Scott and Taylor Beaucage were the experts in the room. They were instrumental in helping others learn how to code. April's Family Activity Night will be an Easter Egg Hunt on Friday, April 19.



Students Dog Mush 30 miles to Skate

Grace and Genevieve Muldoon wanted to attend the ECS Family Night in February in which students and parents were invited to a night of roller-skating. They live downriver for the winter and are enrolled in REACH Academy, but mom knew this social event was important, so the girls, mom, and ten dogs headed to Eagle! Genevieve wrote about the experience for her Spring Writing Assessment. Mush on, girls!

Dot Lake School

Home of the Eagles

February/March 2019

Dot Lake School has seen thrilling success with Lexia this year. At the beginning of the school year, one-third of our students were in grade level material; two-thirds were below grade level—with half of these being two grades behind. Currently, all students are working at grade level or higher!

Students have been enjoying many opportunities for hands-on learning. Mystery Science continues to engage and excite our students with intriguing lessons and activities. They have been learning how to use a variety of math manipulatives during their lessons and are taking initiative to access these as needed during Redbird technology time. Recently, we were able to appropriate designated Indian Education funds to provide some challenging STEM kits for our students. In free time, they are actively creating, exploring, and problem solving.



A former student, Chance Shank, has been working with our students during GAP. He assisted the school in successfully applying for a Doyon grant (the Daaga' Award) that will be used to buy supplies for making traditional crafts. He is also volunteering his time to teach traditions and singing/dancing.



During the month of February, a team of cross-country ski coaches who volunteer for SkiKu visited our school for a week. They brought a lot of positive energy and some updated ski equipment, including insulated ski boots! They taught cross-country skiing techniques, shared nutritious, healthy snacks, and even provided a few science lessons. Dot Lake staff and students alike would like to express our gratitude for

those at district office that helped make this happen.



Walter Northway April RSB Principal Report

We have made it all the way into April and are all happy to see the days getting longer and being able to get out and about.

School Happenings

March

Wow, time is flying- the 4th quarter is upon us and spring is on its way!

We are still working on the last of this year's testing. Since my last report we have finished Winter Maps, District Spring Writing Assessment, LEP, NAEP, and PEAKS.

Even with all the testing, and in line with our Strategic plan of Teaching and Learning, we have had, with the help of Tracie and UAF, our high school students taking the first portion of a dual credit class that will help them with meeting the district requirements for technology AND receive college credit upon successful completion of the classes.

Under Student Engagement, and Cultural Knowledge our staff has worked really hard to find and involve our students in things that "engage all students with meaningful opportunities to discover their interests and pursue their passions." A couple of examples of this, that we have found are through Aurora schedule classes in our Achill class where two of our students competed in the Tok student sled dog races and most of the class went as "support staff and dog handlers." Another great opportunity was our students that went to Fairbanks and competed in the UAF Robotic competition. These both have allowed students explore interests outside the "normal" classroom settings.

And with our "regular" classes we also have found success with our students at the Science Fair in Tok and appreciate Tok having allowed us to participate. Another great opportunity was "Tetlin Tim" coming out and doing the Hunters Safety class and shooting requirements for our students in Ms. Lindsay's Science class.

Under School Culture we have used local leadership to come in and talk with students about respect in the classroom and community, bullying discussions, and responsibilities to our school. Through local leadership and JOM we have been able to bring in Skiku (a group of 4 trainers) and supply our entire school with cross-country skis for winter activities. JOM also paid for us to bring in Shirley Holmberg to do an age and grade appropriate "Appropriate Touching Presentation." We also will have an "Artist in Residence," and Team Hollywood coming in April- All supported and paid for by JOM. We are VERY fortunate to have them available to our students and our cultural education.

As part of School Culture, I recently had each staff member write for me one thing they think we are/have been doing well that makes our school better- these are their comments:

Overall improvement of staff attitude, and student happiness.
Bullying level has gone down
Teachers and staff working together/collaborating
Blended learning
K-2 structure is working well with students in stations
Positive reinforcements with students
Older students positively interacting with younger students to forward their education.

Due to current political situations, one area in the Strategic Plan that we are currently having problems with is Staff Recruitment and Retention. Everyone knows the current situation and because of the uncertainty of it we may not be able to replace the only staff member that we had resign. We will continue to work with the community to make improvement in staff/community relationships and hopefully the political issues will resolve and allow us to be a safe and productive school.

The last area to speak on is Community Partnerships- I have already spoken about the great backing we have from JOM, but they are not the only partnership we have been working on this year. Because of the increasing number of Jr. and Sr. High students we are finding it difficult to transport all of our students to activities or events. We have reached out and are attempting to come up with support from local and state business to purchase another van. We have received a \$1000 donation from Doyon and the NVCTA has reached out and has asked me to get them prices to possibly make this happen. We are still in the early stages and hope we can complete this project by start of next school year. I will keep you posted as we proceed.

April "Happenings"

April 11th-14th With the leadership of our community, we will be hosting a very large (15 teams) Adult Basketball Tournament. We are still in need of volunteers to help out with this. The proceeds from this will go to our SAF!

April 11th-12th We will be taking our 5th grade students on an overnight fieldtrip (Kids2College) in Fairbanks. Thanks to Mr. Tad for all his work on this.
We will be holding the traditional "Egg Drop" contest on Friday April 19th and our hoping for an amazing turnout. We will be hosting a Community and K-12 student members "Family Night" on April 18 to build all the egg contraptions!

April 18th will start our K-2 ABC countdown to the end of the year. Each day will have a special activity/happening for the letter of the day. A calendar is available on our school web page.

April 22- May 17 We have the start of Spring MAPS and AimsWeb testing and will send out notification to all parents when we start testing

Lastly, due to a scheduling conflict, the date for Team Hollywood has changed to May 1st.

Thank you for all you do for our students.

Mr. Doug

Mentasta Lake Katie John School *FA 5.3 school culture*

- Students enjoyed a day of dog Mushing with Mrs. Fabian and her Tok Students.
- Mrs. Fabian and Mr. Richards also joined us for a day of skiing and basketball in late March.
- In mid March the community came together for a spring BBQ



Tok School



At Tok School, we continue to recognize students on a monthly basis for being role models, continuous growth in academics, exhibiting values that improve our school climate, improving attitude and behaviors, as well as helping others. Congratulations to Kailie C., Claire T., Rosalie R., and Corwin A. for being selected as Students of the Month!



F. A.
#5.1

Students at the elementary and secondary levels are given choice in their education! Recently, we began the fourth rotation of the elementary pod rotation and secondary students completed the interest survey for the 2019/2020 schedule. Below, is one of the projects students are working on during the aurora schedule!



F. A.
#1.2

Learning about culture and history happens through a variety of ways at Tok School! Recently, Superior Court Judge Lyle visited our school and met with our high school students to discuss the Alaska Constitution, voting rights, the court system, and a wide range of questions students had. Each student received a copy of the Alaska Constitution.



F. A.
#3.1



Tetlin School

We had two successful Family Nights: Butter making and Baking and Spring Planting and Salsa making



REACH Academy FA 1.1 and 4.2



- REACH Academy students have been participating in kennel visits and dog mushing at a local kennel as part of the A-CHILL program
- REACH has hosted three family activity nights to increase family engagement. Two were co-hosted with Tok School.
- Five families and 11 students participated in the math game night held on March 28th. The focus was on building number sense and confidence in math through games and hands-on activities.



STUDENTS / TEACHING / LEARNING:

- This month concludes a quarter long focus on “Being Rude v. Being Mean v. Being a Bully.” All students can discuss the topic, provide examples, act out scenarios, and offer alternatives to inappropriate behaviors.
- 3/2. March Fire Drill is our best record yet at 34 seconds.
- 3-4. Nurse Jackie Howard gave a demonstration on sugary drinks. Sugar cube predictions and actual findings based on product labels made students voluntarily pledge personal change.
- 3-8. We spent the day at Jan Lake ice fishing. Cultural Leaders brought a tent and viewing the fish below was crystal clear. We caught fish, bar-be-qued and made tea. Three parents attended.
- 3/12. Pam Gingue provided vision, hearing and preschool developmental screenings.
- 3/15. Students ended the quarter by arranging a trip to Delta’s Hard Wok Cafe. Students voted on the activity, called to RSVP, and were impressive guests at the venue. AGSD Proud!

STAFF RETENTION / RECRUITMENT:

- 3/18-22. Spring Break allowed all staff refresh and return energized to complete the school year.

COMMUNITY PARTNERSHIPS:

- 3/1-3. Representing during the 40th Annual Tanacross Dog Races were students, Lawrence Joe & Christopher Williams, Jr. who participated as Dog Handlers for Musher, Rob Fabian.
- 3/27-28. Family Activity Nights were movies. Grades 4-8 featured “Big Foot” and grades PreK-2 viewed “The Stinky & Dirty Show.” Both groups had parent participation and a review of basic elements which apply to any story told orally, in print, or with media.
- 3/18 State Fire Inspection done by Kyle Carrington, viewed by AGSD, Wade Boney and Tanacross custodian Davis Paul.
- 3/26. Insurance Inspection conducted by AGSD policy agent and viewed by Wade Boney.



Report to Superintendent
March 2019

STUDENT ASSESSMENT:

High stakes annual PEAKS testing and semester benchmark MAP testing is conducted transparently. Proctors monitor during both exams. Spring 2019 the gym was used as our PEAKS test location. Therefore, all actions were on video camera and no classroom displays had to be removed for daily exams.

School staff treat both exams equally. Our students are not asked to toggle on/off for one test weighing more than the other because district decisions, which impact students individually, are extrapolated primarily from MAP data: special education services and teacher grouping, reteaching & enrichment information.

SUCSESSES:

Tanacross students are demonstrating a socratic interest in learning; all students now, readily recognize and abide by school norms; many of the obvious outrageously unacceptable behaviors prevalent, especially during the first 6 quarters of Denise Key's tenure, have dissipated.

BUDGET 2019 - 2010:

To maintain a fiscally conservative site budget, it will be helpful for the administrator to continue cultivating partnerships with organizations which can provide needed services to Tanacross students free of charge or at reduced rates. During 2018 - 2019 the following helped alleviate funds being subtracted from the school budget:

1. Administrator secured monthly team behavioral health services via TCC for rotating grade level groups during the afternoon at school; Village behavioral health aide has been



an active weekly presence in the schoolhouse simply as a classroom observer during delivery of student instruction and sometimes participating as a classroom volunteer; Third behavioral health aide has targeted students, meeting one-on-one, once a week/afternoon, during second semester.

2. "Back to School" opened with cultural leaders volunteering their skills, instead of charging our A-Chill program, for a week of Athabascan pride activities. This also included donations of some traditional materials needed for cultural week activities like drum skins, furs, beading supplies, & bandanas.
3. Prior to summer 2018, bicycles were donated by Delta Junction community to support health & wellness of our students. Tanacross residents, Alfred Jr. & Donovan, came to teach bicycle mechanics. This motivated students to tinker with used materials and support one another to keep the cycles moving. Our bike exchange area is still functional.
4. In September, Janette Conger, gifted us with two small boxes military themed books which targeted younger readers. These were added to our library in progress off the gym.
5. Skiku organization donated 19 pair of skis, poles, and new boots at no cost. Four coaches provided lessons four hours daily/during five evenings. Our older model skis were taken to be refurbished and all will be returned, free of charge, before summer break.
6. Volunteer hours on site have not yet been calculated for the school year but these in-kind partnerships helped produce positive change on student learning and school climate.

Tanacross Board Report
February 2019

STUDENTS / TEACHING / LEARNING:

- 2/1. Our eighth grader participated in math testing for NAEP, National Assessment of Educational Progress.
- 2/4-5. Grades 4-8 students sat for ELL testing with Jason Fastenau & Judy Harmon.
- 2/7-8. Grades 6-8 boys went moose hunting to support our village during a time of bereavement. Mentasta elders called to place Tanacross participants on their Ceremonial Harvest Authorization. This allowed students to expand the scope of their hunt. Day II they were inspired to try a new location but the hunt did not yield a moose. Boys worked as spotters for Cultural Leaders.
- 2/18-19. AGSD in-service attended by staff at Tok School.
- 2/18-19. Ruby MAC School, four students & principal spent the night on our campus. The next morning they were joined by one of their teachers and visited kennels of Rob Fabian & Roni Noonan-Agre. This was their first experience with working dogs.
- 2/21-22. All grades participated in Renaissance benchmark testing.

STAFF RETENTION / RECRUITMENT:

- 2/4-28. Pastor Carl & Mrs. Darlene Lilienkamp volunteered during afternoons to assist with student science projects and A-Chill lessons. Their assistance, motivation & inspiration is appreciated. They've safely returned home to Nebraska.
- 2/21. Denae Hamilton-Young was hired as Preschool Aide for our program. We currently have five students attending Monday - Thursday, 8:30 a.m. - 1:00 p.m and one who attends part-time.

COMMUNITY PARTNERSHIPS:

- 2/17-22. Four Skiku coaches spent the week in-residence. During the afternoons, we all learned to ski with and without polls. A few of the students developed an interest in competitive skiing. Several community members took advantage of the free lessons. Denise negotiated this week FREE of charge, which included lessons & use of gear for all participants, and the school was gifted with new 19 pairs of new ski boots, skis and polls. Our old skis were taken by the coaches to be refurbished and will be returned before we break for summer. Two of the coaches are physicians and talked to students about science projects they saw in progress. Another was an instrumental strings teacher and she spent some time working with our violin students. She was impressed at their skill level after only beginning violin lessons last year. It was a good week.
- 2/4. Kaylin Crawford, Dollie Jonathan, & Jeff Deeter rotated an afternoon counseling session with various age groups.
- 2/8. Trooper Joe Harris gave a hands-on demonstration of fingerprinting. We enjoyed trying to discover, Who done it?
- 2/18. We were the host campus for RSB. Special thanks to Ms. Bonnie of AGSD greenhouse for contributing fresh greens, carrots, & radishes for the delicious salad we enjoyed. Meals were prepared by our cook Ms. Anne who was assisted by our custodian, Davis. They were a dynamic duo. Thanks to Liz and Jaycee for ensuring all our guests needs were met. There was good attendance by Tanacross community. Residents submitted a petition against use of video cameras in the classrooms. Four residents stood

to speak in support of the principal, staff and progress witnessed with students and community relationships.

- 2/20. PAC meeting was well attended. Superintendent addressed many community concerns. A follow up meeting was noted.
- 2/25 Mrs. Brenda Litwack, Nutrition Educator for UAF, has shared nutrition information with our students. Each age group enjoyed learning about a simple treat they can easily reproduce at home.