



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

*AGSD Board Room – Tok, Alaska*

*Monday, November 18<sup>th</sup>, 2019*

<b>WORK SESSION – Annual Audit Report at 5:00pm</b>	<b>BDO</b>
<b>REGULAR MEETING CALLED TO ORDER at 6pm</b>	President
<b>ROLL CALL</b>	Secretary-Treasurer
<b>PLEDGE OF ALLEGIANCE</b>	
<b>APPOINTMENT OF BOARD MEMBERS (Ratify Poll Vote)</b>	
<b>ELECTION OF OFFICERS</b>	President
<b>HEARING OF VISITORS ON AGENDA ITEMS<sup>1</sup></b>	President
<b>RECEIVING OF DELEGATIONS &amp; PRESENTATIONS</b>	President
<b>ACTION ITEMS - ROUTINE MATTERS</b>	President
1. Approval of Agenda	
2. Approval of 10.21.19 RSB Meeting Minutes	
<b>ACTION ITEMS - OLD BUSINESS</b>	President
3. BP 5061 – Establishment of Boundaries (Second Reading-Tabled Item)	
<b>ACTION ITEMS - NEW BUSINESS</b>	President
4. Personnel Actions	
5. FY21 Certified Teacher Contracts	
6. Student Transportation Contract Approval	
7. Certification of Tok & Northway School ASB Elections	
8. Grant Acceptance	
9. Superintendent's Evaluation (Executive Session)	
<b>REPORTS/INFORMATION/DISCUSSION</b>	President
Administrative Reports	
• Superintendent's Report	Superintendent
• Financial Report	Chief Financial Officer
• Directors' & Principals' Reports	Directors & Principals
Correspondence/Miscellaneous	Superintendent
<b>HEARING OF VISITORS ON NON-AGENDA ITEMS<sup>1</sup></b>	President
<b>DISCUSSION, COMMENTS, QUESTIONS BY THE BOARD</b>	President
<b>FUTURE MEETING DATES</b>	President
<b>SUGGESTED MEETING AGENDA ITEMS</b>	President
<b>EXECUTIVE SESSION (Matters that are required by law to be confidential)</b>	
<b>ADJOURNMENT</b>	President

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

Regional School Board Meeting  
October 21<sup>st</sup>, 2019  
Walter Northway School  
Northway, Alaska

The meeting was called to order at 6:17 PM

Roll Call: Peter Talus, Daisy Northway, Jeff Deeter and Daisy Northway. Absent and excused were Frank Cook, Mike Cronk and Steve Robbins.

Receiving of Delegations & Presentations

Mari Hoe-Rattio presented on the Yukon River trip for ACHILL.

Ashlee Copper presented on Career and Technical Education Focus.

Pledge of Allegiance

Hearing of Visitors on Agenda Items

Kerri Mann commented on the proposed change of BP 5061 Establishment of Boundaries.

**Action Items – Routine Matters.**

**1. Approval of Agenda.**

Lorraine Titus moved to approve the agenda with the addition presented.

Seconded by Jeff Deeter.

Motion Passed Unanimously.

**2. Approval of 9.23.19 RSB Meeting Minutes.**

Daisy Northway moved to approve the minutes of the 10.23.19 RSB Meeting.

Seconded by Lorraine Titus.

Motion Passed Unanimously.

**Action Items – Old Business.**

**3. BP 5061 – Establishment of Boundaries (Second Reading).**

Lorraine Titus moved to table BP 5061 – Establishment of Boundaries until the next meeting.

Seconded by Daisy Northway.

Motion Passed Unanimously.

**Action Items – New Business.**

**4. Personnel Actions.**

Lorraine Titus moved to approve the personnel actions as presented.

Seconded by Jeff Deeter.

Motion Passed Unanimously.

**5. Impact Aide Resolution.**

Jeff Deeter moved to approve the Impact Aide Resolution as presented.

Seconded by Daisy Northway.

Motion Passed Unanimously.

**6. Board Appointments.**

Poll Vote will be conducted.

**7. Superintendent's Evaluation (Executive Session).**

**8. Budget Revision.**

Daisy Northway moved to approve the Budget Revision as presented.

Seconded by Jeff Deeter.

Motion Passed Unanimously.

**Reports/Information/Discussion**

Superintendent's Report

Financial Report

Directors' & Principals' Reports

Hearing of Visitors on Non-Agenda Items: Kerri Mann commented.

Discussion, Comments and Questions by Members of the Board

Future Meeting Date: November 18<sup>th</sup>, 2019 at the District Boardroom. 5 PM – Work session on the Annual Audit/6 PM Regular Meeting.

Suggested Agenda Items: Board Appointments, BP 5061 Establishment of Boundaries.

Lorraine Titus moved to go into executive session at 7:48 PM to discuss the Superintendent's Evaluation. Seconded by Jeff Deeter. Motion Passed Unanimously.

Jeff Deeter moved to come out of executive Session at 8:30pm. Seconded by Daisy Northway.

Minutes prepared by Debbie Sparks, Board Secretary

I hereby submit that these minutes have been approved by the District Board of Education sitting in regular session as the official minutes of the October 21<sup>st</sup>, 2019 meeting.

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Secretary/Treasurer

To: Regional School Board

Date: November 18, 2019

From: Superintendent's Office

Agenda Item: 3

**Issue: BP 5061 Establishment of Boundaries** (Second reading, tabled from October 21<sup>st</sup> meeting)

**Background Information:**

In the process of preparing our new Bus Transportation RFP, and correlating Board Policies that relate to bussing and student transportation, including a review of our Attendance Area Boundaries and Transportation Zones, it became apparent that the existing boundaries are long out of date. Transportation Zones are what is requested in an RFP for student transportation routes, and are determined by the Superintendent based on factors such as school proximity, student need, hazardous route conditions, and student numbers. Attendance Areas are the boundaries that determine which school a student will attend. In review of the current boundaries, it is clear that these were established years ago for specific reasons that are no longer relevant. These proposed revisions establish boundaries that are an equal and equitable distance between schools, giving consideration to the distances and potential amount of time a student might end up spending in transit, and that will be more cost effective for the district. Already on average, the district has to contribute General Funds to the district's transportation line item due to the state per-pupil transportation funding formula and resulting district allocation.

The district's legal counsel has reviewed the policy revision below for compliance with state requirements, and has been provided with a summary of the Board discussion and community member comments.

***BP 5061 Establishment of Boundaries (Second Reading)***

*The boundaries of the Tok school attendance area are:*

*Two miles surrounding the school, an area two miles on either side of the highway connecting Tanacross school attendance area boundaries, to the midpoint (MP 1289) between Northway Junction (MP 1264) and Tok Junction (MP 1314) at MP 1280 on the Alaska Highway, Mentasta and the midpoint (MP 104) between Mentasta Junction and Jon Summar Drive on the Tok Cutoff, which shall constitute the dividing lines between Tok School, Walter Northway School, and Katie John School, including a two mile extension beyond the end of all local bus routes, provided that elementary K-8 students who live either within the Tanacross or Mentasta school attendance area will attend school within that community. Bartel Creek is the highway division between Mentasta and Tok.*

Board has been provided with a copy of relevant Alaska Administrative Code (4 AAC 27.011), as attached.

**Administrative Recommendations:**

Approve the second reading of BP 5061 as presented.

**4 AAC 27.011. Establishment of regular routes**

- (a) A district may establish a regular pupil transportation route if:*
- (1) eight or more pupils reside more than one and one-half miles from the attendance center to be served by the route, measured from the closest point of the school property to the closest point of the residence property; and*
  - (2) the entire route is over regularly maintained roads, having at least a gravel surface, that are under the supervision and all-weather maintenance of the Department of Transportation and Public Facilities, a public utility district, a municipality, a borough service area, or any other agency supported by public funds; adequate turnaround space for transportation vehicles must be available on the route.*
- (b) A transportation route must be free from duplicate mileage unless*
- (1) the pickup point requiring the duplicate mileage serves at least three pupils and is at least one mile in one direction from the main route; or*
  - (2) the pickup point requiring the duplicate mileage serves 15 or more pupils.*
- (c) Kindergarten pupils maybe included in any regular pupil transportation route. However, special runs for transporting only kindergarten pupils to and from school are not an eligible expenditure.*

**To: Regional School Board**

**Date: November 18<sup>th</sup>, 2019**

**From: Superintendent's Office**

**Agenda Item: 4**

**Issue: Personnel Actions**

**Background Information**

The personnel below have been through the complete hiring process, have been interviewed and recommended by a committee, have had a back ground and reference check completed, and are now being recommended by the Superintendent for the position indicated.

**Hires**

The following hires have been completed during this period and are recommended by the administration for acceptance to the.

- Joel Hicks – Northway GAP Site Coordinator
- Timothy Olson – Mentasta Cook
- Ashley Smith – Tok Teacher's Aide
- Brenda Litwack – Tanacross Cook
- Mathew Thompson – Dot Lake Custodian
- Evelyn Oxereok – Northway Teacher's Aide

**Resignations**

The following staff submitted a compromised resignation from their position:

- Kimber Hunt – Northway Teacher

**Administrative Recommendation:**

Approve the above personnel actions as recommended.

**FY 20 DISTRICT DIRECTORY**

Updated 11.18.2019

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

Scott MacManus, Superintendent (Ext 111)	Deb Sparks, Administrative Secretary (Ext 101)	Tad Dunning, District-wide Counselor (883-4347)
LeAnn Young, Special Projects Dir. (Ext 115)	Sugar Roach, Accountant II (Ext 107)	Candy Thurneau, Power School Specialist (Ext 103)
Tracie Weisz, Dir. Curriculum and Instruction (Ext 113)	Patti Bayless, Accountant I (Ext 105)	Bonnie Emery, Greenhouse Manager
Robbie MacManus, Chief Financial Officer (Ext 109)	Anthony Lee, BioMass Project Coordinator (505-0038)	Mari Hoe-Rattio, A-CHILL
Letitia Rhodes, Dir. Special Education (883-4427)	Gary Deeter, Maintenance Tech (505-0008)	Jane Teague, Classroom/Support Tech (Ext 102)
Brenda Overcast, Technology Director (883-4437)	Matt Basye, Biomass Maintenance Tech (505-8115)	Sonya Bitz, Itinerant Pathways Aide
Wade Boney, Maintenance Dir. (Ext 114)	Pam Gingue, Program Coordinator (E505-0010)	Karla Champagne, Migrant Recruiter
Ashlee Copper, CTE Counselor	Stephanie English, Child Nutrition Coordinator (505-0239)	

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

Karen Deeter, Principal/Teacher	Vacant, Secretary/Teacher's Aide	Eric Masters, Teacher's Aide
	Lelola Masters, Cook	Vacant, GAP
	(Pending) Custodian	

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

Kristy Jones-Robbins, Principal	Work-study student, Custodian	Meg Helmer, Teacher's Aide
Zach Sanders, Teacher	Emma Boseman, PreSchool Teacher's Aide	Patricia Nix, Aide
		Michelle Ashley, Secretary/Aide/Cook

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

Pepper Good, Principal/Teacher	Marvin Sanford, Custodian	Robert John Jr., Teacher's Aide
Kaitlyn Moeller, Teacher	Vacant, Cook	Emmanuel Baker, Teacher's Aide
	Vacant, PreK/GAP	Andrea David, Teacher's Aide
		Shirley Craig, Teacher's Aide/Secretary
		Virginia John, Teacher's Aide

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

Doug Richards, Principal/Teacher	Sherri Demit, Secretary/Aide	Jamey Titus, Teacher's Aide
Lindsay Brush, Teacher	Carolyn Dillard, Cook	(Pending), Teacher's Aide
Michelle Adgate, Teacher	Gerald Albert, Maintenance Tech/Custodian	Jessica Dillard, Teacher's Aide
Molly Nelson, Teacher	Avery Dillard, Custodian	Dena Paul, Intensive Aide
Melinda Oxereok, Teacher		(Pending), Teacher's Aide
Robert Litwack, Special Education Teacher		

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

Suzanne Bell, Principal/Teacher	Liz Webb, Secretary/Teacher's Aide	Jaycee Peet, Teacher's Aide
	Davis Paul, Custodian	Vacant, GAP
		(Pending), Cook

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

Henry "Dutch" Ebben, Principal Teacher	Amanda Hokkanen, Secretary/Teacher's Aide	Natalie Sam, Teacher's Aide
Kandice Alexander, Teacher	Ashley Nyswaner, Cook	Eva Thomas-Churchwell, Teacher's Aide
Vacant, Teacher	Gerald Joe, Custodian	Shanna Joe, Teacher Aide/GAP

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

Megan Akaran, Principal	Diana Ervin, Secretary	Helena Fix, Indian Ed Teacher's Aide
Deb Berg, Kindergarten	Misty Walsh, Secretary	Hannah Briar, Teacher's Aide
Sara Talus, Grade 1	Virginia Fix, Cook	Laurie Ebben, Teacher's Aide
Cathy O'Neil, Grade 2	(Vacant), Cook	(Pending), Teacher's Aide
Bonnie Dompierre, Grade 3	Kelly Goneau, Maintenance Tech/Custodian	Kelsea Bryan, Teacher's Aide
Julie Brown, Grade 4	Tony Peet, Custodian	Valerie Nelson, Teacher's Aide
Joyce Dunning, Grade 5	Karin Rajala, GAP Site Coordinator	Juliet Stoessel, Teacher's Aide
Erica Burnham, Social Studies	Matthew Nelson, PreK Aide/Pathways Aide	Diane Titus, Teacher's Aide
Shania Fifarek, Language Arts	Camille Davis, PreSchool Teacher's Aide	Megan Tucker, Teacher's Aide
Vacant, Middle School		Alexa Peet, Teacher's Aide
Ryan Becker, STEM		
Liz Fabian, Math		
Robert Kelso, Pathways Alternative		
Rex Hamner, Career & Technical Education		
Valorie James, Sped Teacher		

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

Rob Fabian, Teacher	Joey Edmunds, Secretary	John Williams, Intensive Aide - Border
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**To: Regional School Board**

**Date: Nov 18<sup>th</sup>, 2019**

**From: Superintendent's Office**

**Agenda Item: 5**

**Issue: FY21 Certified Teacher Contracts**

**Background Information**

The teachers listed below have earned tenure in AGSD, or are in administrative leadership positions that we know we will need to fill, and who have had exemplary evaluations. As we did last year, the district will be proposing two rounds of early contract offers, to ensure that we have the maximum amount of time to seek qualified staffing as early in the year as possible for FY21. This first round will be the certified staff listed below. We intend to offer these contracts on January 6<sup>th</sup>, 2020. Last year we had a quick return rate resulting from the \$250 "Early Intent Incentive", and this year we propose the same, offering staff who either sign their offered contract or to ANY certified staff who resign by Friday, Jan 10<sup>th</sup>, 2020. By law certified staff have 30 days from initial to sign their contracts, so we will know at least by February 5<sup>th</sup> which of these positions we have to fill.

A second round of contracts will be offered to non-tenured teachers who have positive evaluations, on Tuesday, January 21<sup>st</sup>, following approval of the Board. This means that we will know very quickly what our staffing needs will be for next year, and can plan and recruit accordingly.

**Certified FY21 Contracts to be offered January 6<sup>th</sup>, 2020:**

- Robert Litwack
- Sara Talus
- Bonnie Dompierre
- Cathy O'Neil
- Joyce Dunning
- Erica Burnham
- Julie Brown
- LeAnn Young
- Tracie Weisz
- Letitia Rhodes
- Pepper Good
- Lindsay Brush
- Deb Berg
- Kristy Robbins
- Thomas Dunning
- Doug Richards
- Megan Akaran
- Suzanne Bell
- Karen Deeter
- Elizabeth Fabian
- Robert Fabian

**Administrative Recommendation:**

Approve the listed certified staff for contracts for School Year 2020-21



**To: Regional School Board**

**Date: November 18, 2019**

**From: Superintendent's Office**

**Agenda Item: 6**

**Issue: Student Transportation Contract Approval**

**Background:**

In accordance with state statute under 4 AAC 27.085, the district advertised Requests for Pupil Transportation Services in Fairbanks and Anchorage newspapers, and on the district's website, beginning September 15, 2019. (See enclosed) A pre-proposal conference was held on October 15<sup>th</sup> in the AGSD Boardroom, and complete proposals were required to be in the district office on October 29<sup>th</sup>, 2019. The proposals were required to be publicly opened at that time, and they were in front of witnesses. There was only one responsive proposal submitted, and this was certified by the Superintendent and witnesses to meet the proposal requirements, which was Tok Transportation Services.

Following review, on November 4<sup>th</sup>, Tok Transportation Services were issued an "Intent to Award" of the contract for pupil transportation services. (See enclosed). The contract amount will vary depending on which buses are being used, but in no case will be more than our current pupil transportation contract, of \$2,750.25 per day.

**Administrative Recommendations:**

Approve the Tok School Student Transportation Contract

FAIRBANKS

# Daily News-Miner

## -Ad Proof-

This is the proof of your ad, scheduled to run on the dates indicated below. Please proofread carefully, and if changes are needed, please contact Linda Ness prior to deadline at (907) 459-7524 or [lness@newsminer.com](mailto:lness@newsminer.com).

<p><b>Date:</b> 09/16/19 <b>Account #:</b> 226833 <b>File #:</b> <b>Company Name:</b> ALASKA GATEWAY SCHOOL DISTRICT <b>Contact:</b> DEBBIE SPARKS <b>Address:</b> PO BOX 226 TOK <b>Telephone:</b> (907) 883-5151 <b>Fax:</b></p>	<p><b>Ad ID:</b> 544887 <b>Start:</b> 09/17/19 <b>Stop:</b> 09/22/19  <b>Total Cost:</b> \$326.30 <b>Columns Wide:</b> 1 <b># of Inserts:</b> 4 <b>Ad Class:</b> 4 <b>Phone #</b> (907) 459-7524 <b>Email:</b> <a href="mailto:lness@newsminer.com">lness@newsminer.com</a>  <b>Amount Due:</b> \$326.30</p>
<p><b>Run Dates</b></p> <p>DAILY NEWS MINER 09/17/19 DAILY NEWS MINER 09/22/19 newsminer.com 09/17/19 newsminer.com 09/22/19</p>	

Order Number: **W0011563**  
Classification: Legals & Public Notices  
Package: Legals ADN  
Order Cost: \$254.00

### Account Details

AK GATEWAY SCHOOL DISTRICT  
MILE 1313.5 ALASKA HIGHWAY  
Tok, AK 99780  
907-883-5151  
[legals@adn.com](mailto:legals@adn.com)  
AK GATEWAY SCHOOL DISTRICT

**Sun Sep 15, 2019**  
Anchorage Daily News All Zones  
Legals  
**Sun Sep 22, 2019**  
Anchorage Daily News All Zones  
Legals

The Alaska Gateway School District hereby requests proposals from qualified entities to provide pupil transportation services for Tok School, located in Tok, Alaska.

Pupil transportation services will be for a period beginning July 1st, 2020 through June 30th, 2025. This request is for an invitation to bid. The District reserves the right to reject any and all proposals. A pre-proposal conference will be held at 10:00 am Alaska Standard Time, Tuesday October 15th, 2019, in the board room of the school district's Central Office, in Tok, Alaska, to discuss any aspect of the proposals being solicited. Complete proposals for transportation service in the above named service areas must be received in the central office of the Alaska Gateway School District no later than 3:00 PM Alaska Standard Time October 29th, 2019, at which time bid packages will be opened. Incomplete bid packages may not be considered. To request additional information or a proposal packet, please contact:

**Robbie MacManus**  
P.O. Box 226  
Tok, AK 99780  
(907) 883-5151 Ext 109

Published: September 15, 22/2019

**ATTACHMENT #1 – Tok Bus Service Area (#303)**

REQUEST FOR PUPIL TRANSPORTATION PROPOSAL- #303

Request for Proposal's October 29<sup>th</sup>, 2019

Request for Pupil Transportation Proposal Number:

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

In compliance with your Invitation for Pupil Transportation Proposal of the above date the undersigned proposes to furnish transportation services as specified in the Invitation and the Terms and Conditions.

I propose the following daily, vehicle rates for each type vehicle as specified by the Invitation and Terms and Conditions. It is understood that this daily, vehicle rate will be compensated for each type of vehicle, whether these vehicles are added to service during the life of the contract or whether these are as specified in the original proposal.

1. (5) 65-passenger or larger bus@ \$545.25 per day x 5 buses \$ 2726.25.  
(For regular Transportation)

Total daily cost is the criteria for cost evaluation. The rate of adjustment for adding or deleting vehicles shall be at the, per vehicle per day rate specific for the type of vehicle stated above.

The bid must include:

1. Chart of the vehicles which will be used.
2. Amount of amortization of each vehicle in new contract.
3. Whether they have been used in Alaska in prior contracts and
4. How much of the cost was amortized during those prior contracts.

Amortization includes delivery costs, but cannot include interest or finance charges.

ACKNOWLEDGEMENT

The undersigned agrees to perform all pupil transportation services as advertised in the Invitation for Pupil Transportation Proposal (The General Instructions and Information and the Terms and Conditions).

Further, the undersigned is familiar with the General Instructions and Information and the Terms and Conditions of the Invitation; the Laws of the State of Alaska; The Department of Education, Chapter 27, Transportation of Pupils regulations; the Minimum Standards for Alaska School Buses, Third Edition, Revised 2006; Minimum Standards for Alaska School Buses Manufactured after January 1<sup>st</sup>, 2007; Alaska Department of Public Safety regulations for buses manufactured after July 1, 2001, National Specifications for School buses (2005 Revised Edition); National Highway Traffic Safety Administration (NHTSA) standards; and with current Federal Motor Vehicle Safety Standards applicable to school buses. The undersigned recognizes that all services shall be performed in strict accordance with all existing and subsequent provisions and standards established by these and other agencies and that failure to become familiar with those provisions and standards shall not relieve the undersigned from full compliance.

 OWNER

Authorized Signature and Title

Date

10-17-19

TOK TRANSPORTATION LLC  
PO Box 392  
TOK, AK 99780

Firm Name and Address

Phone Number

907-883-2520

#1059360

Alaska Business License Number

Fax Number

TOKBUSBAZEN@GMAIL.COM  
Email address

PROPOSALS WILL NOT BE ACCEPTED AFTER 3:00 PM ON TUESDAY  
OCTOBER 29<sup>TH</sup>, 2019.

PROPOSALS WILL BE PUBLICLY OPENED AT 3:15 PM ON TUESDAY  
OCTOBER 29<sup>TH</sup>, 2019.

4 AAC 27.086. Competitive pupil transportation proposals



# ALASKA GATEWAY SCHOOL DISTRICT

PO BOX 226, TOK, AK 99780

Ph: 907.883.5151 Fax: 907.883.5154

Scott MacManus – Superintendent of Schools

Date: November 4<sup>th</sup>, 2019  
To: Gerald Blackard, Tok Transportation  
From: Scott MacManus, Alaska Gateway School District  
RE: Intent to aware Student Transportation contract

Dear Mr. Blackard,

Thank you for your proposal to provide student transportation services for Tok School. At this time I am pleased to inform you that your bid was fully responsive and that the district intends to award Tok Transportation the contract for period addressed in the Request For Proposals, from July 1, 2020 to June 30, 2025. The contract for these services will be submitted for approval to the Regional School Board at their November 18<sup>th</sup>, 2019 meeting, with my positive recommendation.

Thank you for the time preparing your submittal. The district is looking forward to continuing our positive working relationship for the benefit of our students.

Kind Regards,

Scott MacManus,  
Superintendent of Schools

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

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

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

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

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

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

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

**Tetlin**  
907-324-2104  
Fax: 907-324-1114

**To: Regional School Board**

**Date: November 18, 2019**

**From: Superintendent's Office**

**Agenda Item: 7**

**Issue:** Certification of Tok School ASB Elections

**Background Information:**

Advisory School Board elections were held Tuesday, November 5<sup>th</sup>, in both Tok and Northway.

With a total of 17 ballots cast, the winning candidates in Walter Northway Advisory School Board are:

- Harold Gene for Seat A-1
- Tasha Demit for Seat B-2

The elections process and tallies were properly witnessed and signed by two election judges, Moya James and Mona Sam, with the recounts tallied and witnessed by Debbie Sparks and Karla Champagne.

With a total of 60 ballots cast, the winning candidates for Tok School

- Patricia Young for Seat A-1
- Loretta Fitting for Seat A-2
- Amy Young for Seat B-2

The elections process and tallies were properly witnessed and signed by two election judges, Katheryn Labbe and Seth Roberts, with the recounts tallied and witnessed by Debbie Sparks and Karla Champagne.

**Administrative Recommendations:**

Certify the ASB election results as indicated for Tok and Northway

To: Regional School Board

Date: November 18, 2019

From: Superintendent's Office

Agenda Item: 8

Issue: Acceptance of Grants and Gifts

**Background Information:**

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

- Federal
  - ACHILL PR# S299A160048 – 19 - \$784,418
  - RAVE PR# S299A170053-19A \$107,023 (Adv)
  - REAP PR# S358190010 \$7,406
  - Indian Education Formula S060A190006 \$93,154
  
- State
  - School Improvement SI 19 AGSD.02 \$73,058
  - Fresh Fruit and Vegetable 063864425 \$14,208
  - Pre-Elementary PT 19 AGSD.01 \$157,879
  - GAP 21<sup>st</sup> Century AC 20 AGSD.01 \$514,740
  
- Gifts
  - Gift of \$1600 from Chevy and Sonta Roach to Mentasta School, in the name of Craig Roach, for the purpose of supporting student field trips outside of Tok and Mentasta.

**Administrative Recommendations:**

Approve Acceptance of the above listed grants and awards





**US Department of Education  
Washington, D.C. 20202**

S299A160048 - 19

**GRANT AWARD NOTIFICATION**

<b>1</b>	<b>RECIPIENT NAME</b>  Alaska Gateway School District Milepost 1313.5 Alaska Highway Tok, AK 99780 - 0226	<b>2</b>	<b>AWARD INFORMATION</b>  <table style="width:100%; border:none;"> <tr> <td style="padding-right:20px;">PR/AWARD NUMBER</td> <td>S299A160048 - 19</td> </tr> <tr> <td>ACTION NUMBER</td> <td>11</td> </tr> <tr> <td>ACTION TYPE</td> <td>Continuation</td> </tr> <tr> <td>AWARD TYPE</td> <td>Discretionary</td> </tr> </table>	PR/AWARD NUMBER	S299A160048 - 19	ACTION NUMBER	11	ACTION TYPE	Continuation	AWARD TYPE	Discretionary																		
PR/AWARD NUMBER	S299A160048 - 19																												
ACTION NUMBER	11																												
ACTION TYPE	Continuation																												
AWARD TYPE	Discretionary																												
<b>3</b>	<b>PROJECT STAFF</b>  <b>RECIPIENT PROJECT DIRECTOR</b> LeAnn Young (907) 883-5151 <a href="mailto:lyoung@agsd.us">lyoung@agsd.us</a> <b>EDUCATION PROGRAM CONTACT</b> Bianca Williams (202) 453-5671 <a href="mailto:bianca.williams@ed.gov">bianca.williams@ed.gov</a> <b>EDUCATION PAYMENT HOTLINE</b> G5 PAYEE HELPDISK 888-336-8930 <a href="mailto:edcaps.user@ed.gov">edcaps.user@ed.gov</a>	<b>4</b>	<b>PROJECT TITLE</b>  84.299A This project, A-CHILL proposes a Medical Prep CTE program for Alaska Native students who attend school in a remote area of Alaska, by providing training in veterinary science.																										
<b>5</b>	<b>KEY PERSONNEL</b>  <table style="width:100%; border:none;"> <thead> <tr> <th style="text-align:left;"><u>NAME</u></th> <th style="text-align:left;"><u>TITLE</u></th> <th style="text-align:right;"><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>LeAnn Young</td> <td>Project Director</td> <td style="text-align:right;">27 %</td> </tr> </tbody> </table>			<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	LeAnn Young	Project Director	27 %																				
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0101A	2019	2019	ES000000	B	E17	000	299	4101C	\$784,418.00																				



**US Department of Education  
Washington, D.C. 20202**

S299A170053 - 19A

**GRANT AWARD NOTIFICATION**

<b>1</b>	<b>RECIPIENT NAME</b>  Alaska Gateway School District Milepost 1313.5 Alaska Highway Tok, AK 99780 - 0226	<b>2</b>	<b>AWARD INFORMATION</b>  <table style="width:100%; border:none;"> <tr> <td style="padding-right:20px;">PR/AWARD NUMBER</td> <td>S299A170053 - 19A</td> </tr> <tr> <td>ACTION NUMBER</td> <td>10</td> </tr> <tr> <td>ACTION TYPE</td> <td>Revision</td> </tr> <tr> <td>AWARD TYPE</td> <td>Discretionary</td> </tr> </table>	PR/AWARD NUMBER	S299A170053 - 19A	ACTION NUMBER	10	ACTION TYPE	Revision	AWARD TYPE	Discretionary		
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<b>5</b>	<b>KEY PERSONNEL</b>  <table style="width:100%; border:none;"> <thead> <tr> <th style="text-align:left;"><u>NAME</u></th> <th style="text-align:left;"><u>TITLE</u></th> <th style="text-align:right;"><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>LeAnn Young</td> <td>Project Director</td> <td style="text-align:right;">20 %</td> </tr> </tbody> </table>			<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	LeAnn Young	Project Director	20 %				
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CFDA/SUBPROGRAM NO:	84.299A												



**US Department of Education  
Washington, D.C. 20202**

S358C190010

**GRANT AWARD NOTIFICATION**

<b>1</b>	<b>RECIPIENT NAME</b>  Alaska Gateway School District PO Box 26 Tok, AK 99780	<b>2</b>	<b>AWARD INFORMATION</b>  PR/AWARD NUMBER      S358C190010 ACTION NUMBER        1 ACTION TYPE            New AWARD TYPE            Formula																				
<b>3</b>	<b>PROJECT STAFF</b>  <b>RECIPIENT STATE DIRECTOR</b> LeAnn Young                    (907) 883-5151 <u>lyoung@agsd.us</u> <b>EDUCATION PROGRAM CONTACT</b> Eric L Schulz                    (202) 260-7349 <u>eric.schulz@ed.gov</u> <b>EDUCATION PAYMENT HOTLINE</b> G5 PAYEE HELPDESK        888-336-8930 <u>edcaps.user@ed.gov</u>	<b>4</b>	<b>PROJECT DESCRIPTION</b>  84.358C REAP - RLIS Special Qualified Agencies (SQAs)																				
<b>5</b>	<b>KEY PERSONNEL</b>  N/A																						
<b>6</b>	<b>AWARD PERIODS</b>  BUDGET PERIOD        07/01/2019 - 09/30/2020 FEDERAL FUNDING PERIOD    07/01/2019 - 09/30/2020  <b>FUTURE BUDGET PERIODS</b>  N/A																						
<b>7</b>	<b>AUTHORIZED FUNDING</b>  CURRENT AWARD AMOUNT        \$7,406.00 PREVIOUS CUMULATIVE AMOUNT    \$0.00 CUMULATIVE AMOUNT            \$7,406.00																						
<b>8</b>	<b>ADMINISTRATIVE INFORMATION</b>  DUNS/SSN            063864425 REGULATIONS        EDGAR AS APPLICABLE 2 CFR AS APPLICABLE ATTACHMENTS        1 , 3 , 8 , 9 , 11 , 12 , 13 , 14 , E-3 , E4 , E5																						
<b>9</b>	<b>LEGISLATIVE AND FISCAL DATA</b>  <b>AUTHORITY:</b> PL PL. 114-95 V ELEMENTARY & SECONDARY EDUCATION ACT OF 1965, AS AMENDED <b>PROGRAM TITLE:</b> RURAL EDUCATION ACHIEVEMENT PROGRAM <b>CFDA/SUBPROGRAM NO:</b> 84.358C																						
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1000M	2019	2019	ES000000	B	QJB	000	358	4101A	\$7,406.00														







# Alaska Department of Education and Early Development

Grant Year: State of Alaska Fiscal Year 2020

Note: No portion of this grant may be used directly or indirectly for the benefit of a Department of Education & Early Development employee. Ref: AS 39.50.010; Conflict of Interest; AS 39.52.170, Outside Employment; AS 39.52.150, Improper Influence in State; Grants, Contracts, Leases, or Loans.

Grant Recipient:	ALASKA GATEWAY SCHOOL DISTRICT	Grant Number:	PT 19.AGSD.01
Vendor Number:	TAG84704 Eligible for EFT	Grant Title:	Alaska Pre-Elementary Grant
Authorized Representative:	Mr. Scott Macmanus	Revision:	0 INITIAL AWARD
Contact Person:	LeAnn Young	Total Grant Amount:	157,879.00
Grant Period:	07/01/2019 - 06/30/2020	Previous Amount:	0.00
Indirect Rate:	4.54%	Change:	157,879.00
		DUNS Number:	063864425

**Terms and Conditions:**

- This grant provides services as stated in the grantee's application and amendments as approved by the Department.
- Reimbursement requests must be submitted quarterly (2 CFR § 200.327) on form 165d and b with original signature of authorized representative and may be submitted either via hardcopy through the mail or PDF through email.
- A final evaluation may be required before the final payment is made. Final reimbursement request must be received by August 31 following the end of the grant award period. If the final reimbursement request has not been received, the unexpended balance may be liquidated from the grant.
- This grant is subject to the OMB Uniform Grant Guidance (2 CFR §200.501) audit requirements or the state single audit requirements (2 AAC 45). This grant may be monitored by the Department Staff. If additional monitoring is determined necessary an attachment will be included.
- Grant awards accompanied by a budget with unallocated funds are provisional. No commitments or obligations may be made against those funds until an approved budget, signed by the program manager, is received by the grantee.
- Reimbursements will be made for actual expenditures attributable to the grant (2 CFR § 200.302).
- Grantee must provide and maintain adequate supporting documentation on the use of the grant funds for reimbursement and those requests cannot exceed the total amount of the approved grant award. Records must be maintained in accordance with 34 CFR 78.730.
- Grantee must adhere to all administrative and compliance requirements including, but not limited to, the Davis-Bacon prevailing wage.
- Grantee must be registered in System for Award Management (SAM) to receive an award, maintain current registration throughout the application and award process, and provide a valid unique entity identifier aka Dun & Bradstreet Data Universal Numbering System (DUNS) number (<https://www.sam.gov>).
- Grantee must comply with general procurement standards (2 CFR §200.318) and are subject to the non-procurement debarment & suspension regulations implementing Executive Orders 12549 & 12689 (2 CFR §200.212).
- This grant must not be used for research and development.
- Grantee must establish and maintain effective internal controls over the federal sub award in accordance with (2 CFR §200.203).
- Public announcements pertaining to this grant will be made with prior Department approval. Public announcements include, but are not limited to, press releases, requests for proposals, and bid solicitations. Announcements will clearly state the percentage and dollar amount of the program/project costs financed with Federal funds, and the percentage and dollar amount of the program/project costs financed by non-governmental sources.
- Materials developed with grant funds are the property of the State. A final copy of the material must be sent to the Department. The Department may disseminate materials statewide, if appropriate. Such material shall contain an acknowledgment of the use of state and/or federal funds in the development of that material as specified in condition 13.

Grant Administrator/Date: Carole Baker 8/14/19

Program Manager/Date: [Signature] 8/14/2019

Total	Previous	Change	Coding (FUND/AR/UNIT/PROG/PH/FUNC)	Awarding Agency	CFDA	Federal Award	Federal Award Date
157,879.00	0.00	157,879.00	1004 052102822 2810	#N/A	#N/A	#N/A	#N/A
0.00	0.00	0.00		#N/A	#N/A	#N/A	#N/A
0.00	0.00	0.00		#N/A	#N/A	#N/A	#N/A
0.00	0.00	0.00		#N/A	#N/A	#N/A	#N/A
0.00	0.00	0.00		#N/A	#N/A	#N/A	#N/A
0.00	0.00	0.00		#N/A	#N/A	#N/A	#N/A
0.00	0.00	0.00		#N/A	#N/A	#N/A	#N/A
157,879.00	0.00	157,879.00		#N/A	#N/A	#N/A	#N/A

For questions regarding this grant award, please contact the signing grant administrator:  
 Kristina Monson 907-485-2930, Stephen Bower 907-465-8717, Carole Baker 907- 465-8694



# Alaska Department of Education and Early Development

Grant Year: State of Alaska Fiscal Year 2020

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<b>Grant Recipient:</b>	ALASKA GATEWAY SCHOOL DISTRICT	<b>Grant Number:</b>	AC 20 AGSD 01
<b>Vendor Number:</b>	TAG84704 Eligible for EFT	<b>Grant Title:</b>	21st Century Learning Centers
<b>Authorized Representative:</b>	MJ SCULL-Macmanus	<b>Revision:</b>	0 INITIAL AWARD
<b>Contact Person:</b>	Robble Macmanus	<b>Total Grant Amount:</b>	514,740.00
<b>Grant Period:</b>	07/01/2019 - 06/30/2020	<b>Previous Amount:</b>	0.00
<b>Indirect Rate:</b>	4.54%	<b>Change:</b>	514,740.00
		<b>DUNS Number:</b>	063864425

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**Grant Administrator/Date:** *Steve Bower 9/16/19*

**Program Manager/Date:** *Jessie M. Pans 9/16/19*

Total	Previous	Change	Coding (FUND/ARI/UNIT/PROG/PI/FUNC)	Awarding Agency	CFDA	Federal Award	Federal Award Date
467,945.00	0.00	467,945.00	1004 052132003 2211 21STCEGRAN PY2020	ED	84.287	S287C180002	7/1/2018
46,795.00	0.00	46,795.00	1004 052132003 2211 21STCEGRAN PY2019	ED	84.287	S287C180002	7/1/2018
0.00	0.00	0.00		#N/A	#N/A	#N/A	#N/A
0.00	0.00	0.00		#N/A	#N/A	#N/A	#N/A
0.00	0.00	0.00		#N/A	#N/A	#N/A	#N/A
0.00	0.00	0.00		#N/A	#N/A	#N/A	#N/A
0.00	0.00	0.00		#N/A	#N/A	#N/A	#N/A
514,740.00	0.00	514,740.00					

For questions regarding this grant award, please contact the signing grant administrator:  
 Kristina Monson 907-465-2930, Stephen Bower 907-465-8717, Carole Baker 907-465-8694

Dear, Scott & Mentasta Lakers

With these funds our family would like the school to provide a field trip for students to be exposed to opportunities outside Tok/Mentasta

Some Ideas tour UAA Campus, trip to visit Union/trade Schools, Alyeska-piilin facilities anything that opens opportunity for kids after school.

Have fun use sarcasim and break  
Just one Rule!

- Roach is cheering you on from  
Love Roach Family Heaven

SONTA M ROACH  
P O BOX 92  
SHAGELLIK, ALASKA 99865

2048  
89-51252 2420

Oct 30, 2019  
DATE

Pay to the Order of Mentasta Lake School \$1600  
Sixteen hundred and 00/100 Dollars

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**To: Regional School Board**

**Date: November 18<sup>th</sup>, 2019**

**From: Superintendent's Office**

**Agenda Item: 9**

**Issue: Superintendent's Evaluation (Executive Session)**

**Background Information**

Executive Session on the Superintendent's Evaluation. Documentation will be submitted separately.

**Administrative Recommendation:**

N/A



# 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: November 18<sup>th</sup>, 2019

To: Regional School Board Members

From: Scott MacManus, Superintendent

RE: Superintendent's Board Report

We were told by BDO (our auditors) to plan on having our annual audit results by this past Monday, but we learned late this afternoon that they will NOT have that audit report completed in time to present to the Board as planned. This caused the delay in getting the packet out for this meeting, as that was the plan at the last meeting. I will keep the Board apprised of any changes.

- **Staffing:** After some difficulty in the first quarter, with staff resignations, school staffing is starting to come along. One of our teachers there quit their position literally in the middle of the night, and left the school and our students in the lurch. At the moment Tetlin has a principal for the remainder of the school year, and is fully staffed until Christmas Break. In the meantime we are seeking a to hire a certified teacher for the remainder of the year.
- **Restorative Practice:** This is a cultural approach toward creating a school culture that helps student address "toxic stress", and is a means for schools to address trauma in a proactive perspective that is less reactionary.
- **Education Legislation-**The Legislature this session is working on two bills (SB6 and SB114), and it looks like they will be rolled into one Educational Omnibus Bill that will address an overall evolution of educational policy in the state of Alaska that includes preschool, reading and dual-credit. The focus of supporting reading at level by the third grade comes with support from the Commissioner and the Alaska Superintendent's Association.
- **CEE Court Case-**This has been a very good month for education in the state of Alaska. The Superior Court has decided in favor of forward funding related to the CEE "Intervener" case related to the Legislatures ability to implement Forward Funding, and the issue of the \$30M Supplemental Funding, which the Administration is taking to the Supreme Court, in an effort to reduce or eliminate the statutory funding
- **AASB Winter Boardmanship Conference in Anchorage-** Members of the Board are encouraged to attend the Boardmanship in Anchorage in December...which will address issues of Human Resources, Roberts, Roles of the Board Clerk, along with School District Health Insurance, Superintendent's Contracts, and School Safety.
- **Tok Biomass-** The district is in the process of procuring a 5 year contract on nearly 80 acres of hazardous fuels reductions from Forestry that will ensure that we have access to
- **Northway Biomass -** The concept design for the Northway Biomass heating plant is enclosed with this Update. I think we are going to be well positioned to do, is being prepared to submit an application of a federal or state grant for funding for a biomass heating system in Northway. This system will be similar to the biomass facility in Mentasta.
- **Staff Christmas Dinner-**There will be a districtwide staff potlatch dinner event at the Tok Dog Musers Hall on December 13<sup>th</sup>, that all staff and Board Members are invited to come. There will be games for kids and a White Elephant gift exchange.

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

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

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

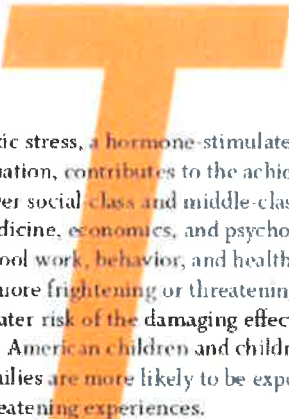
**Mentasta**  
907-291-2327  
Fax: 907-291-2325

**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



Toxic stress, a hormone-stimulated response to a difficult situation, contributes to the achievement gap between lower social class and middle-class children. Research in medicine, economics, and psychology shows that across school work, behavior, and health, children exposed to more frightening or threatening experiences are at greater risk of the damaging effects of toxic stress. African American children and children from lower income families are more likely to be exposed to frightening or threatening experiences.

Studies that I reviewed for a recent report published by the Economic Policy Institute (EPI), "Toxic Stress and Children's Outcomes" (<https://bit.ly/2EW2pa8>), show that children who are more exposed to frightening and threatening experiences have worse outcomes than children less exposed but similar in age, gender, race, maternal education level, parent relationship status, and family income.

If educators hope to close the achievement gap that exists in our country, we need to understand more about how these experiences are affecting the children in our classrooms every day.

#### WHAT IS TOXIC STRESS?

We've all heard of the "fight or flight" response. It is an essential survival mechanism. In a normal response to a threat, the amygdala, hypothalamus, and adrenal and pituitary glands produce adrenaline, cortisol, and other hormones. When released, these hormones can affect almost every tissue and organ in the body. They send the brain a signal to attack the threat or escape from it.

Stress hormones increase the body's heart rate, blood pressure, and breathing. They dilate the blood vessels and the bronchioles in the lungs, so that more oxygen reaches the brain, muscles, and vital organs. They facilitate pupil dilation to improve vision.

When threats are rare or infrequent, the resulting stress is tolerable and can sharpen a person's senses, such as the adrenaline rush that makes us focus and heightens our senses.

But when events are severely threatening or happen frequently, the stress can become toxic. In these cases, hormones that are protective in a normal stress response can be over- or under-produced, changing how the brain and body react. This hormone disruption can stunt brain growth and diminish activity in the prefrontal cortex, which controls decision-making, attention, memory, learning, and emotional regulation. It can weaken the immune system and disrupt the

metabolic system. The stress response no longer heightens faculties, but diminishes them, and performance deteriorates.

Severe, repeated, or prolonged events that can provoke a toxic stress response include abuse; having a parent or relative incarcerated; witnessing violence; neglect; financial hardship; homelessness; racial discrimination; parental separation; placement in foster care; property loss or damage from fire or burglary; or having a family member become seriously ill or injured, hospitalized, or die.

#### PROTECTIVE FACTORS

We know that exposure to such events does not necessarily result in toxic stress. Appropriate emotional support and protective factors can help children respond constructively to these events. However, when such conditions are absent, diminished, or negative, they can weaken protective factors and increase the chances that even normal stress escalates to a toxic level.

When children have a network of stable, responsive relationships and caregivers with the financial, psychological, and social resources to nurture and protect them, they are more likely to cope successfully with threatening events. Such resources help the return to normal of a child's stress hormones.

Living in a neighborhood residents experience as orderly can be protective. Equally, living in a disorderly neighborhood can exacerbate children's toxic stress risk and impede parents' ability to protect children from it. Noise, litter, graffiti, conflict with neighbors, not having safe public spaces to congregate, when isolated or occasional, are unlikely to be frightening or dangerous. Yet, when compounded, they can exacerbate a feeling of disorder and lack of control over one's environment and decrease parents' sense of well-being and ability to respond positively to their children's needs.

Living in a neighborhood with a high concentration of incarcerated parents diminishes the protective capacity of affected families and erodes the overall protective capacity of the neighborhood. It is more concentrated in segregated, low-income, African-American neighborhoods and contributes to the disruption of normal family support systems.

Finally, a school's climate protects against toxic stress. Children are better able to develop the skill of self-regulation in schools and classrooms that are emotionally supportive and responsive to all students. This occurs in classrooms where teacher and student relationships are positive, with teachers maximizing students' feelings of autonomy, competence, and social connectedness.

## RACIAL AND SOCIAL CLASS DIFFERENCES

African-American children and children from low-income families are more likely to be exposed to prolonged, frequent, or major frightening or threatening events.

According to the research we reviewed, children from families with incomes below \$20,000 are 18 percent more likely than children from higher-income families to have been exposed to a frightening or threatening event in their lifetime. Also, they are more likely to have been exposed to additional threatening experiences.

Black children are 45 percent more likely than white children to have been exposed to one frightening or threatening experience. Again, they are more likely to have been exposed to additional experiences.

## DIFFERENT OUTCOMES

In the EPI report, we looked at research comparing the academic, behavioral, and health outcomes of children exposed to frightening and threatening events with outcomes of children not exposed.

**Academic:** The share of children in their last month of kindergarten who could not independently read a simple book was much greater for those who had been exposed to three or more frightening or threatening life experiences than for otherwise similar children who had not. The share of children with below average reading and math skills was greater for those who had been exposed to frightening or threatening experiences than for otherwise similar children. Far more did not understand basic conventions of print or a story that was read to them and were unable to name the letters of the alphabet.

**Behavior:** The share of children in their last month of kindergarten who had social problems (like acting younger than their age, or having difficulty getting along with peers), attention problems, or were aggressive and broke rules in school was much greater for children who had been exposed to frightening or threatening experiences than for those who were not.

**Health:** The share of children who suffered from ear infections and acute respiratory infections, eczema, viral infections, and obesity was greater for children who had been exposed to frightening or threatening experiences than for otherwise similar children. The share of teenage girls who became pregnant was much greater for those who had had frightening or threatening experiences than for those who had not.

## PLAUSIBLE PATHWAYS

There are several factors that could plausibly explain why African American children and children from low-income families are disproportionately exposed to frightening or threatening events.

Discriminatory criminal justice practices affect not only adults, but also bystanding children. African-American children are more likely to be exposed to police violence, racial profiling by law enforcement officers, and unwarranted attention by police to their caregivers. Such exposure increases the likelihood of children suffering from toxic stress.

Discrimination also occurs in schools: Black students are suspended more often, for longer periods of time, and receive greater punishment than their otherwise similar white peers. Discipline of black children is more frequently complemented with metal detectors, random searches, and/or student referral to law enforcement, none of which supports a safe and protective learning environment. Schools with a higher proportion of African American students are more likely to criminalize student misbehavior.

Housing segregation, the result of a history of racially explicit federal, state, and local policies and practices, dilutes factors that can protect children living in low-income African American neighborhoods from developing a toxic stress response. In such neighborhoods, high-quality health care is difficult to access. Public transportation is less reliable and accessible, increasing the risk of social isolation. Men in segregated African-American neighborhoods experience higher rates of incarceration, which damages the physical and mental health of the incarcerated, their children, families, and neighbors. All these factors are associated with a greater risk of exposure to frightening or threatening events and parenting that is less protective.

## RECOMMENDATIONS

The most effective way to reduce the likelihood of toxic stress in children from low-income and racially segregated neighborhoods is to remove the social conditions that are likely to provoke or exacerbate a toxic stress response. Certain social, health, and education policies can strengthen factors that protect children against toxic stress and its causes.

First, parents, caregivers, and other adults can help protect children from developing a toxic stress response by being responsive, nurturing, and supportive. Home visiting programs or therapy services delivered by health workers or nurses can build adults' capacity to provide safe, stable,

## Certain social, health, and education policies can strengthen factors that protect children against toxic stress and its causes.

and supportive relationships, which helps children develop positive coping skills.

Next, health care professionals can better diagnose and treat causes and symptoms of toxic stress, while strengthening protective factors that prevent experiences from provoking a toxic stress response in a child. All children should be screened routinely for such experiences. Health care professionals should be trained to understand how frightening or threatening events impact children's cognitive, behavioral, and physical health outcomes, and screen and treat children for any resulting complications.

Finally, some school-based approaches can mitigate the effects of toxic stress and its causes. All adults working in school settings should receive training to understand how frightening or threatening experiences affect children's schoolwork, behavior, and health. Adults can learn to respond appropriately and support children's self-regulation skills and social and emotional learning. For example, when a child is behaving in a confrontational way, or has withdrawn, adults can de-escalate unproductive behavior by emotionally connecting with the child and removing the child from the overwhelming context before redirecting the child toward schoolwork. Such protective approaches should be integrated into the curriculum, into daily academic and nonacademic activities, and into how adults relate to children.

To mitigate racially discriminatory practices in schools that can contribute to toxic stress in children, educators should understand the characteristics, prevalence, and effects of racially biased school disciplinary practices. Teachers and administrators should collect and publicly report on school disciplinary data, including demographic information about who is removed from classrooms and

from schools, and for how long and on what basis. Reflecting on these data and aggregating them at the district and state levels can help educators challenge bias in schools.

### OFFSET TOXIC STRESS

There is no way that we know to exactly measure the relative effect of toxic stress on children's cognitive, behavioral, and health outcomes. But researchers and informed practitioners, whose work is the basis of this article, judge that it is an important cause of disadvantaged children's depressed outcomes.

Furthermore, this work reports population averages: Not all children exposed to frightening and threatening experiences will suffer adverse effects. Some will do better than most, while others will do worse. But, on average, it is less likely for children who are exposed to such experiences to do as well as children not exposed to such experiences.

As health care professionals have started to turn their attention to this important problem, so too should educators and education policymakers. Short of changing the conditions in which low income children live, high quality support for parents and parents-to-be should be accessible. Programs to offset the effects of toxic stress should be deployed in schools of concentrated disadvantage, including programs to effectively support educators. Policymakers and educators should improve public awareness of this insidious morbidity.

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Leila Morsy ([leila.morsy@protonmail.ch](mailto:leila.morsy@protonmail.ch)) is a research associate at the Economic Policy Institute and a senior lecturer at Flinders University, in Adelaide, Australia. This article is adapted from "Toxic Stress and Children's Outcomes," by Morsy and Richard Rothstein, which was published by the Economic Policy Institute in May 2019.

# To improve student success, Alaska must adopt a statewide approach

✍ Author: [Deena Bishop](#) | Opinion | Updated: October 31 | Published October 31



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The recent National Assessment of Educational Progress test results for 4th- and 8th-graders were released this week, and Alaska students [rank near the bottom](#) in both reading and math. This is truly disappointing. Our students have amazing potential and we owe it to them to do better.

There are pockets of success around our state, but one major takeaway from these results is that Alaska's approach to teaching reading is not working. The state of Alaska needs a comprehensive reading bill to hold us all accountable for our children's learning.

Literacy is a no-fail mission. It is a cornerstone of our democracy and a foundation for our students' future. We must ensure our schools across the state incorporate the best practices in reading instruction. These practices begin with quality preschools and lead all the way into adulthood.

Research clearly shows that a successful reading program must include the five key areas: phonemic awareness, phonics, vocabulary, fluency and comprehension. Each of these areas must be addressed with high-quality teaching and curriculum.

The Anchorage School District has adopted a new elementary reading curriculum and is in the process of implementing a new curriculum for grades 6-8. These programs incorporate clearly defined objectives focused on changing our reading outcomes. I'm confident that over time, this curriculum, implemented with high-quality instruction by our caring teachers, will increase our students' reading skills and greatly improve our children's chances for success.

We can do this together as a state if we can all agree to put our personal preferences and political views aside and work together. A comprehensive reading bill is a critical step in the right direction.

**Deena Bishop** is the superintendent of the Anchorage School District.

November 11, 2019

**Letters to the Editor**

## Letter: Wrong approach on reading

✍ Author: Cari Sayre | Opinion ⓘ Updated: 22 hours ago 📅 Published 22 hours ago

I agree with Anchorage School District Superintendent Deena Bishop on two statements in her recent op-ed: “Alaska’s approach to teaching reading is not working,” and “Literacy is ... a cornerstone of our democracy.” What she seems to be missing is first, her own contributions to the problem, and second, the best way to develop young readers — young lovers of reading.

Years ago, when she was Director of Instruction in Mat-Su, and after I had retired from a 20-plus year career teaching children ages 5-9, including eight years working with special needs kids in Kenai and Talkeetna, I listened with horror as she introduced a new, highly scripted reading curriculum adopted by the school district.

She described how wonderful it would be, for instance, in a school with more than one first grade, to walk past one door and hear a teacher begin a sentence, then pass the next room and hear another teacher finish that sentence. (In other words, she adopted the approach she now says is not working.)

Children are not automatons; they are not all the same, nor do they all learn in the same way. Yes, “phonemic awareness, phonics, vocabulary, fluency and comprehension” are important. But reading is so much more than the sum of those parts, and so much more than what standardized tests can measure. Children need meaningful content and a connection to stories from their own experience in order to care about learning to read.

Ms. Bishop’s one-size-fits-all approach could improve test scores — or shall I say ‘outcomes’ — for some average students. If you believe as I do, that the ultimate goal of reading instruction is to develop inquiring minds capable of the critical thinking needed in a vibrant democracy, we need a much more creative, student-centered approach. Show me a standardized curriculum that has that outcome while respecting children’s innate curiosity and imagination and maybe I’ll get on board.

— Cari Sayre

*Talkeetna*

# Alaska Superintendents Association

234 Gold Street • Juneau, AK 99801

907.586.9702 • (Fax) 907.364.3805



Dear Governor Dunleavy and Members of the Alaska Legislature,

Literacy is a cornerstone for meaningful participation in a democratic society and being able to read proficiently is fundamental to all of Alaska's students. National, state, and local assessments provide clear and compelling evidence of a long-term trend indicating that Alaska's children on average, do not read on par with their peers nationally, or at levels of proficiency that enable many to become responsible, fully contributing citizens.

It is with this overwhelming evidence in mind that we, the undersigned members of the Alaska Superintendents Association, note that many of Alaska's students are in a reading achievement crisis. We need to focus on each child, so we are aware of both our successes as well as our challenges.

Alaskans collectively share responsibility for student achievement with schools. There is a wide range of factors that impact student learning (and reading achievement). Some examples are universal access to pre-school and other birth to age five services, helping provide protective factors and assets to combat the rampant Adverse Childhood Experiences (ACEs) that impact so many of our students, and educator stability.

We support the Alaska Education Challenge goal of all students reading at level by the 3rd grade, and further, the efforts of Commissioner Johnson and the Department of Education and Early Development, to engage the 31st Legislature in addressing this crisis by passing a reading bill that supports the voluntary implementation of a statewide approach to teaching literacy that is evidence-based and includes the components of effective reading instruction found by the National Reading Panel (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension).

All students in our state deserve a high-quality literacy curriculum with instruction from the best teachers, based on the science of reading. School boards and school staff, policymakers, and business leaders, along with parents and communities, should pull together to support a systemic change to teaching and learning that is essential for our students to gain competency in reading—from birth to three, pre-school to graduation, and on into adulthood.

Failure of our students to read successfully is a story that must have a new ending.

Sincerely,



## ***Registration for AASB's December Conferences are now open!***

**December 5-6: Ex. Administrative Assistants Conference**  
**December 6-7: Winter Boardmanship: School Law & Equity Day**  
**Crowne Plaza Anchorage-Midtown**  
**Anchorage, AK**

Please visit the links below each conference title to register and get hotel information:

### **[Executive Administrative Registration](#)**

**Attend the 2019 Executive Administrative Assistants Conference to connect and share ideas with colleagues from around the state and to learn about:**

- **Human Resources (ex. personnel files, background checks, employee orientations)**
- **Roberts Rules of Order/Parliamentary Procedures**
- **Role of the Board Clerk**
- **New Laws & Regulations**
- **and much much more!**

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### **[Winter Boardmanship & Equity Day Registration](#)**

**Attend AASB's first ever school law day (day 1 of Winter Boardmanship) to learn about the Business of Student Education.**

**Topics include :**

- **How health insurance works in school districts**
- **Superintendent's Contracts**
- **Law of Special Needs**
- **Safety in Schools**

**Saturday's Equity Day will explore issues of equity within different groups including students in poverty.**



# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

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

## NC-1169-T TOK HAZARDOUS FUELS #1 HARVEST PLAN

Our Harvest Plan is Spread Over Five Years. Harvest and removal of material will be done during the winter after freeze up and before thaw. Approximately 15 acres will be harvested each winter for the duration of the sale.

### Falling Detail

Trees will be harvested using a feller buncher or shear. At present we are planning on hiring out the harvesting to a private contractor. Trees will be low cut and the stumps will be left in place. Material will be skidded and chipped in a whole tree form so debris creation will be minimal and spread out rather than accumulated.

### Landing Construction:

Landing areas to be constructed on the edge of the north side of the sale where an existing fire cut is currently located and passable by machinery. Little landing construction will be required since the north side already has an old fire cut. Since we intend to chip using an active landing with material being skid to chipper as it is chipped minimal material will be lost and fewer landings will need to be created. Some waste is created at each chipping site and that material will be scattered afterwards to aid in natural decomposition.

### Use of Material:

Trees will be used to supply Alaska Gateway biomass boilers. Large timber grade trees if any exist may be traded to our harvest contractor as part of their reimbursement

### Watershed or Erosion

Low to no erosion or watershed issues is expected for this sale. Ground is flat, stable and work will be taking place during times of frozen ground.

### Fuel and Contaminates

No fuel will be stored onsite and accidental spills due to equipment failure will be dealt with as per DEC requirements.

### Safety

Appropriate signage and flagging will be installed prior to harvest and during times of active work to inform the public who may be using the adjacent trails.

### Fire Safety

Each piece of equipment will have appropriate fire extinguishers in the event of equipment fires. Forest debris will be minimal since we are chipping whole tree material but accumulation of limbs at landing sites will be scattered to minimize combustible accumulations and aid in natural decomposition.

## “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						

**Road Building**

No road building is required for this sale since existing roads/fire cuts border project on two sides. What stumps do need removed for landing access will be scattered rather than piled to minimize accumulation of debris.

**Timber Sale Remediation**

No remediation is planned for this sale since accumulation of debris is to be avoided. Tree replanting is also not planned since this plot is expected to naturally regenerate much like the adjacent fire safety zones have. We are willing to leave small habitat circles of up to two per acre. Each circle would be approximately fifty feet across and consist of mostly smaller spruce that are less likely to suffer beetle kill if Forestry would so like.

**Other Requirements**

Alaska Gateway School district will work closely with the Department of Natural Resources Tok office to conduct this sale to comply with every requirement and best practices available. We intend that this project will not only help provide us with the fuel we require to heat our schools but also help to clear an area that represents a significant fire threat to the adjacent residential area.

Superintendent  
Scott Macmanus  
Alaska Gateway School District  
PO Box 261 Tok Alaska 99780



## MEMORANDUM

**TO:** Scott MacManus, Wade Boney, Tony Lee; AGSD  
**FROM:** Nathan Ratz  
**DATE:** October 15, 2019  
**RE:** Northway Updated Boiler Plant Concepts

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Following up on our conference call on September 23, we have reviewed additional information, updated calculations, and updated/refined the boiler plant options.

### Boiler size and estimated energy use.

As discussed during the call, a single boiler large enough to offset approximately 90% of the fuel use is desired. Based on the temperature bin energy estimate, for heating energy from September through May, a boiler with an output of 550,000 Btu/hr output is estimated to meet this offset.

The two boilers that are closest to this size are the Portage and Main 850 which has an output of approximately 600,000 Btu/hr; and Twin Heat CS250i which has an output of approximately 650,000 Btu/hr. This assumes 30% moisture content for the wood fuel.

It was requested to look at estimating the heating energy from September through April to see if there was any significant change in the required boiler output. When looking at the energy offset specifically for October through April, there wasn't a significant change in the boiler size needed for 90% offset. However, when looking at a boiler with an output of 650,000 Btu/hr, it would offset approximately 97% of the energy from October through April, but when compared to total heating energy from September through May, it offsets 85%.

### Updated Concepts.

The design parameters we tried to incorporate were elements that are simple, reliable, and cost effective. Because of the extreme weather conditions of Northway, and based on operating experience in Mentasta, keeping the intermediate fuel bin and associated equipment in a heated space was part of the base design. Containerized systems are appealing, but because of the challenge to fill the fuel bin in the extreme conditions, the benefits are offset by the challenges of filling the bin, and we recommend constructing a simple building that holds the boiler system and intermediate bin.

The fuel handling element to fill the intermediate bin is the most challenging part of the design. With the smaller boiler of the previous design that included a 15 cubic yard bin, we developed a design

## MEMORANDUM (cont.)

concept with a large trench and two fixed augers to move material horizontally then lift vertically to fill the intermediate bin. This allowed a four wheeler to work the larger bulk material pile and push material into the trench.

The larger boilers require larger intermediate bins with an approximate capacity of 30 cubic yards. This size would allow for approximately 3 days of use. The physical size of this bin make it very difficult to fill with a fixed point conveying system, either belt conveyors or augers. Material can be deposited in one location, but trying to spread out the material to completely fill the intermediate bin is problematic. Manual raking or shoveling would be required or additional augers of some sort would be required which quickly adds complexity.

To keep the systems as simple and cost effective as possible, the use of a skid steer or some similar type of loader would really be the best way to fill the intermediate bin. The updated concepts were developed with this in mind. See the attached drawings.

The first updated concept is the Portage and Main 850 system with an intermediate bin provided by Portage and Main. The second updated concept is the Twin Heat CS250i. The intermediate bin would be provided by Twin Heat and is essentially a small shipping container with their hydraulic scraper system at the bottom. Both of these updated concepts would be installed inside a larger insulated and heated building which would be built on grade with an insulated slab.

The third option was developed to explore the possibility of using a four wheeler. It is based on the Twin Heat CS250i with the intermediate bin below grade. The boiler would also need to be in a basement, below the bottom of the bin. A four wheeler would push material into the bin. To be able to completely fill the bin, the four wheeler would need to operate on three sides of the bin. This option would require significant construction below grade, even if some material could be used to ramp up on the exterior. With the local permafrost, construction below grade is problematic. The building is also larger to allow the four wheeler to access the perimeter of the bin. There are also safety concerns and design elements needed to provide a guardrail around the bin that would allow material to be pushed into the bin, but stop a four wheeler from falling in. Because of these reasons, we don't feel this option is viable.

### Boiler Comparisons

Both Portage and Main and Twin Heat have similar heating outputs. They both require the smaller screened material that is currently being produced for Mentasta. Both have manual ignition with a pilot mode to keep embers burning. Twin Heat can handle elevated moisture content (over 25%), however, they prefer to be closer to 20% to minimize the effect on combustion efficiency and heat output. They would like to work with school district to develop best practice methods to keep the moisture as low as possible. A Portage and Main boiler currently burns the material being produced in Mentasta and shouldn't have a problem in Northway.

Twin Heat has good documentation and technical support. The boilers have been used in Europe for many years. There is also representation in Alaska for support. The school district has familiarity with Portage and Main equipment and components from Mentasta.

## MEMORANDUM (cont.)

### Recommendation:

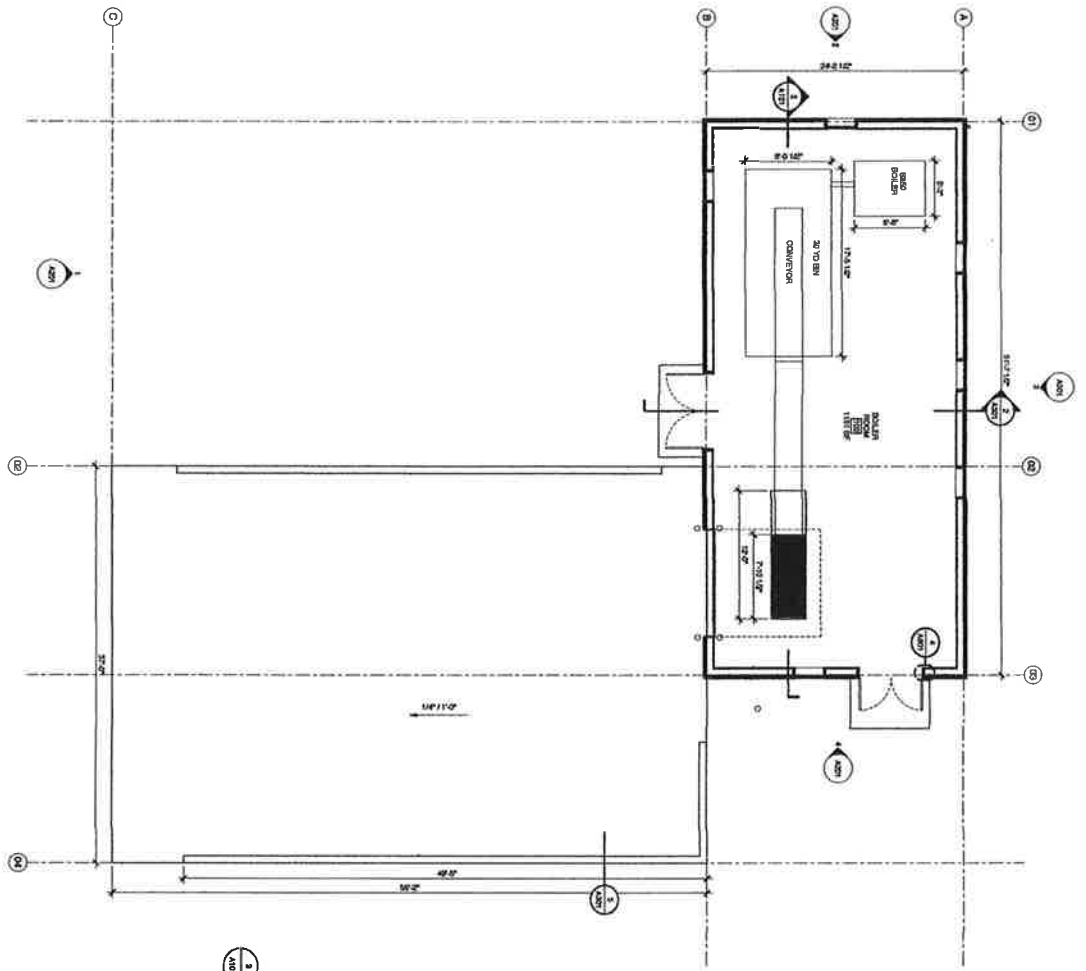
We recommend proceeding with a slab on grade building with built up intermediate bin that would feed the boiler. This will require the use of a loader to fill the bins. For the boiler size and system type required for Northway, this would be the most cost effective and simplest system. We also recommend designing around the Twin Heat CS250i.

There has been some recent updated information from Messersmith Manufacturing that could factor into the final design. Messersmith typically doesn't manufacturer boiler systems less than 2,000,000 Btu/hr, however, they have in the past manufactured smaller systems, and are currently working on designs to serve boilers down to approximately 1,000,000 Btu/hr output. Messersmith is appealing because they have a very good track record with wood boiler systems and provided the system in Tok, which the school district has very good familiarity with. Messersmith's system would utilize a fuel bin in shipping container with a traveling auger. The auger would pull material onto a conveyor that would then fill a metering bin for the boiler. This would be similar to the system in Tok, just scaled down. One other potential advantage of Messersmith, is they could utilize the larger screened material used in Tok. The Messermith system would work within the building size and orientation similar to what is shown for the on grade Twin Heat option. Further discussions with Messersmith will be done to see if a smaller boiler can be mated to the fuel handling system.

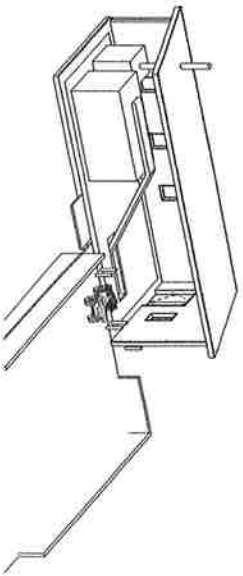
END OF MEMO



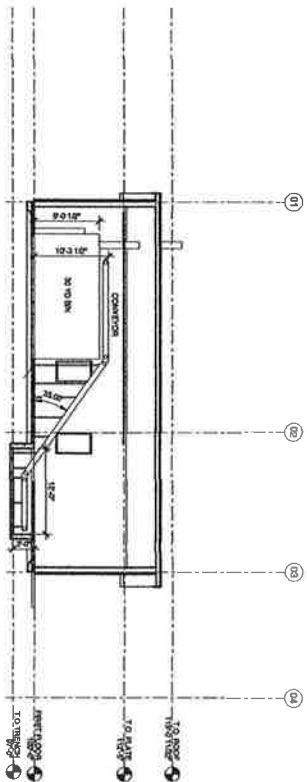
1 BOILER PLANT FLOOR PLAN  
 1/8" = 1'-0"



3D VISUALIZATION  
 1/8" = 1'-0"



2 NEW SECTION E-W  
 1/8" = 1'-0"



NOT FOR CONSTRUCTION - PRELIMINARY DESIGN

FLOOR PLAN  
**A101**

11.06.19  
 DRAWN BY: J. THOMAS  
 CHECKED BY: J. THOMAS

ALASKA GATEWAY SCHOOL DISTRICT  
**AGSD\_BOILER PROJECT**

Cushing  
 Terrell  
 cushingterrell.com  
 907.575.6422





NOT FOR CONSTRUCTION - PRELIMINARY DESIGN

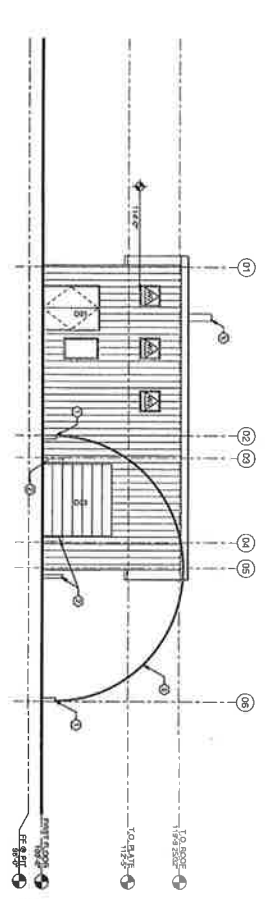
ARCHITECTURAL SITE  
PLAN  
**A100**

© 2015 C.T.A. ALL RIGHTS RESERVED.  
NOT FOR  
CONSTRUCTION  
03.24.2015  
DRAWING BY: HOMER  
REVISIONS BY: SCHAEFER  
REVISIONS:

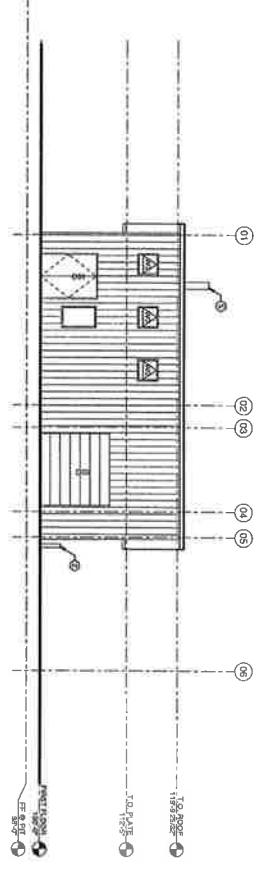
ALASKA GATEWAY SCHOOL DISTRICT  
**AGSD\_BOILER PROJECT**

WWW.CTAA.COM  
800.727.4322

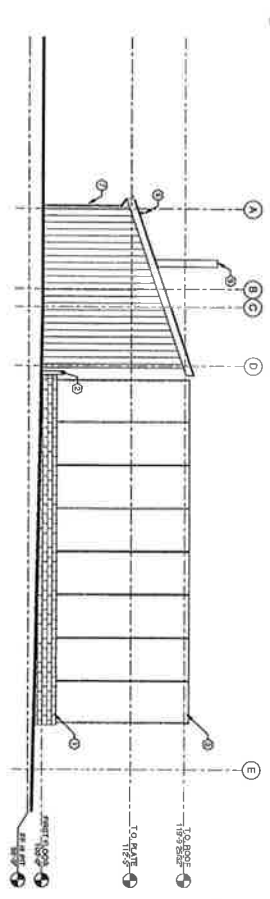




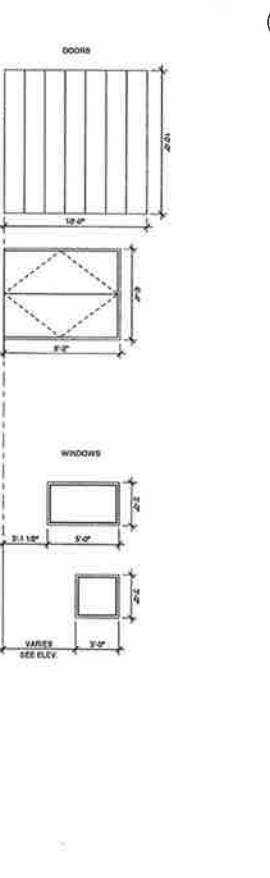
1 SOUTH  
1/8" = 1'-0"



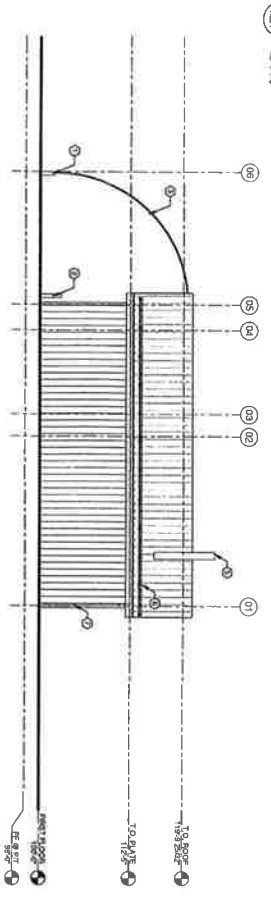
5 SOUTH - NO HOOP  
1/8" = 1'-0"



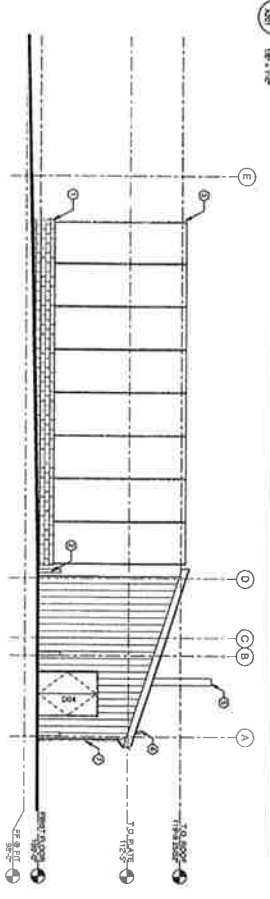
2 WEST  
1/8" = 1'-0"



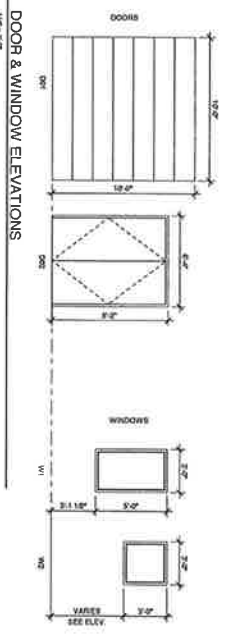
4 EAST  
1/8" = 1'-0"



3 NORTH  
1/8" = 1'-0"



4 EAST  
1/8" = 1'-0"



**MATERIALS LEGEND**

	RESYN MANUFACTURING HOOP BUILDING FABRIC
	METAL SIDING
	METAL ROOFING

**GENERAL NOTES**

A. OWNER TO EQUIPMENT TAKERS FROM FINISH FACE OF

**SHEET NOTES**

1. GULL ROOF WALL FOR HOOP BUILDING STRUCTURE
2. HOOP BUILDING FABRIC TO BE INSTALLED BY FABRICATOR ON GULL
3. ROOF WALL HOOP BUILDING FABRIC TO BE INSTALLED BY FABRICATOR ON GULL
4. ROOF WALL HOOP BUILDING FABRIC TO BE INSTALLED BY FABRICATOR ON GULL
5. ROOF WALL HOOP BUILDING FABRIC TO BE INSTALLED BY FABRICATOR ON GULL
6. DOWN SPOUT

NOT FOR CONSTRUCTION - PRELIMINARY DESIGN

A201

EXTENSIVE ELEVATIONS

NOT FOR CONSTRUCTION  
 03/20/2018  
 DRAWN BY: J. LAST NAME  
 CHECKED BY: J. LAST NAME  
 REVISIONS

ALASKA GATEWAY SCHOOL DISTRICT  
**AGSD\_BOILER PROJECT**



November 8th, 2019

TO: Superintendent Scott MacManus

FROM: Robbie MacManus  
CFO

RE: November Board Report

RAM

Another busy month in the business office. Today Candy completed the FY20 Fall Oasis report and the report was submitted. I helped with some of the verification and ensured that the signature pages were submitted and received by the State. Thank you Candy for your work with this report. The unofficial student count for FY20 is 383.80, this includes 52 REACH students and 331.80 (Brick and Mortar students).

The reason that these numbers are unofficial is because once the state receives each of the district's student lists, the students are entered into the statewide system and if there are duplicate students we are notified. Duplicate students are created from students moving from one district to another district. When more than 20 attendance days accumulate between the two districts for a student, the student is flagged. A notice is sent out to each of the districts and we have to work with other district to get the days to equal 20. So we could either gain or lose a couple of FTE (full time equivalents) We will have these final numbers at the next meeting. Based on these numbers AGSD's budget will be in the black.

Our FY20 projected enrollment is anticipated to be approximately 378 students. These numbers include 52 correspondence students. This projection was turned in to the State on November 5th, 2019 (attached).

The Impact Aid cards were sent out and returned. Tok School did not have a 100% return, they are still trickling in. This month quarterly reports were completed for grants, pupil transportation, unemployment and IRS 941 taxes.

Our draft FY19 audit will be sent to each of you once it is received. They were just tying up things today. We hope to have it by mid-week next week.

Sugar, Patti and I would like to take this time to wish everyone the best for the upcoming Holiday season and the New Year. Take advantage of your time with family and friends.

## District Foundation Summary

**Report Name:** AGSD Fall OASIS 2019  
**Report Date:** 11/8/2019 14:53:40  
**User Name:** cthurneau  
**Report Date:** 11/8/2019 15:32:40

### Full OASIS Collection 2019

certify the reported counts & foundation claim comply with state law, regulations, including the Student Data Reporting Manual. Noncompliance is subject to PTPC sanctions per AS 14.20.030 & 20 AAC 10.020(d)(9).

**Superintendent signature:** Scott MacLennan for **Date:** 11/08/2019  
 Scott MacLennan

### Alaska Gateway School District

	Elementary (PK-6)	Secondary (7-12)	Total (PK-12)	Intensive
Alaska REACH Academy (38010)	31.25	20.75	52.00	3
Dot Lake School (30010)	8.10	1.90	10.00	0
Eagle Community School (30020)	6.40	8.00	14.40	1
Mentasta Lake School (30030)	16.00	14.00	30.00	1
Tanacross School (30050)	12.00	0.45	12.45	2
Fetlin School (30070)	24.00	14.00	38.00	3
Tok School (30060)	99.15	78.80	177.95	9
Walter Northway School (30040)	29.00	20.00	49.00	7
<b>Total</b>	<b>225.90</b>	<b>157.90</b>	<b>383.80</b>	<b>26</b>

**State of Alaska**  
 Department of Education & Early Development  
 Finance & Support Services  
**Average Daily Membership (ADM) Report**

**PROJECTED FY2021**

**DUE: NOVEMBER 5, 2019**

School District / Attendance Center:

Enter the District's ADM & Intensive numbers in the column for that school. Correspondence goes in the above box.

**ALASKA GATEWAY**

	K-6 ADM	7-12 ADM	ADM TOTAL	SPED Intensive
Dot Lake School	7.00	3.00	10.00	
Eagle Community School	9.00	7.00	16.00	1.00
Mentasta Lake School	14.00	15.00	29.00	0.00
Tanacross School	8.00	4.00	12.00	1.00
Tetlin School	23.00	17.00	40.00	5.00
Tok School	94.00	76.00	170.00	11.00
Walter Northway School	25.00	24.00	49.00	7.00
<b>TOTAL</b>	<b>180.00</b>	<b>146.00</b>	<b>326.00</b>	<b>25.00</b>

Correspondence ADM Count	<b>52</b>
--------------------------	-----------

Prepared By: Robbie MacManus  
 District Name: Alaska Gateway  
 Contact # or Email: [rmanus@agdsd.us](mailto:rmanus@agdsd.us)

I certify the reported counts & foundation claim comply with state-law regulations, including the Student Data Reporting Manual. Noncompliance is subject to PPSD sanctions per AS 14.20.030 & 20 AC 10.020(d)(9).

Superintendent's Signature: *Scott Spaulding*

Date: 11/4/19

email to Nundy 11/4/19

DATE - 11/08/19  
 TIME - 15:43:12  
 PROG - GNL-570  
 REPT - TLW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT  
 SCHOOL BOARD REPORT  
 November 30, 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	121,441	40,480.06	0	80,961	33.33
100.XXX.XXX.XXX.313 PRINCIPAL	225,009	63,565.53	0	161,443	28.25
100.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	101,639	32,605.91	0	69,033	32.08
100.XXX.XXX.XXX.315 TEACHER	1,998,309	451,596.71	0	1,546,712	22.60
100.XXX.XXX.XXX.316 EXTRA DUTY PAY/CERTIFIED	9,000	0.00	0	9,000	.00
100.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	245,831	82,610.32	0	163,221	33.60
100.XXX.XXX.XXX.323 AIDES	677,655	130,282.90	0	547,373	19.23
100.XXX.XXX.XXX.324 SUPPORT STAFF	236,948	86,345.23	0	150,603	36.44
100.XXX.XXX.XXX.325 MAINTENANCE/CUSTODIAL	376,677	116,322.00	0	260,355	30.88
100.XXX.XXX.XXX.326 FOOD SERVICE STAFF	29,437	7,481.28	0	21,956	25.41
100.XXX.XXX.XXX.328 CONSTRUCTION LABOR	267,507	64,868.32	0	202,638	24.25
100.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	11,100	0.00	0	11,100	.00
100.XXX.XXX.XXX.331 EXTRA DUTY PAY/CLASSIFIED	1,149,136	300,008.98	0	849,127	26.11
100.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	713	0.00	0	713	.00
100.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	152,068	33,675.79	0	118,392	22.15
100.XXX.XXX.XXX.363 WORKER'S COMPENSATION	171,189	45,709.56	0	125,480	26.70
100.XXX.XXX.XXX.364 FICA/MEDICARE	736,722	192,183.12	0	544,539	26.09
100.XXX.XXX.XXX.365 TRS	450,783	115,894.48	0	334,889	25.71
100.XXX.XXX.XXX.366 PERS	306,500	52,543.23	1,350	252,607	17.58
100.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	50,000	40,249.75	0	9,750	80.50
100.XXX.XXX.XXX.412 AUDIT	7,000	1,192.00	0	5,808	17.03
100.XXX.XXX.XXX.414 LEGAL SERVICES	130,443	34,159.01	6,720	89,564	31.34
100.XXX.XXX.XXX.420 STAFF TRAVEL	26,250	9,794.00	0	16,456	37.31
100.XXX.XXX.XXX.425 STUDENT TRAVEL	20,500	4,535.00	0	15,965	22.12
100.XXX.XXX.XXX.431 WATER & SEWER	24,114	6,920.00	0	17,194	28.70
100.XXX.XXX.XXX.432 GARBAGE	24,114	6,920.00	0	17,194	28.70
100.XXX.XXX.XXX.433 COMMUNICATIONS	1,291,025	371,540.26	1,546	917,939	28.90
100.XXX.XXX.XXX.435 ENERGY	312,000	109.15	1,750	310,141	.60
100.XXX.XXX.XXX.440 OTHER PURCH.SER./ADV.PRIN	413,000	73,836.45	0	339,164	17.88
100.XXX.XXX.XXX.441 RENTALS	1,000	0.00	0	1,000	.00
100.XXX.XXX.XXX.442 CONTR.BLD. REPAIR & MAINT	15,000	0.00	0	15,000	.00
100.XXX.XXX.XXX.443 EQUIPMENT REPAIR & MAINT.	15,500	1,731.92	8,985	4,783	69.14
100.XXX.XXX.XXX.444 CONTR.SITE REPAIR/MAINT	22,250	8,443.75	0	13,806	37.95
100.XXX.XXX.XXX.445 INSURANCE & BOND PREMIUMS	22,245	0.00	0	22,245	.00
100.XXX.XXX.XXX.446 PROPERTY INSURANCE	105,000	105,000.00	0	0	100.00
100.XXX.XXX.XXX.447 LIABILITY INSURANCE	51,000	51,154.30	0	154	100.30
100.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	370,593	109,437.92	12,889	248,266	33.01
100.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES	188,500	17,467.15	12,032	159,001	15.65
100.XXX.XXX.XXX.453 JANITORIAL SUPPLIES	34,000	26,188.29	0	7,812	77.02
100.XXX.XXX.XXX.458 GAS AND OIL	10,000	774.54	0	9,225	7.75
100.XXX.XXX.XXX.480 TUITION	2,500	0.00	0	2,500	.00
100.XXX.XXX.XXX.485 STIPEND	0	0.00	0	0	.00
100.XXX.XXX.XXX.490 OTHER EXPENSES	250	0.00	0	250	.00
100.XXX.XXX.XXX.491 DUES AND FEES	102,928	40,687.48	6,805	55,435	46.14
100.XXX.XXX.XXX.495 INDIRECT COSTS	75,000	13,093.06	0	61,907	17.46
100.XXX.XXX.XXX.510 EQUIPMENT	25,000	0.00	0	25,000	.00
100.XXX.XXX.XXX.552 TRANSFER TO SPECIAL REV.	325,000	0.00	0	325,000	.00
100.XXX.XXX.XXX.554 TRANSFER TO CAPITAL FUNDS	0	0.00	0	0	.00

DATE - 11/08/19  
 TIME - 15:43:12  
 PROG - GNL.570  
 REPT - TLW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT  
 SCHOOL BOARD REPORT  
 November 30, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
EXPENSE ACCOUNTS	10,734,493	2,706,301.33	52,078	7,976,114	25.70 %
100.XXX.XXX.XXX GENERAL FUND	10,734,493	2,706,301.33	52,078	7,976,114	25.70 %
FUND 202 PROFESSIONAL DEVELOPMENT	1,600	1,415.48	875	690-	143.16 %
EXPENSE ACCOUNTS	1,600	1,415.48	875	690-	143.16 %
202.XXX.XXX.XXX PROFESSIONAL DEVELOPMENT	1,600	1,415.48	875	690-	143.16 %
FUND 205 STUDENT TRANSPORTATION	803,281	233,096.50	0	570,184	29.02 %
EXPENSE ACCOUNTS	803,281	233,096.50	0	570,184	29.02 %
205.XXX.XXX.XXX PROFESSIONAL & TECHNICAL	0	500.00	0	500-	9999.99 %
205.XXX.XXX.XXX STUDENT TRAVEL	803,281	233,596.50	0	569,684	29.08 %
EXPENSE ACCOUNTS	803,281	233,596.50	0	569,684	29.08 %
205.XXX.XXX.XXX STUDENT TRANSPORTATION	803,281	233,596.50	0	569,684	29.08 %
FUND 208 BROADBAND FUNDING	55,251	18,414.69	0	36,837	33.33 %
EXPENSE ACCOUNTS	55,251	18,414.69	0	36,837	33.33 %
208.XXX.XXX.XXX COMMUNICATIONS	55,251	18,414.69	0	36,837	33.33 %
EXPENSE ACCOUNTS	55,251	18,414.69	0	36,837	33.33 %
208.XXX.XXX.XXX BROADBAND FUNDING	55,251	18,414.69	0	36,837	33.33 %
FUND 220 A-CHILLI	4,818	7,226.88	0	2,409-	150.00 %
EXPENSE ACCOUNTS	24,707	32,305.84	0	7,599-	130.76 %
220.XXX.XXX.XXX 314 DIRECTOR/COORDINATOR/CERT	0	578.68	0	9999.99	9999.99 %
220.XXX.XXX.XXX 315 TEACHER	5,305	6,257.35	0	952-	117.95 %
220.XXX.XXX.XXX 323 AIDES	13,455	15,541.12	0	2,087-	115.51 %
220.XXX.XXX.XXX 324 SUPPORT STAFF	12,714	17,579.80	0	4,866-	138.28 %
220.XXX.XXX.XXX 329 SUBSTITUTE/TEMPORARY	1,345	1,857.34	0	512-	138.07 %
220.XXX.XXX.XXX 361 HEALTH/LIFE INSURANCE	1,767	2,238.56	0	472-	126.70 %
220.XXX.XXX.XXX 363 WORKER'S COMPENSATION	3,276	4,965.28	0	1,690-	151.58 %
220.XXX.XXX.XXX 364 FICA/MEDICARE	1,130	1,432.11	0	302-	126.70 %
220.XXX.XXX.XXX 365 TRS	1,480	37,607.87	0	8,128-	127.57 %
220.XXX.XXX.XXX 366 PERS	29,511	11,463.36	0	1,953-	120.53 %
220.XXX.XXX.XXX 410 PROFESSIONAL & TECHNICAL	4,266	5,503.34	0	1,238-	129.01 %
220.XXX.XXX.XXX 420 STAFF TRAVEL	5,425	6,178.22	24	1,777-	114.32 %
220.XXX.XXX.XXX 425 STUDENT TRAVEL	2,404	2,403.83	330	330-	113.73 %
220.XXX.XXX.XXX 450 SUPPLIES, MATERIALS & MED.	9,548	4,691.50	0	4,857	49.14 %
220.XXX.XXX.XXX 491 DUES AND FEES					
220.XXX.XXX.XXX 495 INDIRECT COSTS					
EXPENSE ACCOUNTS	129,150	157,831.08	354	29,035-	122.48 %

DATE - 11/08/19  
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 PROG - GNL 570  
 REPT - TLW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT  
 SCHOOL BOARD REPORT  
 November 30, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
220.XXX.XXX.XXX.XXX A-CHILL	129,150	157,831.08	354	29,035-	122.48 %
<b>FUND 234 FASD</b>					
<b>EXPENSE ACCOUNTS</b>					
234.XXX.XXX.XXX.420 STAFF TRAVEL	2,388	.00	0	2,388	.00 %
<b>EXPENSE ACCOUNTS</b>					
234.XXX.XXX.XXX.XXX FASD	2,388	.00	0	2,388	.00 %
<b>FUND 235 SCHOOL IMPROVEMENT</b>					
<b>EXPENSE ACCOUNTS</b>					
235.XXX.XXX.XXX.324 SUPPORT STAFF	0	.00	0	0	.00 %
235.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	33,000	11,400.00	17,200	4,400	86.67 %
235.XXX.XXX.XXX.420 STAFF TRAVEL	35,371	17,600.60	10,142	7,629	78.43 %
235.XXX.XXX.XXX.491 DUES AND FEES	4,687	1,148.00	1,625	1,914	59.16 %
<b>EXPENSE ACCOUNTS</b>					
235.XXX.XXX.XXX.XXX SCHOOL IMPROVEMENT	73,058	30,148.60	28,967	13,943	80.92 %
<b>FUND 236 YOUTH RISK BEHAVIOR SURVY</b>					
<b>EXPENSE ACCOUNTS</b>					
236.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	49	.00	0	49	.00 %
<b>EXPENSE ACCOUNTS</b>					
236.XXX.XXX.XXX.XXX YOUTH RISK BEHAVIOR SURVY	49	.00	0	49	.00 %
<b>FUND 255 FOOD SERVICE</b>					
<b>EXPENSE ACCOUNTS</b>					
255.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	0	19,548.65	0	19,549-	9999.99 %
255.XXX.XXX.XXX.326 FOOD SERVICE STAFF	0	19,886.38	0	19,886-	9999.99 %
255.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	7,863.91	0	7,864-	9999.99 %
255.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	0	8,922.59	0	8,923-	9999.99 %
255.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
255.XXX.XXX.XXX.363 WORKER'S COMPENSATION	0	1,580.69	0	1,581-	9999.99 %
255.XXX.XXX.XXX.364 FICA/MEDICARE	0	3,596.71	0	3,597-	9999.99 %
255.XXX.XXX.XXX.366 PERS	0	8,588.06	0	8,588-	9999.99 %
255.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	.00	0	0	.00 %
255.XXX.XXX.XXX.420 STAFF TRAVEL	0	3,124.93	0	3,125-	9999.99 %
255.XXX.XXX.XXX.433 COMMUNICATIONS	0	396.39	0	396-	9999.99 %
255.XXX.XXX.XXX.437 BOTTLED GAS	0	1,789.10	0	1,789-	9999.99 %
255.XXX.XXX.XXX.443 EQUIPMENT REPAIR & MAINT.	0	.00	0	0	.00 %
255.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	132,518.21	0	132,518-	9999.99 %
255.XXX.XXX.XXX.459 FOOD	0	340.90	0	341-	9999.99 %
255.XXX.XXX.XXX.491 DUES AND FEES	0	.00	0	0	.00 %
255.XXX.XXX.XXX.510 EQUIPMENT	0	.00	0	0	.00 %
<b>EXPENSE ACCOUNTS</b>					
255.XXX.XXX.XXX.XXX FOOD SERVICE	0	208,156.52	0	208,157-	9999.99 %



DATE - 11/08/19  
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 REPT - TLW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT  
 SCHOOL BOARD REPORT  
 November 30, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
255.XXX.XXX.XXX.XXX FOOD SERVICE	0	208,156.52	0	208,157-	9999.99 %
FUND 256 FRESH FRUIT AND VEGETABLE					
EXPENSE ACCOUNTS					
256.XXX.XXX.XXX.XXX 329 SUBSTITUTE/TEMPORARY	5,319	1,002.23	0	4,317	18.84 %
256.XXX.XXX.XXX.XXX 363 WORKER'S COMPENSATION	135	.00	0	135	.00 %
256.XXX.XXX.XXX.XXX 364 FICA/MEDICARE	470	76.66	0	393	16.32 %
256.XXX.XXX.XXX.XXX 366 PERS	990	.00	0	990	.00 %
256.XXX.XXX.XXX.XXX 459 FOOD	10,037	2,805.18	0	7,232	27.95 %
EXPENSE ACCOUNTS					
256.XXX.XXX.XXX.XXX FRESH FRUIT AND VEGETABLE	16,951	3,884.07	0	13,067	22.91 %
256.XXX.XXX.XXX.XXX FRESH FRUIT AND VEGETABLE	16,951	3,884.07	0	13,067	22.91 %
FUND 259 SHI ACTION PLAN TOK					
EXPENSE ACCOUNTS					
259.XXX.XXX.XXX.XXX 450 SUPPLIES, MATERIALS & MED.	1,160	.00	0	1,160	.00 %
EXPENSE ACCOUNTS					
259.XXX.XXX.XXX.XXX SHI ACTION PLAN TOK	1,160	.00	0	1,160	.00 %
FUND 260 TITLE VI-B					
EXPENSE ACCOUNTS					
260.XXX.XXX.XXX.XXX 314 DIRECTOR/COORDINATOR/CERT	87,500	29,538.52	0	57,961	33.76 %
260.XXX.XXX.XXX.XXX 323 AIDES	2,672	1,510.37	0	1,162	56.53 %
260.XXX.XXX.XXX.XXX 329 SUBSTITUTE/TEMPORARY	0	.00	0	0	.00 %
260.XXX.XXX.XXX.XXX 361 HEALTH/LIFE INSURANCE	26,026	8,828.20	0	17,198	33.92 %
260.XXX.XXX.XXX.XXX 362 UNEMPLOYMENT INSURANCE	2,732	931.47	0	891	.00 %
260.XXX.XXX.XXX.XXX 363 WORKER'S COMPENSATION	1,474	543.84	0	1,801	34.09 %
260.XXX.XXX.XXX.XXX 364 FICA/MEDICARE	10,990	3,710.04	0	7,280	36.90 %
260.XXX.XXX.XXX.XXX 365 TRS	588	332.28	0	256	33.76 %
260.XXX.XXX.XXX.XXX 366 PERS	0	.00	0	0	.00 %
260.XXX.XXX.XXX.XXX 420 STAFF TRAVEL	581	.00	0	581	.00 %
260.XXX.XXX.XXX.XXX 450 SUPPLIES, MATERIALS & MED.	6,059	.00	0	6,059	.00 %
260.XXX.XXX.XXX.XXX 495 INDIRECT COSTS	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
260.XXX.XXX.XXX.XXX TITLE VI-B	139,513	45,394.72	0	94,118	32.54 %
260.XXX.XXX.XXX.XXX TITLE VI-B	139,513	45,394.72	0	94,118	32.54 %
FUND 261 TITLE I PART A					
EXPENSE ACCOUNTS					
261.XXX.XXX.XXX.XXX 314 DIRECTOR/COORDINATOR/CERT	9,695	2,508.03	0	7,187	25.87 %
261.XXX.XXX.XXX.XXX 315 TEACHER	37,650	6,073.84	0	31,576	16.13 %
261.XXX.XXX.XXX.XXX 323 AIDES	38,422	7,511.13	0	30,911	19.55 %
261.XXX.XXX.XXX.XXX 324 SUPPORT STAFF	14,486	4,420.00	0	10,066	30.51 %
261.XXX.XXX.XXX.XXX 329 SUBSTITUTE/TEMPORARY	10,000	2,928.25	0	7,072	29.28 %
261.XXX.XXX.XXX.XXX 361 HEALTH/LIFE INSURANCE	22,529	4,549.34	0	17,980	20.19 %
261.XXX.XXX.XXX.XXX 362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
261.XXX.XXX.XXX.XXX 363 WORKER'S COMPENSATION	3,277	700.21	0	2,577	21.36 %

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ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
261.XXX.XXX.XXX.364 FICA/MEDICARE	4,864	1,253.01	0	3,611	25.76%
261.XXX.XXX.XXX.365 TRS	5,946	1,077.87	0	4,869	18.13%
261.XXX.XXX.XXX.366 PERS	9,723	2,114.24	0	7,609	21.74%
261.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	.00	0	0	.00%
261.XXX.XXX.XXX.420 STAFF TRAVEL	5,000	992.68	0	4,007	19.85%
261.XXX.XXX.XXX.425 STUDENT TRAVEL	6,000	193.00	0	5,807	3.22%
261.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	21,481	5,868.03	32	15,581	27.46%
261.XXX.XXX.XXX.491 DUES AND FEES	27,000	9,856.00	540	16,604	38.50%
261.XXX.XXX.XXX.495 INDIRECT COSTS	9,810	.00	0	9,810	.00%
EXPENSE ACCOUNTS	225,884	50,045.63	571	175,267	22.41%
261.XXX.XXX.XXX.XXX TITLE I PART A	225,884	50,045.63	571	175,267	22.41%
FUND 263 AK PRE ELEMENTARY					
EXPENSE ACCOUNTS					
263.XXX.XXX.XXX.315 TEACHER	0	9,433.50	0	9,434	999.99%
263.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	0	6,766.88	0	6,767	999.99%
263.XXX.XXX.XXX.323 AIDES	0	7,855.86	0	7,856	999.99%
263.XXX.XXX.XXX.324 SUPPORT STAFF	0	.00	0	0	.00%
263.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	3,842.09	0	3,842	999.99%
263.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	0	6,035.56	0	6,036	999.99%
263.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00%
263.XXX.XXX.XXX.363 WORKER'S COMPENSATION	0	833.78	0	834	999.99%
263.XXX.XXX.XXX.364 FICA/MEDICARE	0	1,541.13	0	1,541	999.99%
263.XXX.XXX.XXX.365 TRS	0	1,184.85	0	1,185	999.99%
263.XXX.XXX.XXX.366 PERS	0	3,151.48	0	3,151	999.99%
263.XXX.XXX.XXX.420 STAFF TRAVEL	0	2,133.78	0	2,134	999.99%
263.XXX.XXX.XXX.425 STUDENT TRAVEL	0	.00	0	0	.00%
263.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	2,963.28	319	3,283	999.99%
263.XXX.XXX.XXX.491 DUES AND FEES	0	170.00	0	170	999.99%
263.XXX.XXX.XXX.495 INDIRECT COSTS	0	.00	0	0	.00%
EXPENSE ACCOUNTS	0	45,912.19	319	46,232	999.99%
263.XXX.XXX.XXX.XXX AK PRE ELEMENTARY	0	45,912.19	319	46,232	999.99%
FUND 266 MIGRANT ED TITLE I PART C					
EXPENSE ACCOUNTS					
266.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	20,233	5,016.03	0	15,217	24.79%
266.XXX.XXX.XXX.315 TEACHER	6,000	.00	0	6,000	.00%
266.XXX.XXX.XXX.323 AIDES	42,186	12,930.89	0	29,255	30.65%
266.XXX.XXX.XXX.324 SUPPORT STAFF	34,376	13,446.40	0	20,930	39.12%
266.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	20,400	11,582.06	0	8,818	56.77%
266.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	42,967	13,837.33	0	29,130	32.20%
266.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00%
266.XXX.XXX.XXX.363 WORKER'S COMPENSATION	4,122	1,289.26	0	2,833	31.28%
266.XXX.XXX.XXX.364 FICA/MEDICARE	7,089	2,418.62	0	4,670	34.12%
266.XXX.XXX.XXX.365 TRS	3,861	630.00	0	3,231	16.32%
266.XXX.XXX.XXX.366 PERS	16,844	5,780.38	0	11,063	34.32%
266.XXX.XXX.XXX.420 STAFF TRAVEL	2,500	187.36	0	2,313	7.49%

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266.XXX.XXX.XXX.425 STUDENT TRAVEL	2,000	.00	0	2,000	.00 %
266.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	22,883	9,113.13	75	13,695	40.15 %
266.XXX.XXX.XXX.491 DUES AND FEES	3,379	.00	0	3,379	.00 %
266.XXX.XXX.XXX.495 INDIRECT COSTS	10,037	.00	0	10,037	.00 %
EXPENSE ACCOUNTS	238,877	76,231.46	75	162,571	31.94 %
266.XXX.XXX.XXX.XXX MIGRANT ED TITLE 1 PART C	238,877	76,231.46	75	162,571	31.94 %
FUND 267 TITLE IIA TEACHER/PRIN TR					
EXPENSE ACCOUNTS					
267.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	17,849	4,421.70	0	13,427	24.77 %
267.XXX.XXX.XXX.315 TEACHER	5,400	900.00	0	4,500	16.67 %
267.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	8,287	300.00	0	7,987	3.62 %
267.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	5,364	1,341.06	0	4,023	25.00 %
267.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
267.XXX.XXX.XXX.364 WORKER'S COMPENSATION	946	168.66	0	777	17.83 %
267.XXX.XXX.XXX.365 FICA/MEDICARE	457	81.51	0	376	17.83 %
267.XXX.XXX.XXX.365 TRS	2,920	668.40	0	2,252	17.83 %
267.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	3,000	1,011.00	0	1,989	33.70 %
267.XXX.XXX.XXX.420 STAFF TRAVEL	16,200	3,042.06	387	12,771	21.17 %
267.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	3,952	.00	0	3,952	.00 %
267.XXX.XXX.XXX.491 DUES AND FEES	10,000	6,010.50	0	3,990	60.11 %
267.XXX.XXX.XXX.495 INDIRECT COSTS	3,377	.00	0	3,377	.00 %
EXPENSE ACCOUNTS	77,753	17,944.89	387	59,421	23.58 %
267.XXX.XXX.XXX.XXX TITLE IIA TEACHER/PRIN TR	77,753	17,944.89	387	59,421	23.58 %
FUND 270 TITLE IV STUDENT ENRICHMT					
EXPENSE ACCOUNTS					
270.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	.00	0	0	.00 %
270.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
270.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	.00	0	0	.00 %
270.XXX.XXX.XXX.491 DUES AND FEES	0	.00	0	0	.00 %
270.XXX.XXX.XXX.495 INDIRECT COSTS	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	0	.00	0	0	.00 %
270.XXX.XXX.XXX.XXX TITLE IV STUDENT ENRICHMT	0	.00	0	0	.00 %
FUND 277 RAVE					
EXPENSE ACCOUNTS					
277.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	12,412	17,597.73	0	5,186-	141.78 %
277.XXX.XXX.XXX.315 TEACHER	27,353	40,567.96	0	13,215-	148.31 %
277.XXX.XXX.XXX.323 AIDES	10,446	13,783.10	0	3,337-	131.94 %
277.XXX.XXX.XXX.324 SUPPORT STAFF	12,816	15,444.04	0	2,628-	120.50 %
277.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	10,533	12,754.43	0	2,221-	121.09 %
277.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	23,553	32,681.82	0	9,128-	138.76 %
277.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
277.XXX.XXX.XXX.363 WORKER'S COMPENSATION	2,207	2,950.98	0	744-	133.72 %

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277.XXX.XXX.XXX.364 FICA/MEDICARE	2,697	3,590.03	0	893-	133.11%
277.XXX.XXX.XXX.365 TRS	5,109	7,420.51	0	2,311-	145.23%
277.XXX.XXX.XXX.366 PERS	4,381	5,658.78	0	1,278-	129.18%
277.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	33,448	33,448.00	14,000	14,000-	141.86%
277.XXX.XXX.XXX.420 STAFF TRAVEL	18,293	17,787.61	0	14,505	97.24%
277.XXX.XXX.XXX.425 STUDENT TRAVEL	50	991.46	0	942-	2000.52%
277.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	28,540	33,738.32	14,587	19,786-	169.33%
277.XXX.XXX.XXX.491 DUES AND FEES	7,424	7,973.83	6,311	6,861-	192.42%
277.XXX.XXX.XXX.495 INDIRECT COSTS	8,050	8,002.64	0	99.41	99.41%
EXPENSE ACCOUNTS	207,312	254,391.24	34,899	81,978-	139.54%
277.XXX.XXX.XXX.XXX RAVE	207,312	254,391.24	34,899	81,978-	139.54%
FUND 286 CARL PERKINS BASIC					
EXPENSE ACCOUNTS					
286.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	2,100	300.68	0	2,100	.00%
286.XXX.XXX.XXX.420 STAFF TRAVEL	1,500	673.07	0	1,500	.00%
286.XXX.XXX.XXX.425 STUDENT TRAVEL	1,000	673.00	1,007	5,006	25.13%
286.XXX.XXX.XXX.480 TUITION	1,000	0	0	1,000	.00%
286.XXX.XXX.XXX.491 DUES AND FEES	608	0	0	1,608	.00%
286.XXX.XXX.XXX.495 INDIRECT COSTS					
EXPENSE ACCOUNTS	15,000	973.75	1,007	13,019	13.20%
286.XXX.XXX.XXX.XXX CARL PERKINS BASIC	15,000	973.75	1,007	13,019	13.20%
FUND 287 RUS RURAL UTILITIES SERVI					
EXPENSE ACCOUNTS					
287.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	0	0	0	.00%
EXPENSE ACCOUNTS	0	0	0	0	.00%
287.XXX.XXX.XXX.XXX RUS RURAL UTILITIES SERVI	0	0	0	0	.00%
FUND 350 INDIAN EDUCATION					
EXPENSE ACCOUNTS					
350.XXX.XXX.XXX.315 TEACHER	23,500	6,604.75	0	16,895	28.11%
350.XXX.XXX.XXX.323 AIDES	14,973	69.72	0	14,903	.47%
350.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	0	0	0	.00%
350.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	1,269	200.24	0	1,069	15.78%
350.XXX.XXX.XXX.363 WORKER'S COMPENSATION	5,119	510.58	0	2,608	16.37%
350.XXX.XXX.XXX.364 FICA/MEDICARE	5,390	1,445.11	0	3,945	26.81%
350.XXX.XXX.XXX.366 PERS	1,000	0	0	1,000	.00%
350.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	1,714	313.80	0	1,400	18.31%
350.XXX.XXX.XXX.420 STAFF TRAVEL	6,376	323.44	0	6,053	5.07%
350.XXX.XXX.XXX.425 STUDENT TRAVEL	30,377	1,781.11	858	27,738	8.69%
350.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	1,000	200.00	0	800	20.00%
350.XXX.XXX.XXX.491 DUES AND FEES	4,436	398.92	0	4,037	8.99%
350.XXX.XXX.XXX.495 INDIRECT COSTS					

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EXPENSE ACCOUNTS	93,154	11,847.67	858	80,448	13.64 %
350.XXX.XXX.XXX.XXX INDIAN EDUCATION	93,154	11,847.67	858	80,448	13.64 %
FUND 352 GATEWAY AFTERSCHOOL PROG.					
EXPENSE ACCOUNTS					
352.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	0	5,016.00	0	5,016-	9999.99 %
352.XXX.XXX.XXX.315 TEACHER	0	913.72	0	914-	9999.99 %
352.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	0	13,533.76	0	13,534-	9999.99 %
352.XXX.XXX.XXX.323 AIDES	0	7,862.97	0	7,863-	9999.99 %
352.XXX.XXX.XXX.324 SUPPORT STAFF	0	3,435.80	0	3,436-	9999.99 %
352.XXX.XXX.XXX.326 FOOD SERVICE STAFF	0	0.00	0	0	0.00 %
352.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	33,326.34	0	33,326-	9999.99 %
352.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	0	9,504.24	0	9,504-	9999.99 %
352.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	0.00	0	0	0.00 %
352.XXX.XXX.XXX.363 WORKER'S COMPENSATION	0	1,793.66	0	1,794-	9999.99 %
352.XXX.XXX.XXX.364 FICA/MEDICARE	0	4,505.54	0	4,506-	9999.99 %
352.XXX.XXX.XXX.365 TRS	0	744.82	0	745-	9999.99 %
352.XXX.XXX.XXX.366 PERS	0	5,404.38	0	5,404-	9999.99 %
352.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	6,639.00	0	6,639-	9999.99 %
352.XXX.XXX.XXX.420 STAFF TRAVEL	0	4,711.84	6,815	11,527-	9999.99 %
352.XXX.XXX.XXX.425 STUDENT TRAVEL	0	32.29	0	32-	9999.99 %
352.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	14,768.68	169	14,938-	9999.99 %
352.XXX.XXX.XXX.491 DUES AND FEES	0	1,425.00	0	1,425-	9999.99 %
352.XXX.XXX.XXX.495 INDIRECT COSTS	0	0.00	0	0	0.00 %
352.XXX.XXX.XXX.510 EQUIPMENT	0	0.00	0	0	0.00 %
EXPENSE ACCOUNTS	0	113,618.04	6,984	120,602-	9999.99 %
352.XXX.XXX.XXX.XXX GATEWAY AFTERSCHOOL PROG.	0	113,618.04	6,984	120,602-	9999.99 %
FUND 370 DW TEACHER RENTAL					
EXPENSE ACCOUNTS					
370.XXX.XXX.XXX.431 WATER & SEWER	0	1,025.00	0	1,025-	9999.99 %
370.XXX.XXX.XXX.435 ENERGY	0	245.39	0	245-	9999.99 %
370.XXX.XXX.XXX.436 ELECTRICITY	0	958.12	0	958-	9999.99 %
370.XXX.XXX.XXX.441 RENTALS	0	3,898.38	0	3,898-	9999.99 %
370.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	878.83	0	879-	9999.99 %
370.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES	0	10.95	0	11-	9999.99 %
370.XXX.XXX.XXX.552 TRANSFER TO SPECIAL REV.	0	0.00	0	0	0.00 %
EXPENSE ACCOUNTS	0	7,016.67	0	7,017-	9999.99 %
370.XXX.XXX.XXX.XXX DW TEACHER RENTAL	0	7,016.67	0	7,017-	9999.99 %
FUND 372 COMMUNITY ENGAGEMENT					
EXPENSE ACCOUNTS					
372.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	0	0.00	0	0	0.00 %
372.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	0	0.00	0	0	0.00 %
372.XXX.XXX.XXX.364 FICA/MEDICARE	0	0.00	0	0	0.00 %

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372.XXX.XXX.XXX.366 PERS	0	.00	0	0	.00 %
372.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	0	.00	0	0	.00 %
372.XXX.XXX.XXX.XXX COMMUNITY ENGAGEMENT	0	.00	0	0	.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	0	.00	0	0	.00 %
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	0	.00	0	0	.00 %
373.XXX.XXX.XXX.440 OTHER PURCH.SER./ADV.PRIN	0	.00	0	0	.00 %
373.XXX.XXX.XXX.441 RENTALS	0	.00	0	0	.00 %
373.XXX.XXX.XXX.443 EQUIPMENT REPAIR & MAINT.	0	.00	0	0	.00 %
373.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	.00	0	0	.00 %
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	0	.00	0	0	.00 %
373.XXX.XXX.XXX.510 EQUIPMENT	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	0	.00	0	0	.00 %
373.XXX.XXX.XXX.XXX STUDENT ACTIVITIES	0	.00	0	0	.00 %
FUND 374 REACH VEHICLE					
EXPENSE ACCOUNTS					
374.XXX.XXX.XXX.324 SUPPORT STAFF	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	0	.00	0	0	.00 %
374.XXX.XXX.XXX.XXX REACH VEHICLE	0	.00	0	0	.00 %
FUND 377 COMMUNITY MAPPING PROJECT					
EXPENSE ACCOUNTS					
377.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	.00	0	0	.00 %
377.XXX.XXX.XXX.440 OTHER PURCH.SER./ADV.PRIN	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	0	.00	0	0	.00 %
377.XXX.XXX.XXX.XXX COMMUNITY MAPPING PROJECT	0	.00	0	0	.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.	0	.00	0	0	.00 %

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EXPENSE ACCOUNTS					
379.XXX.XXX.XXX.XXX TETLIN PRE-SCHOOL	0	.00	0	0	.00 %
FUND 380 CARRS SAFEWAY GNT LM JD					
EXPENSE ACCOUNTS					
380.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
380.XXX.XXX.XXX.XXX CARRS SAFEWAY GNT LM JD	0	.00	0	0	.00 %
FUND 502 SPECIAL CAPITAL PROJECTS					
EXPENSE ACCOUNTS					
502.XXX.XXX.XXX.328 CONSTRUCTION LABOR	94,373	50,591.22	0	43,781	53.61 %
502.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	6,516.64	0	6,517-	9999.99 %
502.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	11,133	3,347.46	0	7,785	30.07 %
502.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
502.XXX.XXX.XXX.363 WORKER'S COMPENSATION	3,177	1,707.25	0	1,470	53.73 %
502.XXX.XXX.XXX.364 FICA/MEDICARE	6,142	4,353.49	0	1,789	70.88 %
502.XXX.XXX.XXX.366 PERS	1,996	1,389.10	0	607	69.59 %
502.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	14,313	21,452.00	5,281	12,421-	186.78 %
502.XXX.XXX.XXX.420 STAFF TRAVEL	13,559	3,133.76	0	10,426	23.11 %
502.XXX.XXX.XXX.443 EQUIPMENT REPAIR & MAINT.	80,301	9,699.42	6,974	63,628	20.76 %
502.XXX.XXX.XXX.444 CONTR. SITE REPAIR/MAINT.	4,790	.00	0	4,790	.00 %
502.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	6,871	1,550.63	876	4,445	35.32 %
502.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES	77,506	74,743.86	9,608	6,846-	108.83 %
502.XXX.XXX.XXX.458 GAS AND OIL	0	5,605.89	0	5,606-	9999.99 %
502.XXX.XXX.XXX.510 EQUIPMENT	5,712	.00	0	5,712	.00 %
502.XXX.XXX.XXX.554 TRANSFER TO CAPITAL FUNDS	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	319,874	184,090.72	22,739	113,044	64.66 %
502.XXX.XXX.XXX.XXX SPECIAL CAPITAL PROJECTS	319,874	184,090.72	22,739	113,044	64.66 %
FUND 509 NORTHWAY BIOMASS PROJECT					
EXPENSE ACCOUNTS					
509.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	16,427.00	0	16,427-	9999.99 %
509.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
509.XXX.XXX.XXX.433 COMMUNICATIONS	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
509.XXX.XXX.XXX.XXX NORTHWAY BIOMASS PROJECT	0	16,427.00	0	16,427-	9999.99 %
FUND 516 TOK SPRINKLER SYSTEM					
EXPENSE ACCOUNTS					
516.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	4,950.00	2,689	7,639-	9999.99 %
516.XXX.XXX.XXX.491 DUES AND FEES	0	.00	0	0	.00 %
516.XXX.XXX.XXX.528 DOE OVERHEAD	0	.00	0	0	.00 %

DATE - 11/08/19  
 TIME - 15:43:12  
 PROG - GNL.570  
 REPT - TLW SCHERD

ALASKA GATEWAY SCHOOL DISTRICT  
 SCHOOL BOARD REPORT  
 November 30, 2019

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
EXPENSE ACCOUNTS					
516.XXX.XXX.XXX TOK SPRINKLER SYSTEM	0	4,950.00	2,689	7,639-	9999.99 %
REPORT TOTAL	13,134,747	4,188,592.25	152,802	8,793,353	33.05 %





# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

Ph: 907.883.5151 x 103 Fax: 907.883.4352

Scott MacManus, Superintendent of Schools

Memo: Regional School Board Report  
To: Scott MacManus, Superintendent  
From: LeAnn Young, Director of Special Programs  
Date: November, 2019

## Strategic Plan Progress

**School Culture-** Jean McDermott with Tartan Tundra Music visited students in Northway and Tanacross in early October and will be visiting Eagle this week. Students were excited to receive fiddles and students were happy to meet Mrs. Jean in person. Jean instructs students two times per week at these sites using Skype. We hope students will gain the skills and confidence to perform in the spring.

**Staff Recruitment and Retention-**Planning has begun for the ACHILL and RAVE spring and summer institutes. Based on feedback gained from prior professional development opportunities we will be working with One Tree to provide resources from the Birch Forest to learn how to harvest birch sap and learn how the transformation takes place as syrup and other products are created. For our summer institute we plan to take a group of educators to Mari Hoe-Raitto's fish camp on the Yukon River.

**Highlights-** AGSD was informed that we will receive \$88,000 in additional funding for our Migrant Education program. We are working with Snowshoe Motel on the District housing units. When the project is complete we will have 4 bedrooms with a joint common area that includes living area, dining and kitchen. District staff and consultants who travel in and out of the district will be housed here and specific grants and programs charged accordingly.

**Upcoming Event:** There are two grant projects we are currently working on. The first is a Literacy Grant focusing on developing literacy across the content area for middle school students and the second is a Perkins professional development grant. Our plan for the Perkins grant is to host a 5-day Agriculture and Natural Resource professional development camp in Tok next summer. These proposals are due December 6<sup>th</sup>.

**Successes-** The district's Carl Perkins program was recently monitored by the State of Alaska for compliance. AGSD passed with no areas of concern. A team of AGSD administrators and paraprofessionals attended the 21<sup>st</sup> CCLC conference in Juneau, Alaska this month. It was a positive experience and the team came away with new ideas and strategies that we will focus on in the upcoming months to strengthen our programs.

**Challenges-**AGSD's GAP program will be monitored this spring for compliance. The GAP staff have been meeting monthly to streamline our data collection methods and outline a clear picture of the evaluation and observation tools we will use to measure the quality of our programs. The external evaluator will be in the district the last two weeks of November to train staff in these tools and conduct site observations. We have 5 sites up and running currently and hope to add Tanacross soon.

## Grant Time:

**ACHILL-**2 days-meeting with Mari Hoe Raitto and Roni Noonan, communication with musher coordinator, FY20 budget.  
**RAVE-**2 days- Tanana City Schools and CRSD budget and objective meeting, ASTE planning meeting, FY20 budget.

## "Where Teachers Are The Gateway To Learning"

<b>DotLake</b> 907-882-2663 Fax: 907-882-2112	<b>Eagle</b> 907-547-2210 Fax: 907-547-2302	<b>Mentasta</b> 907-291-2327 Fax: 907-291-2325	<b>Northway</b> 907-778-2287 Fax: 907-778-2221	<b>Tok</b> 907-883-5161 Fax: 907-883-5165	<b>Tanacross</b> 907-883-4391 Fax: 907-883-4390	<b>Tetlin</b> 907-324-2104 Fax: 907-324-2114
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**Report of Monitoring Visit  
Carl D. Perkins Career & Technical Education Improvement Act of 2006**

DISTRICT: ALASKA GATEWAY SCHOOL DISTRICT

DATE: 10/21/2019

DISTRICT PROGRAM CONTACT: LEANN YOUNG

DEED STAFF: SHEILA BOX

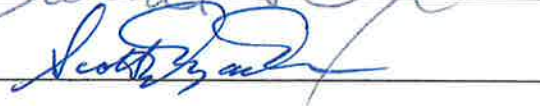
■ The information reported on this form accurately reflects the program findings at the time of this review. Additional information may be provided prior to the final compliance status letter.

Sheila Box  
DEED Reviewer



10/25/2019  
Date

Scott MacManus  
District Designee



10/25/2019  
Date

*This program monitoring review of the local Career & Technical Education Program reviewed the activities related to the local plan for Career & Technical Education (i.e. CTE) Programs (Section 134) and Local Uses of Funds (Section 135) of the Carl D. Perkins Career & Technical Education Improvement Act of 2006. Section 135 of Perkins IV requires that each district receiving Perkins IV funds shall use these funds to improve career and technical education programs that include the required program elements and have an approved local career and technical education plan on file (Section 134).*

**Materials that must be sent to DEED/CTE 2 weeks before on-site visit:**

- ★ Each high school's class schedule for current and previous school year  
(please include CTE teachers' & counselors' names, room numbers, and prep times for current schedule)

**Materials reviewed in DEED office before on-site review:**

- |  |  |
|--|--|
| ✓ Most recent District Perkins 5-year plan/narrative | ✓ CTE Programs of Study (CTEPS)        |
| ✓ Latest District Perkins Data report                | ✓ Prior compliance review if available |
| ✓ District definitions for Perkins data collection   | ✓ Minutes from CTE advisory committee  |
| ✓ CTE course alignments & approved course list       | ✓ FY16 & FY17 Perkins IV grant files   |

**Materials needed on-site:**

- ✓ Maps of each high school
- ✓ Please see Column 3 on pages 2 – 7 of this form for examples of documentation needed

**CTE personnel to be interviewed on-site:**

- |  |  |
|--|--|
| ✓ District's CTE Program Coordinator             | ✓ CTE Teachers   |
| ✓ Principals from high schools with CTE programs | ✓ Perkins Data Collection Staff                            |
| ✓ High School Guidance Counselors and Advisors   | ✓ Program Advisors from community, parents, employers, etc |

**Overview of Federal and State Perkins Program Expectations**

In order to receive Perkins IV funding, the local CTE program must be of "sufficient size, scope, and quality to be effective." The Alaska Workforce Investment Board defined addressing nationally recognized industry standards as a necessary program standard for career & technical education (CTE) in order meet this Perkins requirement. The State Board of Education also requires student mastery of the Alaska English Language Arts and Mathematics standards, and the Science Grade Level Expectations. Elements of a standards-based CTE program include a curriculum that includes sequences of courses that demonstrate rigorous content aligned with challenging academic standards, at least one CTEPS, staff with appropriate qualifications, adequate facilities and supplies, career guidance services that help students make informed choices about their high school courses, career plans for the future, and connections to postsecondary education opportunities and outcomes. Third-party technical student assessments are encouraged, especially when they can help students move seamlessly into the next level of training and education.

The federal Perkins program is very concerned with using valid and reliable data to demonstrate accountability and to inform program improvement decisions. Therefore, the collection and aggregation of accurate student data on CTE participants and concentrators is very important.

**Report of Monitoring Visit**  
**Carl D. Perkins Career & Technical Education Improvement Act of 2006**

**SIZE, SCOPE & QUALITY OF CTE PROGRAM**

<i>Requirement</i>	<i>Indicators of Compliance</i>	<i>Examples of Documentation</i>						
<p>1. <b>Link</b> career and technical education at the <b>secondary</b> level and career and technical education at the <b>postsecondary</b> level, including by offering the relevant elements of <b>not less than 1 career and technical program of study</b>.</p> <p>[References: § 135(b)(2) &amp; 122(c)(1)(A)]</p> <div style="text-align: center;"> <table border="1"> <tr> <td>Yes</td> <td>No</td> <td>TBD</td> </tr> <tr> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> </table> </div>	Yes	No	TBD	X			<p>a) CTE Programs of Study (CTEPS) that are linked to specific postsecondary partners and sequences of instruction leading to specific outcomes.</p> <p>b) Secondary and post-secondary instructors who are teaching an articulated program meet annually.</p> <p>c) Dual credit opportunities are available for CTE courses.</p> <p>d) Articulation agreements for specific CTE courses/programs are annually reviewed and renewed.</p>	<ul style="list-style-type: none"> <li>▪ CTE Program of Study (CTEPS).</li> <li>▪ Evidence of annual meetings between teachers and faculty or apprenticeship personnel who are teaching an articulated program.</li> <li>▪ Guidance materials that show parents and students the available dual credit courses, tech prep programs and CTEPS.</li> <li>▪ Current articulation agreements.</li> <li>▪ Records of students who successfully transition to postsecondary or apprenticeship program.</li> </ul>
Yes	No	TBD						
X								
<p><i>Comment: Welding CTEPS, Agreements with UAF are recent</i></p>								

<i>Requirement</i>	<i>Indicators of Compliance</i>	<i>Examples of Documentation</i>						
<p>2. <b>Initiate, improve, expand, and modernize</b> quality career and technical education programs. CTE <b>curriculum</b> provides a sequence of courses/standards that are based on <b>current industry standards</b>, and provide students with academic, employability and career &amp; technical knowledge and skills to move to the <b>next step</b> of training and/or employment <b>without duplication or remediation</b>.</p> <p>[References: §134(b) (1, 3) &amp; 135(b) (1 -3)].</p> <div style="text-align: center;"> <table border="1"> <tr> <td>Yes</td> <td>No</td> <td>TBD</td> </tr> <tr> <td style="text-align: center;">X</td> <td></td> <td></td> </tr> </table> </div>	Yes	No	TBD	X			<p>a) All CTE course sequences have current course alignments using the most recent version of DEED form #05-03-025b</p> <p>b) CTE courses are <b>based on current industry-standards</b>;</p> <p>c) CTE courses include the following</p> <ul style="list-style-type: none"> <li>✓ related state performance standards/GLE's,</li> <li>✓ Alaska's employability and cultural standards,</li> <li>✓ All Aspects of Industry, and</li> <li>✓ appropriate student assessments</li> </ul> <p>d) CTE course alignments are approved by DEED.</p> <p>e) Each program includes a sequence of courses/standards offered within the past 2 school years.</p> <p>f) Students earn industry skill credentials or postsecondary credit.</p> <p>g) There is a mechanism in place for students to have a clear understanding of what coursework will be necessary to complete their academic, career and technical goals, e.g. advisors or counselors.</p>	<ul style="list-style-type: none"> <li>▪ CTE course alignments</li> <li>▪ Most recent DEED CTE Course Approval List</li> <li>▪ CTE Program of Study (CTEPS)</li> <li>▪ Schedule that documents full sequence of courses offered within two years</li> <li>▪ Interviews with CTE teachers and guidance counselors, curriculum coordinator</li> <li>▪ Evidence of industry credentials earned by students</li> <li>▪ Interviews with students</li> <li>▪ Guidance materials that identify sequences of CTE courses</li> <li>▪ Other academic and career planning materials for students and parents, e.g.:               <ul style="list-style-type: none"> <li>○ Students' 4+ planning guide</li> <li>○ Information about how high school CTE courses fit into post-secondary education, apprenticeship, or on-the-job training</li> <li>○ Information that helps students decide which CTE courses to take</li> <li>○ AKCIS Portfolios</li> <li>○ Any other academic and career planning materials the district uses</li> </ul> </li> </ul>
Yes	No	TBD						
X								
<p><i>Comment: 4 area focus, Benchmark/Capstone project, Aurora Scheduling, NCCER training for staff, AWS certification</i></p>								

**Report of Monitoring Visit**  
**Carl D. Perkins Career & Technical Education Improvement Act of 2006**

<i>Requirement</i>	<i>Indicators of Compliance</i>	<i>Examples of Documentation</i>			
<p>3. <b>Instruction</b> of CTE curriculum is provided in a manner that results in all enrolled students' mastery of CTE course academic and technical standards. i.e. teachers with appropriate training and/or experience and facilities that support the curriculum with adequate space, equipment and supplies.</p> <p><i>[References: Provide services and activities that are of sufficient size, scope, and quality to be effective §135(b) (3 &amp; 8; §134(b)(1-3) &amp; 134(b)(6)]</i></p> <p style="text-align: center;">Yes    No    TBD</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">X</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>	X			<p>a) Courses are offered regularly to enable students to complete program sequences.</p> <p>b) Courses are aligned with challenging academic standards and embed applied academic concepts into CTE curriculum</p> <p>c) Teachers have the appropriate training to facilitate student mastery of CTE standards.</p> <p>d) Facility is adequate to facilitate students learning the CTE standards.</p> <p>e) Supplies are adequate to facilitate students learning the CTE standards.</p> <p>f) Teachers provide students with experience in and understanding of All Aspects of Industry.</p>	<ul style="list-style-type: none"> <li>▪ Evidence of teachers' industry certification(s)</li> <li>▪ Evidence of teachers' industry experience</li> <li>▪ Facility supports curriculum – adequate space, tools and equipment in working order, adequate supplies, current software, etc.</li> <li>▪ Instructor and students demonstrate appropriate safety procedures for self and others, e.g., hard hats, safety glasses, ear protection, etc.</li> <li>▪ Safety measures are evident in facilities, e.g., safety lanes around power equipment, eye-wash station, MSDS posted, work site is clean and junk-free, etc.</li> </ul>
X					
<p><i>Comment: Welding I, II, III offered every year. AWS certification. Teacher has NCCER certification</i></p>					

<i>Requirement</i>	<i>Indicators of Compliance</i>	<i>Examples of Documentation</i>			
<p>4. Provide <b>professional development</b> programs to secondary teachers, administrators, and career guidance and academic counselors, including</p> <ul style="list-style-type: none"> <li>• effective integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);</li> <li>• effective use of scientifically based research and data to improve instruction;</li> <li>• ensure that personnel stay current with all aspects of an industry;</li> <li>• internship programs that provide relevant business experience;</li> <li>• programs designed to train teachers specifically in the effective use and application of technology to improve instruction;</li> </ul> <p><i>[References: § 134(b)(4); §135(b) (5), (A-D); § 122 (c) (2)]</i></p> <p style="text-align: center;">Yes    No    TBD</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">X</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>	X			<p>a) Annual needs assessment for CTE professional development.</p> <p>b) CTE staff have professional development plans.</p> <p>c) CTE related professional development for CTE program staff, support services and/or administration is current.</p>	<ul style="list-style-type: none"> <li>▪ Evidence of comprehensive and sustained professional development activities by teachers, counselors, and others that are related to CTE Programs of Study (CTEPS).</li> <li>▪ Interviews with teachers and counselors.</li> <li>▪ Evidence of business internship programs for teachers.</li> <li>▪ Evidence that teachers have been trained in use of the current technology needed to teach to standards of their CTE courses.</li> <li>▪ Teachers describe how they use the standards identified in the course alignments.</li> </ul>
X					
<p><i>Comment: CTE instructor has recently received NCCER training, and attended PDC October 2019</i></p>					

**Report of Monitoring Visit**  
**Carl D. Perkins Career & Technical Education Improvement Act of 2006**

**CTE PROGRAM DEVELOPMENT, EVALUATION & COMMUNITY INVOLVEMENT**

<i>Requirement</i>	<i>Indicators of Compliance</i>	<i>Examples of Documentation</i>						
<p>5. Develop and implement <b>evaluations</b> of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met.</p> <p><i>[References § 134(b)(7-8) &amp; 135(b)(6)]</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">TBD</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	TBD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>a) One or more elements of CTE program are evaluated annually.</p> <p>b) Special population results have been reviewed and addressed.</p> <p>c) CTE program plans have been adjusted based on program evaluation(s).</p>	<ul style="list-style-type: none"> <li>▪ CTE program data used for CTE program evaluations.</li> <li>▪ Other local data used for CTE program evaluations.</li> <li>▪ Written findings of evaluations.</li> <li>▪ Plans for CTE program improvement linked to evaluation findings.</li> <li>▪ Evidence that CTE advisory group has participated in the evaluation and program improvement planning process.</li> </ul>
Yes	No	TBD						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p><i>Comment: Student surveys, data to Advisory Committee, NTO graph</i></p>								

<i>Requirement</i>	<i>Indicators of Compliance</i>	<i>Examples of Documentation</i>						
<p>6. Provide programs that enable <b>special populations</b> to meet the local adjusted levels of performance; provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency; promote preparation for non-traditional fields.</p> <p>(Note: Perkins defines Special Populations as students who are:</p> <ul style="list-style-type: none"> <li>• individuals with disabilities;</li> <li>• individuals from economically disadvantaged families, including foster children;</li> <li>• individuals preparing for non-traditional fields;</li> <li>• single parents, including single pregnant women;</li> <li>• displaced homemakers; and</li> <li>• individuals with limited English proficiency.</li> </ul> <p><i>[References § 134(b)(8-10) &amp; 135(b)(6)]</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">TBD</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	TBD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>a) District has recruitment and retention strategies to overcome barriers to success of students in any special populations category.</p> <p>b) Program has been reviewed by personnel knowledgeable of programs standards and of the needs of special populations students.</p> <p>c) Recent program evaluation specifically addressing special populations.</p> <p>d) Students with IEPs or 504 Plans are provided accommodations or support services for CTE courses.</p> <p>e) Access to CTE classes not limited by financial factors.</p>	<ul style="list-style-type: none"> <li>▪ Results, data, and/or notes of review of ability of students in non-traditional courses to meet CTE course standards.</li> <li>▪ District policy for CTE course fee waiver for low income students.</li> <li>▪ Interviews with teachers, guidance counselors, and students.</li> <li>▪ Documentation that teacher or counselor uses "Get Off the Hook—Don't Flounder" curriculum for teaching about NTO.</li> <li>▪ Evidence that CTE advisory group has participated in the evaluation and program improvement planning process.</li> </ul>
Yes	No	TBD						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p><i>Comment: All students are economically disadvantaged. Students with disabilities are accommodated through IEPs. Counseling department recognizes and provides extra care for Special Populations.</i></p>								

**Report of Monitoring Visit**  
**Carl D. Perkins Career & Technical Education Improvement Act of 2006**

<i>Requirement</i>	<i>Indicators of Compliance</i>	<i>Examples of Documentation</i>						
<p>7. Use of community <b>stakeholders</b> to <b>evaluate and improve</b> CTE program.</p> <p><i>[References § 134(b)(5)]</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">TBD</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	TBD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>a) Membership meets statutory requirements: parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals.</p> <p>b) Advisory body has met to review CTE program results and provide recommendations.</p>	<ul style="list-style-type: none"> <li>▪ Agendas and minutes of advisory group meetings.</li> <li>▪ List of advisory group members and the group each one represents.</li> <li>▪ Interviews with advisory group members.</li> <li>▪ Documentation that advisory body has participated in the annual evaluation as mentioned in #5 above.</li> </ul>
Yes	No	TBD						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p><i>Comment: Annual Update in GMS shows these requirements are met</i></p>								

**CTE DATA COLLECTION AND REPORTING**

<i>Requirement</i>	<i>Indicators of Compliance</i>	<i>Examples of Documentation</i>						
<p>8. CTE program <b>data</b> aggregation and reporting is a valid and reliable reflection of the CTE program results.</p> <p><i>[References: § 113 (a, b.4); § 134(b)(2); and § 135(b)(6)]</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">TBD</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	TBD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>a) CTE data definitions used meet state minimum requirements</p> <p>b) CTE definitions are consistently implemented.</p> <p>c) Approved CTE courses are counted</p> <p>d) CTE certifications, etc. are collected and reported</p> <p>e) Required reports are submitted within timelines.</p>	<ul style="list-style-type: none"> <li>▪ AIO form</li> <li>▪ Internal data collection procedures and queries align with required CTE definitions and measures.</li> <li>▪ Perkins accountability narrative questions completed within annual Report/Application.</li> </ul>
Yes	No	TBD						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p><i>Comment:</i></p>								

<i>Requirement</i>	<i>Indicators of Compliance</i>	<i>Examples of Documentation</i>						
<p>9. An annual <b>report</b> that includes CTE program data showing the district's CTE student progress is prepared and submitted to DEED, and is <b>available to the public</b> through a variety of formats, including electronically through the Internet.</p> <p><i>[References: § 113 (a, b.4.C.v); § 134(b)(2)]</i></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> <td style="text-align: center;">TBD</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	TBD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>a) CTE program results including performance data are submitted to DEED.</p> <p>b) CTE program results including performance data are made available to the public through a variety of formats.</p> <p>c) Required reports are submitted within timelines.</p>	<ul style="list-style-type: none"> <li>▪ Perkins accountability narrative questions completed within annual Report/Application.</li> <li>▪ A report of CTE program student progress is available to the local community</li> </ul>
Yes	No	TBD						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p><i>Comment:</i></p>								

**Report of Monitoring Visit  
Carl D. Perkins Career & Technical Education Improvement Act of 2006**

**District CTE Plan of Improvement**

<i>Requirement</i>	<i>Indicators of Compliance</i>	<i>Examples of Documentation</i>						
<p>10. If a district or institution failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance, the district or institution shall develop and implement a <b>program improvement plan</b> (with special consideration to performance gaps) during the first program year succeeding the program year for which the levels of performance were not met for any of the core indicators of performance.</p> <p><i>[References: § 123 (1-5)]</i></p> <table border="1" data-bbox="228 997 441 1081"> <tr> <td align="center">Yes</td> <td align="center">No</td> <td align="center">TBD</td> </tr> <tr> <td align="center">X</td> <td></td> <td></td> </tr> </table>	Yes	No	TBD	X			<p>a) Plan includes core indicators that District failed to meet at 90% threshold.</p> <p>b) Plan includes the disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.</p> <p>c) Plan includes the action steps which will be implemented, beginning in the current program year, to improve the District's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified.</p> <p>d) Plan includes the staff member(s) who are responsible for each action step.</p> <p>e) The plan includes the timeline for completing each action step.</p>	<p>▪ District Plan for Improvement.</p>
Yes	No	TBD						
X								
<p><i>Comment: Annual Amendment in GMS contains plans for improvement for some indicators</i></p>								

**Report of Monitoring Visit  
Carl D. Perkins Career & Technical Education Improvement Act of 2006**

**District Perkins Fiscal Accountability**

<i>Requirement</i>	<i>Indicators of Compliance</i>	<i>Examples of Documentation</i>						
<p>11. <b>Funds</b> made available under this Act for career &amp; technical education activities <b>shall supplement, and shall not supplant</b>, non-Federal funds expended to carry out CTE activities.</p> <p><i>[Reference: § 311 (a)]</i></p> <p align="center"> <table border="1"> <tr> <td>Yes</td> <td>No</td> <td>TBD</td> </tr> <tr> <td align="center">X</td> <td></td> <td></td> </tr> </table> </p>	Yes	No	TBD	X			<p>Federal funds are not used to replace expenditures paid with state or local funds in previous year.</p>	<ul style="list-style-type: none"> <li>▪ Perkins budgets approved and supported by expenditure reports.</li> </ul>
Yes	No	TBD						
X								
<i>Comment:</i>								

<i>Requirement</i>	<i>Indicators of Compliance</i>	<i>Examples of Documentation</i>						
<p>12. Federal fund expenditure documentation consistent with federal requirements in Compliance Circulars A-87 and A-133.</p> <p align="center"> <table border="1"> <tr> <td>Yes</td> <td>No</td> <td>TBD</td> </tr> <tr> <td align="center">X</td> <td></td> <td></td> </tr> </table> </p>	Yes	No	TBD	X			<p>a) Personnel CTE-related tasks clearly delineated and documented.</p> <p>b) Travel documentation makes reasonable connection between CTE activities and travel costs</p> <p>c) Equipment purchased with Perkins funds is identified on the item and district inventory; equipment is used for intended CTE program</p> <p>d) Supplies are necessary and reasonable for use in CTE program; do not personally benefit any individual.</p>	<ul style="list-style-type: none"> <li>▪ Position description reflects reasonable CTE-related tasks and FTE; compensation commensurate with similar positions.</li> <li>▪ Personnel charges are supported by signed Time &amp; Effort documentation as required in A087 (B)</li> <li>• Travel request</li> <li>• Purchased equipment is formally identified, inventoried and used for approved CTE program.</li> <li>• Evidence of control and use of supplies for approved CTE programs</li> </ul>
Yes	No	TBD						
X								
<i>Comment:</i>								





# ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

PO BOX 226, TOK, AK 99780

Ph: 907.883.5151 Fax: 907.883.5154

Tracie Weisz – Director of Curriculum and Instruction

Date: November 18<sup>th</sup>, 2019

To: Scott MacManus, Superintendent

From: Tracie Weisz, Director of Curriculum & Instruction

RE: November Board Report

Blended Learning is marching forward, each year we face new challenges as we get new teachers on board who are learning about it for the first time, but also with our veteran teachers who are moving ahead with their practice and needing support to learn new things about blended learning. We are seeing a lot of progress with our digital support programs as teachers incorporate them. Our MobyMax program has a lot of motivational contests and awards prizes for students achieving set academic goals in the program. Already we've had two classrooms in Tok and one in Tetlin with students who have won actual prizes in the program.

I recently attended the iNacol Conference, which provides specific professional development around blended and personalized learning, as well as competency based learning. I learned a lot about designing competencies for graduation, for integrating competencies across the curriculum, and specifically in CTE and college and career readiness pathways. I've attended a few of the iNacol conferences before, and this one just reaffirmed my belief that it is one of the best professional development experiences I've had with regard to blended and personalized learning.. They are at the cutting edge of what is happening in best practices in instruction for today's classrooms.

In assessment news, Lexia Core5 continues to see student growth, with more students moving into On Grade Level and above skills as the year moves on. In planning for professional development, we have an upcoming inservice during the week of Thanksgiving. During this time, Math Solutions will be working with all of our math teachers K-12 to address math strategies to help our students be more successful. We have been working closely with Math Solutions as they conducted observations in our math classrooms and a needs assessment this fall.

Janelle Vanasse, Superintendent of Mt. Edgecumbe will also be joining us for a day to share strategies for helping students set assessment goals.

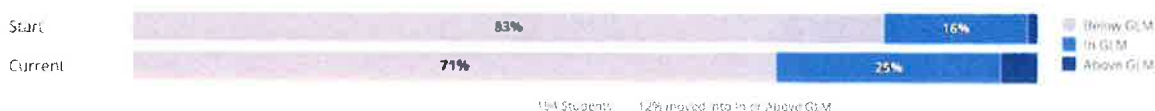
Finally, during this inservice we will also be hosting training for our classified staff to address strategies for effective instructional support. This continues a renewed focus on building professional capacity in our classified staff.

Right now our biggest challenge is that we have so many things to do and a limited number of staff available to accomplish these things. Some of these include working on an exciting new grant, continuing required implementation of new programs, designing professional development for classified staff, restructuring our planning for afterschool programs, and fulfilling the many program promises of our RAVE and ACHILL grants. To up this challenge, many of these implementations have deadlines.

Our Lexia trainer will be here on November 15 to support our continued successful implementation of the program. As we continue implementation of STAR reading and math assessments each month,

Students by Grade Level of Material (GLM)

Aug 19, 2019–Nov 9, 2019



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

<b>DotLake</b> 907-882-2663 Fax: 907-882-2112	<b>Eagle</b> 907-547-2210 Fax: 907-547-2302	<b>Mentasta</b> 907-291-2327 Fax: 907-291-2325	<b>Northway</b> 907-778-2287 Fax: 907-778-2221	<b>Tok</b> 907-883-5161 Fax: 907-883-5165	<b>Tanacross</b> 907-883-4391 Fax: 907-883-4390	<b>Tetlin</b> 907-324-2104 Fax: 907-324-2114
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# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

Scott MacManus, Superintendent of Schools

To: Scott MacManus, Superintendent of Schools

From: Wade Boney, Maintenance

Re: November Maintenance Report

As the temperatures continue to drop and snow is falling we are moving forward with efforts to insure that the effects of winter on our facilities are kept to a minimum. The first snowfall has already proven to be a little out of the ordinary and resulted in lots of ice and pack after the thaw and freeze. Looks like the temperatures should begin to cooperate and make the snow a little easier to manage. The heating systems have been working well and we are continuing to look for ways to improve on them and save energy.

- ✓ In Northway we have made some repairs and changes to the building automation system that seem to have helped save energy but will know better with time.
- ✓ Mentasta's sprinkler compressed air tanks are ready to go once our contractor has the rebuild parts in.
- ✓ We continue to rebuild and replace florescent lighting or older style LED lighting with better versions throughout the district as they fail.
- ✓ Northway had a glycol pump that began leaking but was caught early and replaced with the standby unit. The bad one is being rebuilt to be available for future use.
- ✓ This season we have been receiving weekly freight orders that take a bit of time from our department, highlighting the need for a better shipping/receiving building.
- ✓ We have been working alongside the village in Mentasta to get some bugs worked out of the Biomass heating system in order to stop burning fuel oil at the school.
- ✓ Bio is in logging mode and working on getting chips from the field to the barn.
- ✓ Some preliminary water samples indicate that we are looking at replacement of resin in the softener system at Northway and minor piping changes to get the water better filtered.
- ✓ Tok's fire panel is back online and ready to have our annual inspection completed.

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

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Tok  
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Tanacross  
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Fax: 907-883-4390

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

# Special Education Department

Mr. MacManus

Here is the November 2019 Board report.



## What's happening?

We are finishing the first quarter. The schools had major staff changes in this department so it took a little while to get everyone up to speed. We are settling in and have solid programs in place. Tok School hired new staff this month as our numbers have increased at that site. We are happy to welcome the new staff members and will announce them once they are cleared with the board.

We have new staff this month at Northway and Tetlin, so I will be working with them on programming. Robert already knows what he is doing so it is just touching base with him and letting him know where N.W. stands for Special Education needs.



## Training

We sent two people to MANDT training in Montana this month. They were trained in de-escalation and restraint. We never want to restrain but if we have to, we need to know how to do it properly. They will be visiting and training staff at the sites through out the year. Dena Paul and Laurie Ebbon will be our district wide trainers.



Tish Rhodes

AGSD Special Education Director



ANSEP Program

#### Alaska Gateway School District Technology Department

It's been a busy month. I have been traveling to each of the sites completing the set up of adding access points and switches that were bought with e-rate money.

- I have also had the opportunity to travel to iNACOL (now ARORA). This convention had new methods of educating, pathways, technology, etc. I look at ways we can incorporate these into our school district that can improve our students education and success.
- I am in the process of searching out using Voice Over Internet system then using the phones through AT&T system that we are using now. This system could also bring down the cost of our ATP local phones too, as we wouldn't need as many connections.
- Milepost of adding PEAKS, MAP, STAR, and many more of our assessments and programs that we can use the data to get a better look at our students needs. This can be looked at individually, class, ethnic, gender, and many more ways to get a better view of AGSD students
- I'm currently at the ANSEP program for 11 of our Middle school students. This has been one of the best programs I have seen in Alaska for the opportunity for our middle schools students to learn more about science and technology fields. Students built their own computers.
- Now that schools are learning how to use the VTC system the opportunities to connect with the Sea Life Center in Seward to learn about the sea life in AK.
- GCI helped get a VPN for me so that I can access our Internet management system safely and accurately.

It's almost Thanksgiving and I feel like the weeks are flying by. It's been a great semester.

Brenda Overcast



## ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

Phone: (907) 883-5151 x 103 Fax: (907) 883-4352

Scott MacManus, Superintendent of Schools

**Memo:** Regional School Board Report

**To:** Scott MacManus, Superintendent

**From:** Ashlee Copper, RAVE CTE Counselor and Program Coordinator, AGSD

**Meeting Date:** October 21, 2019

### **Counseling and CTE Report**

#### **National Dropout Prevention Conference**

*Focus Area #4: Teaching and Learning - Increase to 80% the number of students on track to graduate with their peers (cohort).*

Tad Dunning, Scott MacManus, Sonya Bitz, Rob Fabian, and I attended the National Dropout Prevention Conference from October 5-8. We came away with knowledge of lessons learned by other districts, available resources, and data pertinent to preventing dropouts. Examples of areas focused on include how schools and districts can be “trauma skilled” (previously known as “trauma informed”) in order to help meet the needs of and reach all students, addressing root causes that hinder learning and graduation instead of symptoms, critically analyzing available data, utilizing CTE, and changing the entire culture of a school or district to prevent dropouts.

#### **ACT Testing**

*Focus Area #4: Teaching and Learning - Design with each AGSD student a personalized post-secondary plan.*

24 juniors and seniors took the ACT test at Tok School on October 1, 2019. Students from Tok School, Tetlin School, Walter Northway School, and Eagle Community School participated in the assessment. Students who missed or would like to retake the test will have an opportunity during the national session being held at Tok School on Saturday, December 14, 2019. All AGSD juniors and seniors were given access to an online ACT module to help them study through Odysseyware and many students took advantage of this prior to testing. Scoring well on the ACT test helps students qualify for things such as college admission and scholarships (such as the Alaska Performance Scholarship).

#### **Updates**

The counseling department has had a focus on work study, the Pathways program, and academic counseling this past month. We are now shifting our focus to social emotional learning and CTE. Tad Dunning is now in the process of starting up the “Safer, Smarter Schools” program. I will be focusing on tech prep credit and career pathways.



## 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 MacManus  
From: Tad Dunning

### Counselor's November Board Report

In October I began the presentation of our Safer Smarter Kids program that is in response to the States mandated Safe Kids Initiative. I was pleased to find that some of our students ended up engaging me in a very productive discussion after I had completed the presentation and hope to see similar results as I continue this program.

I have also spent time responding to some bullying behaviors that have taken place. I will be using time while in the classrooms to teach lessons and have activities that will focus on helping students develop empathy and teach them conflict resolution skills.

I spent time, along with others in the District, coordinating and planning for eleven of our Junior High School students to attend ANSEP. This is an opportunity for students to attend a two week program that has a heavy STEAM load. As I write this I am with the students in Anchorage and they have just finished building a computer today that they will get to take home and use (hopefully for educational purposes as well as personal entertainment). Over the next week they will also learn about construction for building in our cold climate and to withstand earthquakes. One of the highlights of the course will be a trip to the Sea Life Center in Seward where they will spend the night in the center.

My day to day activities have included meeting with students that are experiencing personal struggles. Helping students with courses they are taking and also planning for the future. I have also attended several meetings with other District personnel to plan and coordinate upcoming activities.

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

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# CTE AND COUNSELING



November 2019

Alaska Gateway School District

## ANNOUNCEMENTS

- **K-12** - Students will be starting the Safer, Smarter Kids program this month, which focuses on abuse prevention
- **K-12** - Visit the revamped Counseling and CTE website at <http://agsdcounselor.weebly.com>
- **High Schoolers** - For information on getting free college credits, please visit [www.agsd.us/college-credit](http://www.agsd.us/college-credit)
- **Seniors** - Visit [www.studentaid.ed.gov/fafsa](http://www.studentaid.ed.gov/fafsa) to complete your FAFSA to get free money for college or other post-secondary training

## UPCOMING DATES

- **Saturday, December 14th:** ACT at Tok School
- **Monday, January 13th:** Senior/FAFSA Night at Tok School

Students in the Community Marketplace class hard at work on glass art and wood burning. Students are learning how to do glass mosaics, stained glass, and glass fusing.



Tetlin students getting equipped with winter ACHILL gear so they can participate in outdoor activities this school year.



Several students participated in the Interior Alaska Medical Education Summit in Fairbanks to learn more about going into the medical field.



Student Keenan Demit participating in the work study program at Iron Dog Outfitters to help him gain skills for his future career.

### QUESTIONS?

**Ashlee Copper**  
907-512-5738  
[acopper@agsd.us](mailto:acopper@agsd.us)

**Tad Dunning**  
907-883-4347  
[tdunning@agsd.us](mailto:tdunning@agsd.us)

Date: November 08, 2019  
To: Scott MacManus, Superintendent  
From: Stephanie D. English, Child Nutrition Services Coordinator  
RE: Board Report

Eagle's School cook, Michelle has been doing a fantastic job. She has been doing the online trainings on her time; she has utilized all pre-made production records and has been sending me the production records to every two weeks or me weekly. Michelle has had to improvise some of the meals but has been sticking to the color components.

Dot Lake's Cook Leola has been also been an incredible cook and co-worker. She has been able to help me and point me in the right direction when it comes to how holidays have been done in the past and what the cooks prefer. She is diligent about picking up her produce and frozen foods. Leola has set her own pace and completes her job duties without me having to check on her frequently.

Mentasta has hired Tim Olson as their schools cook. Tim has been fulfilling the duties of School Cook since the beginning of the school year and has been the only applicant. Tim has been cruising along and finding his own routine that works best for him yet still able to fulfill his duties in a timely manner. Tim has been picking up the job duties quickly and has been asking for help when he needs it.

Tok School Cook Virginia has been incredibly patient and stepped up with all the changes that Tok Schools kitchen had to endure so much of this year. I've kept the menu pretty easy because of this reason as well. On top of her job duties, she has had to work with multiple people and take on additional tasks. I am so grateful to have a co-worker like Virginia during these challenging months. Kenneth White has been offered a full time position with in Food Service. Kenneth has accepted. Kenneth will be the kitchen help, in charge of FFVP, GAP snacks and GAP cook. Kenneth will be on MOA until December to see if this will work .

Northway's School Cook Carolyn has been struggling here and there but overall doing her job duties. I made a site visit to see how she was doing. After a long conversation and being able to listen to what she has going on I was able to give my support and understanding. With that said I was also able to give her some material to help with her paperwork and to cut that process down including papers I receive weekly. I will make up and give to her a "goals " list. A list of things I would like her to work towards and correct.

Tanacross has hired Brenda Litwack as their cook. She has previously worked with Food Service and is familiar with the state requirements. I have not heard of any issues and everything seems to be moving smoothly. I plan to do their site visit next week and check in often to see how they are all doing. Brenda has had to substitute



a couple of food items in the beginning but she understood the requirements and was able to make a claimable meal.

Tetlins School Cook Ashley has been working hard to keep up with her production records. She has stated that the pre-made records have helped her a lot. I have seen improvements in her paperwork. She communicates very well and is another co-worker I don't need to constantly check on. She has been patient with changes and very flexible.

FFVP- I have been keeping an eye out for interesting fruits and vegetables to introduce to students. Surprisingly nothing has really been offered yet. Sadly when items were available and ordered they were not delivered.

CACFP-GAP Snack; I'm getting a little more familiar with GAP snack and have been trying to mix it up for November and make it more appealing.

GAP Dinner; menus have been based off of what is in the freezer in small amounts and easy foods. I've kept it pretty easy because of the high turnover. Now that we have someone hired I would like to add more home made dinners.

Menu's- A few people have brought to my attention that Tok School Menu offers a variety more than the other schools. I have made the menus to be pretty simple and it is the same across the board.

Adult Meals-One School so far has been diligent about keeping "free meals" the same across the board. I appreciate their efforts in that and their understanding. I would like the schools to work towards the same standards. Staff is able to obtain free meals as long as they eat the meal with the students, engage the students and help monitor the lunchroom. Besides having to eat with the students they have to follow the same meal component standards. This is to be a role model by eating the foods the students have to eat. If the staff does not want to eat those foods and do not want to eat with the students then they are more than welcome to purchase the foods they do want and eat where they please.

Food Service is looking into purchasing paper products from Loopy Lupine again this year.

Kitchen cooks have requested a few Kitchen items, I have been looking and comparing quotes

I have been subbing in at Tok School for a variety of kitchen jobs and am so relieved to have found and hired cooks.

Stephanie D. English



Date: November 10, 2019  
To: Superintendent MacManus  
From: Pam Gingue  
Programs Coordinator

**GAP:**

- 🍏 GAP staff attended state Afterschool Conference in Juneau; Jane and I presented on the AGSD Summer Day Camp;
- 🍏 Worked with REACH, Head Start, and Tok School for “Lights On Afterschool” Fall Pumpkin Extravaganza Family Activity Night; Very well attended; Families were able to participate in various activities including pumpkin carving, holiday crafts, and health information from the visiting PHN, and rock wall climbing;
- 🍏 GAP and Tok PTSA sponsored “Trick or Treat Street” on Halloween night; Thank you to all who sponsored the 16 decorated doors for trick or treaters; the Talus Family for helping with the sign in table; Northern Lights Missions for the Bouncy Houses; Tok 3<sup>rd</sup> & 4<sup>th</sup> grades for the Haunted House; and Tok PTSA for the carnival; It was a successful, fun event for all;

**PRESCHOOL:**

- 🍏 Tok PreK staff attended a week-long training on curriculum and assessment provided by TCC Head Start in Fairbanks; Great training opportunity for staff sponsored by our grant partner;
- 🍏 As part of our continuing partnership with TCC Head Start we will be hiring an aide for Tanacross preschool as TCC HS is in the process of hiring a preschool teacher; plan is to provide an information night for families with children ages 3-5;

**TESTING:**

- 🍏 Provided technical assistance and support to AGSD school staff for MAP and AIMSweb testing; Completed AIMSweb benchmarks for K students in Mentasta at request of P-T;

**UPCOMING ACTIVITIES:**

- 🍏 AGSD Inservice – GAP staff will have training on various topics related to 21<sup>st</sup> CCLC grant including a virtual training provided by Brightways, one of our grant partners.

Happy Thanksgiving!!

*Gateway Greenhouse  
November 2019 Board Report  
Focus: 2019 Recap: Student Involvement, and Production*

The student involvement this year has been wonderful. Below are just a few of the occasions where student engagement was at its best.



*Students Harvesting, Releasing Butterflies, and Pruning Tomatoes*

When it came to harvesting, I wish I could say that every single thing was recorded, but I can't. What I can do is give you all that were. Below are the recorded numbers from this years' harvests:

Bell Peppers - 94 count  
Carrots - 83 lbs  
Cucumbers - 531 count  
Green Beans - 31 lbs  
Peas - 22.5 lbs  
Salad Greens- 70.5 lbs

Spinach - 36 lbs  
Sweet Peppers - 222 count  
Spaghetti Squash -15 count  
Tomatoes - 228.5 lbs  
Yellow Squash -14 count  
Zucchini Squash - 75 count

We also grew several varieties of herbs, including basil, cilantro, dill, oregano, sage, and thyme. These were sometimes utilized, but not on the level I would have liked. In the future, my ideas include growing herbs only outdoors during the Summer season, and to, hopefully, draw in community members to help with a task for the opportunity to harvest herbs for home use.

Like always, it's been a year of learning, often from failing. I'm left with the desire to do better, to ask for help more often, and to talk about my ideas for continued growth.

*Bonnie Emery  
AGSD Greenhouse Manager  
November 8, 2019*

the

# ECS Times

Principal's Report

## Emma Boseman

Congratulations to Emma Boseman, ECS One School Teacher. She completed her assistant's degree in Early Childhood Development.

She has worked at ECS in the One-School classroom since last school year and she does volunteer hours some after school each day.

The school celebrated with Emma when she brought in cupcakes to share!

Way to go Emma! You set a great example for our students.



## ACHILL Begins

Students started attending ACHILL again for the fourth year and final year of the program in October. This year the program is an optional, after school activity at the dog yard of Steve and Kristy Robbins. We have already set up an outdoor classroom, repaired three sleds, met the dogs, and learned to run the lines. In preparation of more snow and cooler temps, students are ready to put in trails and hit the runners next week. Please be cautious if you see our students on a dog sled!



### Save the Date!

#### Thanksgiving

Nov. 21

Community Thanksgiving Dinner

#### PAC Meeting

Nov. 20

Due to the Thanksgiving Holidays we will meet a week early

#### No School

Nov. 25-29

Students are not in attendance due to teacher inservice & holidays



## Fall Frenzy

Students chose to forego a Halloween Carnival this year. They asked to do play performances and guitar performances instead. It was a huge Success!

### It's the Great Pumpkin Charlie Brown

The Primary and Elementary students combined to pull off a stellar performance of Charles Schulz's, *It's a Great Pumpkin Charlie Brown*. The students made all their own props and most of their costumes. Bryce Sharpe was Charlie Brown, Paul DePue was Linus, Jude DePue was our narrator/director, Genevieve Muldoon was Sally, and Grace Muldoon was Lucy. Primary students were the trick-or-treaters. Bravo students!

### Cheating Death

Middle and High School students performed a play entitled, *Cheating Death*. This play was the perfect balance of dark humor and pathos when Death appears at a mental hospital during a group session and friends defend one of their own. Excellent performances by: Shian Scott, Taylor Beaucage, Ty Scott, Thomas Malcolm, with guest appearances by Genevieve and Grace Muldoon. Zach Sanders played the sassy Grim Reaper!

### Primary Class Performs

Primary students, Rachael McKeon, Kali Boseman, Hunter Becker, and Joey Ashley, performed *Can you make a Happy Face*, *The Itsy-Bitsy Spider*, and *Five Little Pumpkins*. They stole



### Growing Lettuce

The Eagle middle and high school classes are experimenting with growing lettuce in our hand-me-down Hydroponic unit. Tok School gave us the repurposed walk in freezer at the end of the summer. Our lettuce starts are doing well, and we may try tomatoes, or even cucumbers before the winter is over.



# Dot Lake School

*Home of the Eagles*

*November 2019*

This past month ushered in the return of Family Activity Night and our GAP program. It has also brought us some new friends in the form of a couple of new students! Staff and students alike have enjoyed getting acquainted with them.

## Our first Family

Activity Night of the year was held on October 24. Thanks to the large snowfall and mild temperatures, we decided to have an afternoon/evening of Snow Fun. Participants enjoyed



playing Toss the Hat on the Snowman, Snow Capture the Flag, and Snow Baseball. A parent also gave sled rides behind their snow machine. The event culminated with roasting hotdogs and making s'mores. Some friends from Dry Creek added to our numbers and excitement. There were twenty-seven people in attendance!

Our staff and students have been excited to have our GAP program going again. We are happy to have Ms. Kelly back with us. She has been working well with

our students—ensuring they have physical activity, fun activities, and opportunity to finish any unfinished homework.

We are happy to report that our math playlist has continued to be successful. Students are rewarded with one “Classroom Buck” for completing a column. If they manage to complete the whole playlist in a week, they receive five “Classroom Bucks.” These slips of paper can be used to purchase items from the classroom store. The number of students completing the playlist has been increasing each week. The exciting part is that this translates into that many more learning activities that are being completed during the week.

Our elementary students have continued to work diligently on their daily Lexia practice. We have one student, John Thompson, who has recently completed his grade level and is now working full steam ahead on fourth grade material. We share these accomplishments with our community members during our weekly community lunch. Our visitors always give a hearty round of applause, bringing big smiles to the faces of our students.

# Halloween Fun in Mentasta



## Halloween Party

The annual Halloween party was a huge success. Parents, students, and community members enjoyed games like a paper airplane throw, candy guessing jars, cake walks, and ring toss. Showing off costumes, participants of the costume contest strutted down the runway with walks that were unique to the characters they were dressed as. With around 100 people coming out, the Halloween party continues to be a popular community tradition.



## Science

Science is quickly becoming one of the most popular subjects in school. K-5 are exploring the role worms play in the ecosystem. They dug in and observed the worms with fascination. For Halloween, they explored luminescent materials and how some can be created.

The 6-12 students finished their ocean unit with a lab that explores the density of different waters and how that creates deep currents. With only a couple pictures and the lab they finished, they had to think deeply about how that leads to deep currents.

## Team Building

The 6-12 graders have begun to create a classroom in which they have a voice in the rules, consequences, and culture. They discussed what they want their classroom to be like, what they want to show the community and school district, as well as how it could be accomplished.





**ALASKA GATEWAY SCHOOL DISTRICT**  
**Scott MacManus – Superintendent of Schools**  
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**Walter Northway School – Principal Doug Richards**

**November School Board Report**

As I mentioned on last months report middle school basketball was in full swing and we are now winding down towards the end. We did do a lot of traveling so far and have seen a fair amount of success. In that arena one of the most important things has been the student’s work hard to keep their grades up. This has helped with performance in the classroom and we are pleased with that.

Since my last report, we have held a home game and a “family fun night.” A lot of work goes into making these come together and I want to thank both of our coaches, our A.D. and community for helping us make some money and provide for some great entertainment. I would be remiss to not take time to thank our RSB representative Ms. Lorraine. She once again has gone out of her way to help us out and provided us with a popcorn machine that make a wonderful batch of popcorn. Ms. Lorraine, you are the best! We also had cakewalks, concessions, airplane toss, and raffles. In the two events we made almost \$3000!

Another HUGE shout out goes to the Village Council. They know that we have a lot of students that play b-ball and that traveling is very difficult for us because we only have one van. Very generously, the Council has offered us the use of their van and we only have to pay for the gas. They even put new studded snow tires on it. With that we have been able to take all of our students that participate and have been able to keep cost down. We are so grateful for such support of our students.

I mentioned last month that we were headed into our first string of mandated testing. We have completed all of those and are already using some of the results to make instructional changes in order to better serve our students. One example of this is in our MS ELA classes where we have been able to identify needs and make schedule changes to help students improve as the year progresses. We hope to see improvements throughout the year based on testing data.

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

<b>DotLake</b>	<b>Eagle</b>	<b>Mentasta</b>	<b>Northway</b>	<b>Tok</b>	<b>Tanacross</b>	<b>Tetlin</b>
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Since my last report we also had a Great Spirit week on the last week of October and Halloween. We held the following for each day during "Warrior Week."

Monday - Pajama Day

Tuesday - messy hair or hat day

Wednesday - mismatch or inside out day

Thursday - costume day

Friday - Warrior colors or Jersey day

Boy did we have fun and I am pretty sure the staff enjoyed it as much as (or maybe more than) the students!

Lastly, we have had to regroup a little as a staff member resigned and we have had a new teacher added to our staff. I am very fortunate to work with an amazing group of educators that pull together for the benefit of our students. We are in the process of making changes and rebuilding, but will come back stronger and more prepared to make a difference in our student's lives, after all- We Are Warriors!

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# Tok School Regional School Board Report

November 2019

Megan Akaran, Principal

## Student Engagement

*We believe in engaging all students with meaningful opportunities to discover their interests and pursue their passions.*



**MIDDLE SCHOOL ROTATIONS:** Mr. Becker, Ms. Fifarek, and Ms. Fabian are providing opportunities for middle school students to discover their interest in coding, fine arts and robotics. See the picture above.

**AURORA OPPORTUNITIES:** Ms. Burnham and Mr. Hamner's classes are developing their skills in glass arts, woodworking, small engine repairs and other individualized areas

## Teaching and Learning

*We believe in providing rigorous academic pathways that prepare all students for life challenges, post-secondary options, and career opportunities.*



**MISSION TO MARS:** Fifth grade students are researching characteristics of the planet Mars.

**SPRITE WITH SPRITE:** Students in Ms. Fabian's coding class are learning about sprites, which are ways to track variables in coding, while holding Sprite cans.

## School Culture

*We believe that positive relationships and high expectations for all students, staff, and community members, creates a healthy environment where students are safe, eager to learn, willing to take risks, and are responsible citizens.*



**WOLVERINE VALUE OF THE MONTH:** October's value was "Responsibility." Students were recognized for showing responsibility in classes, activities, and in life. See picture above.

**CLASS PRIDE:** The senior class is hosting a canned food drive. Sophomores are hosting a lock-in event for all high school students district-wide. Freshmen hosted an all-school movie night. Advisory groups are meeting monthly with their class sponsors to plan events and fundraisers.

## Staff Recruitment / Retention

*We believe recruiting, cultivating, and retaining exemplary staff fosters a deep commitment to the growth of our students.*

**NEW HIRES AT TOK SCHOOL:** It was a busy month of interviews at Tok School. New staff have been recommended for hire in the special education department, preschool, the library, and the kitchen.  
Welcome to Tok School Team!



**ACHILL is in Full Swing!**  
 Every Friday, Ms. Roni comes over for ACHILL and boy, do we do some fun things! We have socialized and helped deworm puppies, learned about their nutritional needs, milked a goat, hand sewed neck warmers, been fitted for our skis, fed farm animals...and it's only November! Check out even



## FAMILY ACTIVITY NIGHT IS COMING UP NOVEMBER 14<sup>th</sup>!!

November's Family Activity Night is **GAME SHOW NIGHT!**

I am making a **HUGE** request for this event! It is **FAMILY** activity night, but **we** seem to be missing the adults! I am requesting that an adult family

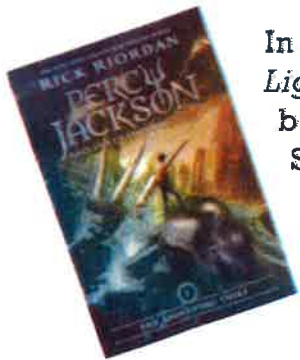


## UPCOMING

- 11/8 ACHILL Trip to Farm
- 11/14 Family Activity Night **GAME SHOW NIGHT!**
- 11/18 Regional School Board Meeting in Mentasta
- 11/21 Thanksgiving Luncheon @ 1:00 Community, Families Invited
- 11/25-29

## WHAT WE'RE READING!

Our K-3 classroom finished three wonderful books this month! Remember, each day we focus on a different reading standard. Day one is prediction, then we learn about story elements. Day three we focus on the beginning, middle, and end and how to retell a story. The fourth day we look at text connections, to self, other books we have read, and the world. On the fifth day, each student receives his or her own copy and echo reads along with Ms. Suzanne. We read *The Legend of Rock Paper Scissors*, *Goodnight Already*, and *Don't Let the Pigeon Drive the Bus*.



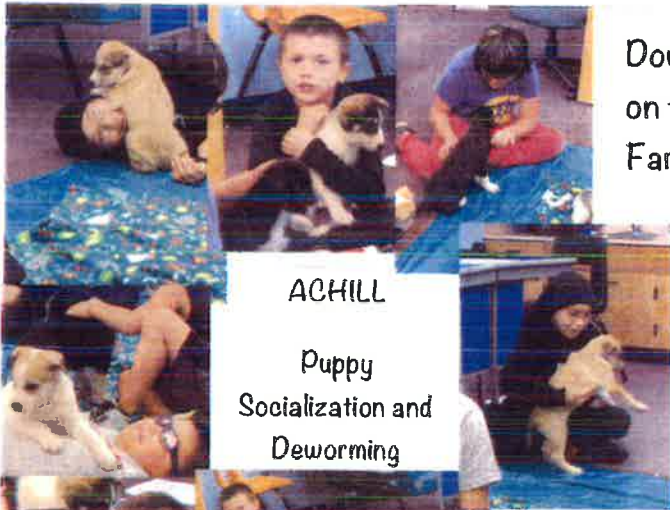
In the middle school, we just finished reading *The Lightning Thief* by Rick Riordan. Next week we will begin the second book in the series, *Sea of Monsters*. Students are about to start their research projects and learn even more about the Greek Gods.



## Testing...

I wanted to let you know how proud I am of all the hard work the students have been doing. At the end of every month, we take the STAR assessments in reading and math as a benchmark of how we are doing and what we need to work on. Most of our students made significant gains in BOTH reading and math! I have conferenced with each student and have discussed his or her goals for the next benchmark.





Down on the Farm

ACHILL  
Puppy Socialization and Deworming



We sewed our own neck warmers! Thanks Ms. Mari and Ms. Ronil!



Halloween Fun



We made Jack-o-Lantern quesadillas!



Fairbanks Field Trip



Fairbanks' Children's Museum



We got a private showing of the documentary ATTLA! Here we are with the producer and our resident super-star Amanda!



Dog mushing and bonfire at Ms. Mari's!

# REACH NEWSLETTER

## November Family Activity Night



Our next Parent Advisory Committee meeting is scheduled for November 20th at 6:00 pm. At the REACH office.



## REACH P.E./Open Gym

REACH P.E. open gym will be starting Thursday November 21st. We will have gym time available from 10:00-11:00 every Thursday. Parents are encouraged to participate and or assist.

## A.N.S.E.P

Three REACH Academy students were selected to participate in the Alaska Native Science and Engineering Program. 15 middle school students from the Alaska Gateway School District were given the opportunity to travel to Anchorage partake in an intense two week STEM camp held at UAA. Hats off to our young scientists!

