



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

AGSD Board Room – Tok, Alaska

Monday, February 17<sup>th</sup>, 2020

Work session at 5:30 Regular Meeting at 6:00

**Work session – MAP Assessment results at 5:30**

**REGULAR MEETING CALLED TO ORDER at 6pm**

**ROLL CALL**

**PLEDGE OF ALLEGIANCE**

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

**RECEIVING OF DELEGATIONS & PRESENTATIONS**

**Director Weisz**

President

Secretary-Treasurer

President

President

President

**ACTION ITEMS - ROUTINE MATTERS**

1. Approval of Agenda
2. Approval of 01.20.2020 RSB Meeting Minutes

President

**ACTION ITEMS - OLD BUSINESS**

President

**ACTION ITEMS - NEW BUSINESS**

President

3. Personnel Actions
4. Acceptance of Grants and Gifts
5. Out of Country travel for Spanish Club students to Peru
6. Out of State travel for Dot Lake students to Hawaii
7. Out of State Travel for Eagle Student to St. Louis, Missouri
8. Award of External Auditing Firm (Information provided after due date)

**REPORTS/INFORMATION/DISCUSSION**

Administrative Reports

- Superintendent's Report
  - Financial Report
  - Directors' & Principals' Reports
- Correspondence/Miscellaneous

President

Superintendent

Chief Financial Officer

Directors & Principals

Superintendent

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

President

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

President

**FUTURE MEETING DATES**

President

**SUGGESTED MEETING AGENDA ITEMS**

President

- **EXECUTIVE SESSION** (Student matters required to confidential by law)

**ADJOURNMENT**

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  
January 20<sup>th</sup>, 2020  
AGSD Boardroom  
Tok, Alaska

Prepared by: Debbie Sparks, Board Secretary

The meeting was called to order at 6 PM.

Roll Call: Peter Talus, Daisy Northway, Frank Cook and Jeff Deeter. Absent and excused were Steve Robbins, Mike Cronk and Lorraine Titus. Also present was Erica Burnham, Teacher Representative.

Receiving of Delegations & Presentations

Jeff Deeter moved to go into executive session at 6:05 PM. Seconded by Daisy Northway. Motion passed Unanimously.

Out of executive session at 6:50 PM.

Jeff Deeter moved to grant the attendance waivers to the students whom presented. Seconded by Frank Cook. Motion passed Unanimously.

**Action Items – Routine Matters.**

1. **Approval of Agenda.**  
Frank Cook moved to approve the agenda as presented.  
Seconded by Jeff Deeter.  
Motion Carried Unanimously.
2. **Approval of 11.18.19 RSB Meeting Minutes. .**  
Daisy Northway moved to approve the minutes of 11.18.19 RSB Meeting Minutes.  
Seconded by Jeff Deeter.  
Motion Carried Unanimously.
3. **Personnel Actions.**  
Frank Cook moved to approve the personnel actions as presented.  
Seconded by Daisy Northway .  
Motion Carried Unanimously.
4. **FY21 Non-Tenured Teacher Contracts.**  
Daisy Northway moved to approve the FY21 Non-Tenured Contracts.  
Seconded by Jeff Deeter.  
Motion Carried Unanimously.
5. **District Legislative Advocate MOA.**  
Jeff Deeter moved to approve the District legislative Advocate MOA as presented.  
Seconded by Frank Cook.  
Motion Carried Unanimously.

6. **Update of Credit Reimbursement and Transcription Guidelines.**  
Daisy Northway moved to approve the Update of Credit Reimbursement and Transcription Guidelines as presented.  
Seconded by Jeff Deeter.  
Motion Carried Unanimously.
  
7. **Acceptance of the Annual Audit by BDO.**  
Frank Cook moved to approve the acceptance of the Annual Audit by BDO as presented.  
Seconded by Jeff Deeter.  
Motion Carried Unanimously.
  
8. **Major Purchases.**  
Daisy Northway moved to approve the budget transfer and listed purchases as presented.  
Seconded by Jeff Deeter.  
Motion Carried Unanimously.
  
9. **Grant Acceptances.**  
Daisy Northway moved to accept and approve the grants as presented.  
Seconded by Jeff Deeter.  
Motion Carried Unanimously.
  
10. **Title VII Policies and Procedures.**  
Daisy Northway moved to approve the Title VII Indian Education Policies and Procedures as presented.  
Seconded by Frank Cook.  
Motion Carried Unanimously.

**Reports/Information/Discussion**

Superintendent's Report

Financial Report

Directors' & Principals' Reports

Hearing of Visitors on Non-Agenda Items

Discussion, Comments and Questions by Members of the Board

Future Meeting Date: February 17<sup>th</sup>, 2020 – Work session at 5PM/Meeting 6 PM in Tok at Board Room.

Suggested Agenda Items: Dot Lake out of State Travel, School Calendar.

Jeff Deeter moved to go into executive session at 8:28 PM. Seconded by Daisy Northway. Motion Carried Unanimously.

Jeff Deeter moved to come out of executive session at 8:50 PM. Seconded by Frank Cook. Motion Carried Unanimously.

**Jeff Deeter moved to adjourn the meeting at 8:51 PM. Seconded by Frank Cook.  
Motion Carried Unanimously.**

**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 January 20<sup>th</sup>, 2020  
meeting.**

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**Secretary/Treasurer**

**To: Regional School Board**

**Date: Feb 17<sup>th</sup>, 2019**

**From: Superintendent's Office**

**Agenda Item: 3**

**Issue: Personnel Actions**

**Background Information**

On January 6<sup>th</sup>, the district offered contracts for FY21 to tenured teachers and site administrator's on January 6<sup>th</sup>, and 18 of 21 have signed their intent to return. One is retiring, and two have declined. On January 21<sup>st</sup>, we offered contracts to our non-tenured teachers, and 10 of 12 have signed their intent to return, with just one declining so far. Final day for acceptance is February 20<sup>th</sup>.

**Professional Hires for FY21**

- Ben Glover – Principal/Teacher, Tetlin
- Kandice Alexander – Elementary Teacher, Tetlin
- Jeff Deeter - Districtwide Counselor
- Brooke Reddick-Finley – Northway Elementary

**Approved Transfer Requests**

- Molly Nelson (Northway to Tok Elementary)
- Lindsey Brush (Northway to Tok Secondary)
- Valorie James (Tok to Northway Special Education)

**Internships**

- Jamie Harris - Mentasta

**Classified Hires**

- Gayle Hamner – Tok School Aide

**Resignations**

The following staff submitted resignations or have declined\* their contract:

- Ryan Becker
- Doug Richards
- Robert Litwack\*
- Valarie Nelson

**Professional Positions currently open for FY21**

- Tetlin Secondary Generalist
- Northway Secondary Generalist
- Northway Principal
- Itinerant Sped
- Reading Interventionist
- Tok Special Education
- Tok Secondary

**Administrative Recommendation:**

Confirm the above personnel actions as recommended.

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 II (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 - 882-2669/Fax 882-2112		
Karen Deeter, Principal/Teacher	Vacant, Secretary/Teacher's Aide	Eric Masters, Teacher's Aide
	Leola Masters, Cook	Vacant, GAP
	Mathew Thompson, 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 Maeller, Teacher	Timothy Olson, Cook	Emmanuel Baker, Teacher's Aide
	Vacant, PreK/GAP	Andrea David, Teacher's Aide
		Shirley Craig, Teacher's Aide/Secretary
		Virginia Jahn, 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	Evelyn Oxereak, 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 Oxereak, Teacher	Joel Hicks, GAP Site Program Coordinator	(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
		Brenda Litwack, Cook

TETLIN SCHOOL 324-2104/Fax 324-2120		
Ben Golver, Principal Teacher (Pending)	Amanda Hokkanen, Secretary/Teacher's Aide	Natalie Sam, Teacher's Aide
Kandice Alexander, Teacher	Ashley Nyswaner, Cook	Eva Thomas-Churchwell, Teacher's Aide
David Bennett - Secondary (Temp)	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	Laurie Ebben, Teacher's Aide
Sara Talus, Grade 1	(Vacant), Cook II	Ashley Smith, Teacher's Aide
Cathy O'Neil, Grade 2	(Vacant), Cook I	Kelsea Bryan, Teacher's Aide
Bonnie Dompierre, Grade 3	Kelly Goneau, Maintenance Tech/Custodian	Gayle Hamner, Teacher's Aide
Julie Brown, Grade 4	Tony Peet, Custodian	Juliet Stoessel, Teacher's Aide
Joyce Dunning, Grade 5	Karin Rajala, GAP Site Coordinator	Diane Titus, Teacher's Aide
Erica Burnham, Social Studies	Matthew Nelson, PreK Aide/Pathways Aide	Megan Tucker, Teacher's Aide
Shania Fifarek, Language Arts	Camille Davis, PreSchool Teacher's Aide	Alexa Peet, Teacher's Aide
Amy Dudley, Middle School (Pending)	Nicole Wells, Librarian (Pending)	Ashley Smith, 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

To: Regional School Board

Date: Feb 17<sup>th</sup>, 2020

From: Superintendent's Office

Agenda Item: 4

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 known and 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:

- Alaska International Understanding Grant (\$15,000) Deb Burg will be available to answer any questions.

**Administrative Recommendation:**

Accept and approve the grants as listed above, including provisions for travel, material purchases, match, and staffing that is required to complete the project as applied for and approved by the respective funding agency.

# Peru and Galapagos School Exchange and Service Project

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*2019 Alaska International Understanding Grant*

## ***Tok School Spanish Club***

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Ms. Deborah D. Berg  
PO Box 249  
Jon Sumar Drive  
Tok, Alaska 99780

O: 907-883-5161  
M: 907-940-4546

## ***Ms. Deborah D. Berg***

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PO Box 287  
Tok, Alaska 99780

dberg@agsd.us  
O: 907-940-4546  
M: 907-940-4546



# FollowUp Form

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## Project Name\*

Name of Project

Peru and Galapagos School Exchange and Service Project

## ***Basic Grant Agreement & Payment Request***

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**THIS AGREEMENT DETAILS THE RESPONSIBILITIES OF THE ALASKA COMMUNITY FOUNDATION AND YOUR ORGANIZATION (GRANTEE), AND THE TERMS AND CONDITIONS OF THE GRANT.**

### Use of Funds\*

The funds provided are to be used solely for the purpose as described in the Grantee's approved proposal. An Authorized Official of the grantee organization must electronically complete this grant agreement signifying its acceptance of the conditions before funds will be issued.

The funds received will be used solely for the purposes approved by The Alaska Community Foundation. Any use of grant monies for purposes other than those specified in the grant application and/or award email must have the prior approval of the Foundation.

I agree to the above

### Decision Date

01/07/2020

### Amount Awarded

\$15,000.00

### Payment\*

Payment for this grant will be made upon completion of the electronic grant agreement & payment request form.

I agree to the above

### Project Modification\*

Grantee will notify The Alaska Community Foundation as soon as possible of any material changes occurring in the program during the grant period, including any changes in the status of project or leadership personnel or the grantee organization's legal or tax status, which would inhibit the grantee from providing the services or performing in the capacity for which it is funded under this grant. **Any significant changes to the approved scope of work or changes to the project budget in excess of 10% of the grant award must be approved by The Alaska Community Foundation prior to taking place.**

I agree to the above

**Publicity\***

Publicity about the project/program for which the grant was awarded will identify The Alaska Community Foundation. Grantee will use the format below when acknowledging the use of these funds in any media releases, printed materials, or other publicity: "This (program/project) was made possible by a grant from the Basic Needs grant program of The Alaska Community Foundation."

I agree to the above

**Grant Reporting\***

Grantee will submit a final grant report to The Alaska Community Foundation per the reporting schedule outlined below.

**Specific Reporting Terms & Conditions:** Final report due 30 days following completion of this project and no more than 1 year and 30 days following project start date. Your report should describe your progress in achieving the purposes of the grant and include a detailed accounting of the use and expenditure of grant funds.

Grantee must be up to date with all reporting requirements before consideration for future funding from The Alaska Community Foundation. All grant reports are completed in the online system used to complete the application.

I agree to the above

**Expenditure of Funds\***

The grantee organization is responsible for the expenditure of funds and for maintaining adequate supporting records consistent with generally accepted accounting practices. The grantee organization agrees to give the Foundation reasonable access to the grantee's files and records for the purpose of making financial audits, verifications, and investigations as it deems necessary concerning the grants, and to maintain such files and records for a period of at least four years after completion or termination of the project.

The Foundation reserves the right to require return of funds if it deems that the grantee has not complied with the terms of the grant agreement for use of funds from the Foundation, or to comply with any law or regulation affecting the grantee, grant or the Foundation. Unexpended funds or any portion of the grant that is not used for the purposes specified herein shall be returned to the Foundation upon completion or termination of the grant project.

I agree to the above

**Electronic Signature****Acceptance of Terms & Conditions\***

This grant is conditional upon Grantee's acceptance of the terms and conditions set forth herein. The Alaska Community Foundation reserves the right to discontinue, modify, or withhold and payments under this grant award or to require total or partial refund of any grant funds, in the Foundation's sole discretion, such action is necessary: (a) because you have not fully complied with the terms and conditions of this grant; (b) to protect the purpose or objectives of the grant or any other charitable activities of the Foundation; or (c) to comply with the requirements of any law or regulation applicable to you, the Alaska Community Foundation, or this grant.

By selecting "I Accept Grant Terms and Conditions" below, Grantee agrees to accept and comply with the stated terms and conditions of this grant.

Accept Grant Terms and Conditions

**Authorized Signature\***

The electronic signature on this document of the person authorized to make legal contracts for Grantee will represent Grantee's acceptance of this award and agreement to comply with the stated terms and conditions of this grant. Please signify your agreement to the foregoing terms and conditions by typing in your Name, Title, and Date in the spaces below. You must be an authorized officer of the Grantee duly empowered to make legal contracts for Grantee.

Deborah Berg

**Title\***

Spanish Club Advisor and Tok School Teacher

**Date\***

01/07/2020

**To: Regional School Board**

**Date: Feb 17<sup>th</sup>, 2020**

**From: Superintendent's Office**

**Agenda Item: 5**

**Issue:** Out of Country travel for Spanish Club students to Peru

**BACKGROUND:**

Travel will take place at the end of the year, from May 17<sup>th</sup>, to June 5<sup>th</sup>, 2020.  
Detailed information is enclosed.

**Administrative Recommendation:**

Approve the Spanish Club Trip as proposed.

**Proposal for Spanish Club Student trip to South America  
May 17 to June 5, 2020**

**1. Destination, timeframe, and purpose of the trip (Travel Summary)**

May17-June 5, 2020

The trip will go to two major destinations:

- **Cusco, Peru**, to experience the culture and history of the Mayan Indians at Machu Picchu and other ruins, as well as the eclectic Peruvian culture today. We will have a school exchange with Chicuchas Wasi Girls' School and bring them school and craft supplies we have collected, and
- **The Galapagos Islands**, to experience the extremely unique and endangered biological diversity there and learn about why it is endangered and what we can do as a global society to protect such diversity and world treasures.

**2. Education Plan:**

Goals of the trip and alignment to educational travel requirements

The goals of the trip are:

- To expose the students to other cultures and the process of international travel in a manner that they feel more capable of accomplishing such travel independently in the future. (Handling foreign money, checking into hotels, tipping appropriately, purchasing items, navigating airports and other transportation, etc.)
- To enrich the Spanish language class through direct contact and experiences with Latin American culture and history, and well as language practice.
- To allow students the opportunity to serve and interact with other students in Peru and become educated on the issues confronting them.
- To become acquainted with and learn about issues surrounding the unique wildlife and biological diversity in one of the most endangered and unique ecosystems in the world: The Galapagos Islands.

**How this trip fits within the District's strategic plan:**

1. Actively engages in service and volunteer opportunities in the community.
2. Implement inquiry-based learning across all grade levels.
3. Implement global cross-curricular activities identified by stakeholder interest.
4. Develop and implement an adaptable pathway program that addresses student individual interests

### **3. Pre-trip requirements**

Students must meet the academic eligibility policy, and be approved by the principal and chaperones.

### **4. Number and ages of participants involved (students, teachers, chaperones)**

8 students, 2 chaperones.

Head Chaperone: Debbie Berg - old

Chaperone: Bobby Kelso - almost old

Alternate Chaperone: Kris Beeman - really old

Students:

- Tyler Berg - 17
- Ethan Cramer - 18
- Chloe Thorpe - 17
- Ande Berg - 16
- Hannah Beeman - 15
- Creede Berg - 11
- Shea Gunter - 15

### **6. Names/ages of any other travelers who will be joining the trip who are not a part of the student group, and specifics regarding their role with the group.**

None

### **7. Preliminary itinerary of trip, highlighting the educational aspects of the travel**

See attached presentation and itinerary:

Educational aspects include:

- Explorations of biological diversity on the Galapagos Islands with expert guides
- Visit to the Darwin Resdearch Statlon In the Galapagos
- Educational tours of Mayan Ruins including Machu Picchu
- Cooking classes in Cusco, Peru and Quito, Ecuador
- Art and culture classes in Cusco, Peru
- Ample opportunities to practice Spanish in local markets and with guides.
- A highlight will be our visit to the Chicuchas Wasi Girls' School

#### **Visit Chicuchas Wasi girl's school**

We will spend a day at the Chicuchas Wasi school and bring collected supplies to leave with them as our service project for this trip.

The Chicuchas Wasi Alternative School for Girls was set up over twenty-five years ago here in Cusco. Originally they worked with both boys and girls, and one of Amazonas Explorers top guides was actually helped by this project when he was a child. He is now on the board of directors.

They have worked for more than twenty-five years to educate the families, and the Andean community, regarding the value of their girl children and the many abilities they will develop if given the opportunity for a future out of poverty and economic dependence. They strive to prepare these girls with skills that will enable them to defend themselves economically when they become adults. Through the experience from their years of education, their girls will instill in their own future children the knowledge that there are choices other than poverty and dependency on a father, brother or husband for survival. We hope to stem the flow of unwanted children who are often abandoned when their fathers leave their mothers with no income, no food, no social resources. Without formal education, and left to survive as a mother alone, women are forced to seek security with another man who often will not accept the women's children by another man – and child abandonment is often the result.

**8. Start and end dates of the trip, and total school days missed (not to exceed five)**

May 17 - June 4 - 4 school days missed (Days may be +/- one day depending on flights. )

**9. General provisions for the safety of the students while on tour (e.g., emergency contact info, contingency plans, the number of chaperones, their responsibilities)**

Both chaperones will have international ability to call on cell phones.

- 2 chaperones, one male, one female.
- Students will be with or in reasonable proximity of a chaperone or tour leader at all times.
- Emergency contacts for each student as well as power of medical decision making given to chaperones will be carried with the chaperones.
- We have carefully chosen two tour companies, in order to have local expertise for the two parts of our trip:

We will be with a tour guide from Amazonas Explorers from the time we step off the plane in Cusco until we board the plane again to Quito. This company has been guiding in Peru for over 30 years and comes very highly recommended and has been well researched. We will meet our other tour company, Neotropic Expeditions, in Quito, and will stay with them for the Quito and Galapagos portion of the trip until we board the plane home. Neotropic Expeditions comes also very highly recommended and has been awarded National Geographic's Best Adventure Travel Companies in the World award.

Our tour company in Peru, Amazonas Explorers is well equipped to deal with altitude sickness at Machu Picchu. They have built in several acclimatization days before our visit there, but should sickness occur, there is always an extra guide waiting with a van to take the person down to a lower altitude and stay with them until the return of the group.

Students will be required to take a typhoid vaccination 2-4 weeks before departure, and be up to date on all other regular childhood vaccines, including MMR, dTAP, Tetanus, Hep A, and Polio. Yellow fever and malaria are NOT necessary for this trip.

**10. Estimated cost for the tour**

\$52,055

**11. Estimated cost per student/teacher/chaperone**

Chaperones: \$3585

Students: \$6065

**12. Deadlines for payments**

First payment of \$500 due Oct. 5

Fundraising payment equal to 50% of trip cost by Feb. 1.

Balance Due (\$2783) March 18th.

Donations will be distributed equally between students.

**13. Fundraising plans**

FUNDRAISING PLAN				
Account Balance 8/10/2019	\$4180.77			
Total needed:	\$52,055			
Funding source	Amount per student	amount total		
Crossroads grant	\$500	\$5,500		
Deposits	\$500	\$4,500		
Donor's Choose	\$1,000	\$11,000		
Carwashes (4x\$900 each)		\$3,600		
Concessions/sports tourneys		\$7,000		*richard fraser gate and concessions + other meals/concessions for tournaments



Other grants (Carrie Beeman grant writer)		\$5,000	
Trek over the Top		\$1,000	
Cleaning the dump		\$3,000	
Bake sales monthly(\$300 x 8)		\$2,400	
Christmas Bazaar		\$1,000	
Movie Nights/School activities		\$1,000	
Raffle tickets for 50/50		\$1,000	100 at \$20 each
Tickets to travel report dinner		\$1,100	55 at \$20 each
Misc. odd jobs		\$2,000	
Christmas basket squares		\$2,000	100 squares at \$20 each
Raffle for train tickets and vacation package		\$4,000	200 tickets at \$20 each
Total		\$55,100	

**If our mission is truly to inspire curiosity, engagement, and leadership in the next generation of human beings, we need to provide them with transformative, place-based educational experiences.**

**To: Regional School Board**

**Date: Feb 17<sup>th</sup>, 2020**

**From: Superintendent's Office**

**Agenda Item: 6**

**Issue:** Out of State travel for Dot Lake Students to Hawaii

**BACKGROUND:**

Travel will take place from March 30<sup>th</sup> to April 6<sup>th</sup> 2020.

Detailed information is enclosed. Principal Deeter will be available to present the travel proposal, and respond to any questions.

**Administrative Recommendation:**

Approve the Dot Lake Student Trip as proposed.

## Student Out-of-State Travel Request

School: Dot Lake School

Travel Dates: March 30-April 6, 2020

### Travel Summary

The Dot Lake School students and chaperones plan to visit the Pearl Harbor Memorial, the Dole Plantation, the Honolulu Zoo, the Waikiki Aquarium, the Iolani Palace, and hike Diamond Head State Monument. This will give our students the opportunity to experience a different climate and culture and broaden their background knowledge for further learning.

### Education Plan

Science: Local flora and fauna, geology, aquarium, zoo

Social Studies: U. S. History (Pearl Harbor), Local History/Culture (Waikiki Beach/Iolani Palace)

### Participating Students

Elijah Ison  
Brandy Hendren-Rice  
John Thompson  
Jadelyn Thompson  
Harmony Steere  
Haily Hendren-Rice  
A'siah Lillie

### Chaperones

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

Contact Information: 907-750-8272

### Travel Itinerary

Alaska Airlines Flight 828	Anchorage to Honolulu	Depart: 3/30/20, 3:30 p.m.
Alaska Airlines Flight 871	Honolulu to Anchorage	Depart: 4/6/20, 8:35 p.m.

15 Passenger Van (Alamo)  
AirBnB Rental from 3/30/20-4/6/20  
225 Oliko Place, Wahiawa, HI 98786

Budget:

Airline Tickets	\$4,575.60
AirBnB	3,995.25
Rental Vehicle(s)	1,000.00
Activities*	1,146.00
Meals & Incidentals	2,500.00

\$13,216.85

\*Activities include Dole Plantation (\$120), Waikiki Aquarium (\$126.00), Honolulu Zoo (\$218), Iolani Palace (\$196), Pearl Harbor (\$486).

These expenses will be covered out of the Dot Lake School Student Activity Fund.

**Site Administrator's Approval:**

I certify that all travel requirements as indicated in BP5160, BP5162, and BP8820 have been followed, and that the site Advisory School Board or Community School Advisory Committee have approved this travel request.

KAREN DEETER  
Printed Name

Karen Deeter  
Signature

02/08/2020  
Date

**To: Regional School Board**

**Date: Feb 17<sup>th</sup>, 2020**

**From: Superintendent's Office**

**Agenda Item: 7**

**Issue:** Out of State travel for Eagle School students to travel to St. Louis, Missouri

**BACKGROUND:**

Travel will take place from May 2<sup>th</sup> - 9<sup>th</sup>, 2020.

Detailed information is enclosed. Principal Robbins will be available to present the student travel proposal and respond to any questions.

**Administrative Recommendation:**

Approve the Spanish Club Trip as proposed.

Eagle Community School  
St. Louis, Missouri, Field Trip  
May 2-9, 2020

Confirmed Attendee List

Chaperones:

Kristy Robbins (f)  
Zach Sanders (m)

Student Participants:

Ian Malcolm (m)  
Taylor Beaucage (f)  
Ty Scott (m)  
Thomas Malcolm (m)  
Paul DePue (m)  
Jude DePue (m)  
Bryce Sharpe (m)  
Grace Muldoon (f)  
Genevieve Muldoon (f)

**\*Three parents have expressed interest in attending; however, they are responsible for their own travel costs (e.g., airfare, rental car, travel to/from Fairbanks International Airport, parking fees, etc.)**

Krystie DePue  
Claire Ashley  
Maralyn Hinckley (maybe)

**4 Hotel rooms (if we cannot secure the AirBNB house) would break down as follows:**

**Zach, Ian, Thomas, Ty (if Maralyn does not go with Ian and Thomas)  
Kristy, Taylor, Grace, Genevieve  
Krystie, Paul, Jude  
Claire, Bryce**

Eagle Community School  
St. Louis, Missouri, Field Trip  
May 2-9, 2020

**Itemized Budget**

Students (grades 3-12) to attend: 10

Chaperone count: 2 (one male teacher, one female teacher)

Approximate cost of round-trip airfare per person: \$650

Approximate cost of accommodations for one week: \$5,000

Approximate cost of one van for local transportation in St. Louis: \$1,000

Approximate round-trip fuel cost of travel—Eagle to Fairbanks International  
Airport in school van: \$500

**Attraction expenses:**

Cahokia Mounds in Illinois—\$32

St. Louis Arch, National Park—\$104

St. Louis Historical Courthouse—Free with Arch admission

St. Louis Zoo—Free (parking \$15)

Purina Farms—Free

St. Louis Cardinals Game Day Tickets—\$300

St. Louis Blues practice—Free

Boeing Tour—Free

Mississippi & Missouri Rivers—Free

Ozark Mountains—Free

Six Flags—\$781

**Food costs:**

Breakfast \$7.50/per person per day

Lunch \$10.00/per person per day

Dinner \$15.00/per person per day

**Subtotals**

\$ 810.

\$ 1,080.

\$ 1,620.

**Food Total**

**\$ 3,510.**

**Total approximate cost of trip:**

**\$18,960**

Eagle Community School  
St. Louis, Missouri, Field Trip  
May 2-9, 2020

**Educational Plan**

**Reason for trip:**

The communities of Eagle and Eagle Tribal Village have recently suffered a great deal of trauma. Since the start of fall we have experienced: one murder, two arson cases, and a violent criminal brandishing a firearm and assaulting individuals in town. These recent events have had a devastating and traumatic effect on our community and our students. We are generally known as the peaceful, quiet community at the end of the Taylor Highway.

The students of Eagle Community School need to feel connected to a larger, global community in a positive way and they need to heal. I propose to take them on a field trip to St. Louis, Missouri, in order for them to enjoy some positive interactions with the "outside" world. I have some motivating activities planned that are both educational and inspiring.

**A novel solution to greater student achievement:**

Eagle is a fly-in only community seven months out of the year. Many students have never been further than Fairbanks for their annual shopping trips. A field trip of this nature would open the world up to them. They could actually experience first-hand what they are learning about in school. They might be inspired to work and earn money in order to afford to travel on their own someday. These students have to see more, to want more. My desire is for them to want more for themselves and to instill in them that they have the capabilities within them to dream and to chase those dreams. Hence, hope and healing can be accomplished sometimes with a change of scenery. Sometimes people just need to leave home to appreciate home.

**Student Engagement:**

I propose to take students in grades 4-12 to St. Louis, Missouri, in order to experience the following:

Cahokia Mounds—Just over the Mississippi River in Illinois is the archaeological remains of these Mississippian Era (1100-1300 A.D.) peoples:

St. Louis Arch—This is the nation's smallest National Park and known as the "Gateway to the West."

St. Louis Courthouse—A state landmark where the famous *Dred Scott Decision* was made; a defining moment in American history.

St. Louis Zoo—A world-renowned zoo where students can see animals they read about in books and further their education of animal husbandry.



**Purina Farms**—An animal sanctuary that teaches animal husbandry of domesticated animals and has exhibits that include: nutrition, veterinarian care, animals as resources, a dog agility course, and many hands-on experiences for children.

**St. Louis Cardinals baseball game**—Students need to experience: hearing our National Anthem played in a stadium setting and cheering for professional athletes.

**St. Louis Blues practice**—Students may be able to attend a Blues hockey practice, winners of the 2019 Stanley Cup.

**Boeing Tour**—Students would learn about available employment in the flight industry.

**Entrepreneur Presentation**—Students will learn about a real-life, home-based, successful business from *Keeping Up with the Jones's* owner, Olivia Jones.

**Natural Resources**—Students would see the Mississippi and Missouri Rivers, as well as the Ozark Mountains in our travels.

**Six Flags Over St. Louis**—for swimming at the waterpark and pure enjoyment!

### **Best Practices:**

Students need to experience first-hand what they learn about in school. By taking these students out of their “comfort zone” and allowing them to feel part of something bigger than themselves, I hope to achieve the following goals that are grounded in best practices.

By visiting archaeological and historical landmark sites, they will learn the importance of preserving history and passing it on for posterity. Hopefully they will learn not to repeat the mistakes of our historical past.

By visiting a zoo and a working farm, they will learn the importance of caring for animals, both wild and domestic, in order to sustain future food resources and to prevent extinctions that disrupt the food chains in various ecosystems.

By attending professional sporting events students will experience hearing the National Anthem played in a stadium setting. This is a lesson in civics for anyone. Our students need to feel as though they are a part of the country, not isolated from it.

Actually seeing a global market for jobs, like those available at Boeing and in creating a home-based business, opens students’ minds to possibilities for themselves.

Finally, understanding that natural resources exist everywhere and learning the importance of preserving them is crucial to our planet.

### **Continuous Improvement & Sustainability:**

Our students have been on various field trips around the state. However, very few of them have ever left the state, therefore, the other 49 states remain a mystery to these students. The "United States" is something they read about in a textbook; they really don't feel a "connectedness" to the rest of the country. If anything, they feel disconnected and isolated from it.

I propose that taking them "outside" might make them feel more connected "inside". I have witnessed first-hand how important these field trips are to my students. After we travel together, we have a common bond, a "connectedness," that fosters trust and a shared experience. This has grown over the last seven years of my tenure at the school, and now I believe these students are ready for "more". They know I want more for them, but now they have to want more for themselves.

After this trip, I would like to monitor how many students venture out of Eagle in the future to pursue jobs, post-secondary education, enjoy travel, etc. If this trip proves successful for student social and emotional growth, I would hope that future endeavors of this nature would be possible.

It is my sincere wish to set precedence for travel of this nature. It would show students who desperately need some social and emotional healing that it is possible to overcome these tragedies if they set their minds to it. It's difficult for them to feel hopeful at the moment, given our grim circumstances of late, but I need them to get excited about something. I want them to feel as though they are part of something bigger than themselves. I want to show them that there is a big, beautiful world out there for their own exploration; but I want them to feel as though "home" is a good place too.

Therefore, my intentions are two-fold: Show them the outside world we learn about every day, but make them appreciate Eagle and the life we all have here. I believe if we can do this successfully once, it will happen again for them. Travel may become a goal for them and yet another tool in their emotional tool box in order to help them cope with future adversities.

Thank you for your consideration.

Eagle Community School  
St. Louis, Missouri, Field Trip  
May 2-9, 2020

Itinerary

**Saturday, May 2**

-Leave Eagle, drive to Fairbanks International Airport, fly out Saturday night

**Sunday, May 3**

-Arrive in St. Louis, MO  
-Rent a van, check in to hotel  
-visit Purina Farms (ACHILL)

**Monday, May 4**

*Morning-noon*

-Visit St. Louis Arch (History)  
-Visit St. Louis Historical Courthouse (History)

*Noon-4:00 p.m.*

-Boeing tour (STEM)  
-Entrepreneur presentation (RAVE)

*4:00 p.m.-midnight*

-Attend MLB game: St. Louis Cardinals vs. Padres @ 6:45 p.m CST w/ pregame activities (Civics Lesson)

**Tuesday, May 5**

-Visit St. Louis Zoo (ACHILL)

**Wednesday, May 6**

-Visit Cahokia Mounds in Illinios (History)

**Thursday, May 7**

-Visit Six Flags over St. Louis (PE & Fun!)

**Friday, May 8**

-Travel back to Fairbanks, Alaska

**Saturday, May 9**

-Travel back to Eagle, Alaska

\*In our travels we will cross over the Mississippi and Missouri Rivers and we will see the Ozark Mountains.

\*If possible, we may be able to squeeze in a visit to see the St. Louis Blues Hockey team practice.

**To: Regional School Board**

**Date: Feb 17<sup>th</sup>, 2020**

**From: Superintendent's Office**

**Agenda Item: 8**

**Issue:** Award of External Auditing Firm

**BACKGROUND:**

Due date on the Audit RFP was February 10<sup>th</sup>. There are two proposals submitted that meet the RFP requirements. On Wednesday, the 12<sup>th</sup>, we reviewed all properly submitted proposals using the scoring rubric, and are including here for the Board our administrative recommendation regarding which firm best meets district needs.

Scoring:

<b>Auditing Firm</b>	<b>Average Score</b>	<b>Cost</b>
BDO	82	\$141,050 (Three years)
Altman Rogers	100	\$106,200 (Three years)

**Administrative Recommendation:**

Approve the Auditing Firm (Altman Roger's and Co.) as recommended

**To: Regional School Board**

**Date: Feb 17<sup>th</sup>, 2020**

**From: Superintendent's Office**

**Agenda Item: 9**

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**Issue:** Leave without Pay Request

**BACKGROUND:**

The enclosed staff member is requesting Leave without Pay from 3/2/2020 to 3/20/2020, as was communicated to the interview team during hire. (See Enclosed)

**Administrative Recommendation:**

Approve this request for Leave without Pay



# 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: February 17<sup>th</sup>, 2020  
To: Regional School Board Members  
From: Scott MacManus, Superintendent  
RE: Superintendent's February Board Report



*Team meeting with all the Alaska Gateway staff who attended the Rti Conference in Anchorage in January*

## ○ Staffing

- Current staffing are all in place. We have a new Intern in Mentasta, and are providing a place for her to stay in the Staff Dorm. Tetlin is fully staffed now, with a short term sub who will be there until Spring Break, at which time Henry Ebben will be returning after being out for medical. Principal Ben Glover has done an excellent job of taking the reigns and bringing everyone together.
- I am very pleased with the response to this year's contract offers. On January 6<sup>th</sup>, the district offered contracts for FY21 to tenured teachers and site administrator's on January 6<sup>th</sup>, and 18 of 21 have signed their intent to return. One is retiring, and two have declined. On January 21<sup>st</sup>, we offered contracts to our non-tenureds, and 10 of 12 have currently signed their intent to return, with just one declining so far.

## "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

- **Update on status of approved major purchases**
  - **Vehicle Purchases** – Director of Maintenance Boney has located a low-mileage (48,000) All-wheel drive chevy van that is in-state, and we purchased it as it came in under the estimated cost, and will be on site this week. He is continuing to look for other vehicles.
  - **District office phone system** – Director of Technology Overcast has located a phone system and we will be doing a presentation soon, looking to a summer install.
  - **Accounting System Software** - Business Manager MacManus has lined up two financial software systems, and has arranged for presentations that are scheduled the week of February 10<sup>th</sup>.

- **Legislation**

- **SB6 – Alaska Reads Act-**  
Sponsored by Sen Tom Begich, is exciting because it proposes for the first time in Alaska history sustainable funding for Pre-school as a part of the BSA, counting PreK's as .50 FTE for programs that meet state requirements (that are yet to be established) It also provides for additional support for teachers to gain professional expertise in reading instruction, and additional support for students who are not on grade level. There is some concern about mandatory retention in the 3<sup>rd</sup> grade, called “performance based promotion”, which is something that we are looking at closely. Sen Begich assures us that there will be no mandate.



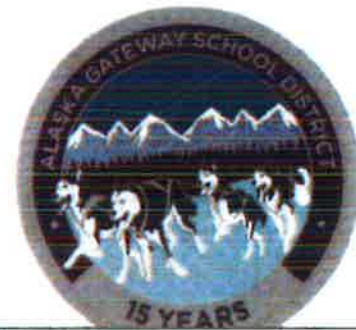
*Selfie with Senator Tom Begich and Sarah Sledge (CEE Director) at FastEddles*

- **Staff Recognition**

- **Tenured Trolls for Teachers,** with job-specific trolls on the way for classified staff like aides, custodians and cooks.
- **District Challenge Coins** will be for all staff, as way to celebrate longevity in the district, and also to recognize the excellent work that so many of our staff do every day with their students



*Tenured teacher Liz Fabian shows off her "Teacher Troll"*



*District Challenge Coins like this will celebrate the commitment of our staff to their students and communities*

- **Upcoming Travel Schedule**

- ATP Jobfair (Anchorage March 13)
- TCC Sub-regional Upper Tanana Presentation (Fairbanks March 14)
- ASA Legislative Fly-in (Juneau March 14-17)
- Minnesota Educator Job fair (Mpls April 1)
- ATP Jobfair (Mpls, April 2)
- Oregon Educator Expo (Portland April 7)
- ATP Jobfair (Portland April 8)





## **Senate Bill 6: Alaska Early Education Program**

### **Sponsor Statement**

Early education is imperative for our state. When examining Alaska's long-term economy, it is essential to consider how we can both increase Alaskan's productivity as well as reduce potential drains resulting from the unrealized potential of our citizens. Early education is an important part of that equation.

The markers for success develop early in life and brain science underscores that how we use our brains at those crucial early years before we enter Kindergarten – as well as how prepared we are when we enter our K – 12 education have a dramatic impact on how well we will do in school and life. In particular, research shows us that those who live in poverty have an incredibly difficult time catching up with others if they come to school ill-prepared. That same research shows that those who have a high-quality preschool experience go on to future academic and personal success. Studies reported in national media identified that every dollar invested in high quality Pre-K can save up to \$7 in long-term government expense by reducing the need for remedial education, and involvement in the criminal justice and public assistance systems.

High quality early education programs are an investment in our future. Universal early education available to students before they enter kindergarten improves school readiness, reading levels, and long-term economic performance. Long term studies such as the Perry Preschool project also suggest students with access to high quality pre-school are less likely to be incarcerated and less likely to receive government assistance as adults. Alaska's current pre-kindergarten programs – such as those in Anchorage, Mat-Su, The Lower Kuskokwim School District and Nome – and our early education programs including Head Start, Best Beginnings, and Parents as Teachers, provide access to families for such high quality early education, but are, according to our Department of Education and Early Development (DEED), only available to 10% of Alaska's 4 year olds. SB6 would take lessons learned from those programs and provide all school districts with the opportunity to provide high quality early education to their students if they so choose.

There is much to be said about early education, but the critical piece is that children's pace of intellectual development peaks before age six, making those years especially important for future success. School outcome data and academic research show that children who participate in early education programs exceed in developing soft skills tied to future success including conscientiousness, perseverance, sociability, and curiosity. We have seen those results nationally, but also have that data here for Alaska after over ten years of demonstration projects around Pre-



K in our state. The current Teaching Strategies GOLD assessment, children in early education programs in Alaska show dramatic growth even comparing student aptitude changes between the Fall and Spring – and that is a success we should all share. It is time for all Alaskans to have an opportunity to participate in the success of these demonstration efforts. This legislation provides that opportunity.

The Alaska Early Education Program Act will offer school districts the opportunity to develop high-quality early education programs that are culturally appropriate and tailored to their students through a three-year grants process based on Alaska's current Pre-K program and the successful efforts of Oklahoma and other states. In year one, the lowest performing 20 percent of school districts – the first cohort – will be eligible to apply for these three-year early education development grants. The second cohort would begin in year two, the third in year three, the fourth in year four, and the final cohort in year five. After three years under the grants program, DEED would be responsible for approving a district's early education program as DEED compliant, and that District's early education students in future years would then be included in the district's student count as ½ day students for the purposes of funding. This system will slowly build early education capacity into those school districts that are lowest performing (generally not including our largest school districts) before adding the largest school districts later in the cycle.

Smart investments in our oil and gas royalties and the PFD have made our State one of the most economically equitable in the country. Similar smart investments in early education have the potential to create a generation of Alaskans prepared to make the greatest impact on this state that we have ever seen.



February 6, 2020

Attention Superintendent,

DEED has been coordinating with the Department of Health and Social Services (DHSS) as DHSS monitors the 2019-nCoV (novel coronavirus). The number of cases in China continues to grow, and an increasing number of other countries including the U.S. now are reporting confirmed cases. Because the World Health Organization (WHO) and the U.S. Department of Health and Human Services recently declared this novel coronavirus a public health emergency of international concern, and the virus is garnering more and more attention in the media, we determined that providing districts with an update and some basic resources was warranted. DEED will be posting additional resources on its website in the coming days that you may also find helpful.

**Here is what your schools need to know about novel coronavirus:**

**Currently the risk to the general US public is considered low.** At this time, there are no known cases in Alaska and only a small number of individual cases in the United States. Risk is based on exposure. As you know, we are in the middle of flu and respiratory disease season. Most of the population is at much greater risk of contracting seasonal influenza than novel coronavirus.

Alaskans who have traveled to China in the past 14 days or have had direct exposure to someone with novel coronavirus are most at risk. If you have any questions, please call the DHSS Section of Epidemiology hotline at (907) 269-8000 or after hours (800) 478-0084. If you are at risk and do have symptoms, call the hotline, and call ahead before visiting a health care provider.

Symptoms of novel coronavirus are most similar to lower respiratory infections with patients experiencing fever, cough, and shortness of breath. While in some cases illness can be severe and require hospitalization, many individuals infected with 2019-nCoV recover by resting, drinking plenty of liquids and taking pain, and fever-reducing medications.

It should be noted that coronaviruses are a family of viruses and there are different coronavirus strains within that family, much like there are different types of influenza viruses. Coronaviruses in general are not new, they are quite common and a frequent cause of respiratory illnesses such as the common cold. Most people get infected with these viruses at some point in their lives. The type of coronavirus that has recently emerged in China is a new type of coronavirus and is infecting people for the first time.

Here are some prevention measures CDC is recommending to help avoid multiple respiratory viruses including the novel coronavirus.

- Wash your hands often with soap and warm water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Avoid close contact with people who are sick.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces.

The CDC has numerous resources on its website regarding the 2019 Novel Coronavirus (2019-nCoV). School districts may find the [Frequently Asked Questions and Answers](#) helpful in creating an appropriate and epidemiologically based response to concerns regarding novel coronavirus: <https://www.cdc.gov/coronavirus/2019-ncov/faq.html>

Finally, the novel coronavirus serves as an important reminder of the importance of including infectious disease epidemics in district crisis response plans. Districts are encouraged to check that their crisis response plans include planning for these types of events, and that these plans are updated.

DEED has been working with DHSS to put together the following resources to aid in your response to the 2019 novel coronavirus outbreak:

- Letter from Commissioner Johnson to school district staff
- Flyer on Novel Coronavirus from DHSS to be shared with staff and parents
- Sample district Emergency Operations Plan (EOP) courtesy of the Mat-Su School District
- DEED webpage focused on infectious diseases:  
[education.alaska.gov/safeschools/infectiousdisease](http://education.alaska.gov/safeschools/infectiousdisease)

#### **Alaska Department of Health and Social Services:**

The Alaska Section of Epidemiology is closely monitoring the rapidly-emerging outbreak of novel coronavirus (2019-nCoV) first identified in Wuhan, Hubei Province, China. Additional cases have been identified in a growing number of other international locations, including the United States. There are currently no confirmed cases in Alaska. Please call 269-8000 with any questions.

We are working with CDC and other state and local public health partners to respond to this emerging public health threat. Please refer to the [website](#) below for current information.

[coronavirus.alaska.gov](http://coronavirus.alaska.gov)

**Further Resources:**

**If you have any additional questions, please call the DHSS Section of Epidemiology hotline at (907) 269-8000 or after hours (800) 478-0084.**

- For Alaska-specific information, visit DHSS: [coronavirus.alaska.gov](https://coronavirus.alaska.gov)
- For national information, visit the CDC: [www.cdc.gov/coronavirus/index.html](https://www.cdc.gov/coronavirus/index.html)
- For international information, visit the World Health Organization: [www.who.int/emergencies/diseases/novel-coronavirus-2019](https://www.who.int/emergencies/diseases/novel-coronavirus-2019)
- For travel information and travel health notices, visit the CDC: [wwwnc.cdc.gov/travel](https://wwwnc.cdc.gov/travel)

Fortunately, Alaskans are resilient and we know how to prepare. As school employees, every time we experience emergencies like floods, fires, earthquakes, and epidemics, our response systems improve.

While the immediate health risk to Alaskans remains low, this is a serious public health concern globally and we will continue to coordinate with health care providers and our many partners both nationally and in Alaska to protect the health of Alaskans.

Thank you,

A handwritten signature in blue ink that reads "Michael Johnson". The signature is stylized and written in a cursive-like font.

Dr. Michael Johnson

Commissioner, Alaska Department of Education and Early Development



# What you need to know about the Novel Coronavirus

## What is novel coronavirus?

The Alaska Department of Health and Social Services is closely monitoring an outbreak of respiratory illness caused by a novel (new) coronavirus named 2019-nCoV. This virus was first detected in China in December 2019; it spreads from person-to-person and has the potential to cause severe illness and uncommonly death. Four well-known strains of coronaviruses regularly circulate in human populations globally and are a frequent cause of upper respiratory infections; 2019-nCoV is new so it's called the novel coronavirus.

## How does the 2019-nCoV virus spread?

There are still many things that are unknown about this new virus. At this time, spread of the virus is believed to happen in the following ways:

- When an infected person coughs or sneezes next to others
- Through close contact (e.g., hugging, kissing, shaking hands)
- Possibly by touching a surface or object that has the virus on it and then touching the mouth, nose, or possibly eyes

## How severe is the 2019-nCoV virus?

Reported cases have ranged from mild illness (similar to a common cold) to severe pneumonia and uncommonly death. Persons at increased risk for severe illness include older adults and persons with underlying medical conditions.

## What are the symptoms?

Symptoms are likely to appear 2–14 days after exposure, and include fever, cough, and shortness of breath.



## What is the current travel guidance from CDC?

See [wwwnc.cdc.gov/travel](http://wwwnc.cdc.gov/travel) for the latest travel guidance from the CDC for recommendations for travel to China.

## How can I prevent contracting or spreading respiratory infections?

Steps you can take to prevent contracting flu and the common cold will also help prevent contracting the 2019-nCoV:

- Wash hands often with soap and water; if not available, use hand sanitizer
- Avoid touching your eyes, nose, or mouth with unwashed hands
- Avoid contact with people who are sick
- If you're sick, stay home and avoid close contact with others and cover your mouth and nose with a tissue or sleeve when coughing or sneezing

**There is no vaccine currently available to prevent 2019-nCoV infections.**

For more information, contact the Alaska Section of Epidemiology: (907) 269-8000 or after hours (800) 478-0084.

Education Week's blogs > Rules for Engagement

## Coronavirus: How Some Schools Are Responding

By Arianna Prothero on January 29, 2020 5:23 PM | No comments

Share 0



### UPDATED

While federal health officials have said that the coronavirus is potentially a serious public health threat, most Americans, at this point, are not at risk. That, however, is not stopping educators from worrying and wondering how best to prepare for a possible case of coronavirus in their own schools and communities.

So far, there have been five confirmed cases in the United States of the new respiratory illness that first broke out in Wuhan, China and has sickened more than 4,500 people there. In total, there are 6,000 reported cases globally and more than 100 people have died, although there have been no deaths in the U.S.

Although there are only a handful of confirmed cases here at home, some schools have had to grapple with the possibility that their students were exposed to the coronavirus.

In Florida's Palm Beach County, a group of **30 high school students and three teachers have been told to stay home** from school after having been potentially exposed to coronavirus while attending a Model United Nations event at Yale University, according to the Palm Beach Post. The event was canceled midway through when a Chinese student was taken to a local hospital with a cough and a fever. Test results to see if the student has coronavirus haven't come back yet, but the student did test positive for the flu.

A charter school in Philadelphia had a scare when a Chinese exchange student got sick, but tests later showed the student did not have coronavirus. The school, however, **told parents it was ending the exchange program**, according to The Philadelphia Inquirer.

### Some Schools Are Taking Precautions on Coronavirus

Schools in other parts of the country have been taking preventative measures.

The Fairfax County **schools in Virginia have canceled visits from Chinese students** participating in a foreign exchange program, according to the local CBS affiliate.

Other districts, such as Chicago Public Schools and **Montgomery County Schools in Maryland** have sent out information to their families with guidance on preventing the spread of viruses including:

- Thoroughly washing hands for at least 20 seconds;
- Using hand sanitizer when washing hands with soap and water is not available;
- Disinfecting surfaces;
- Covering noses and mouths with a tissue or cloth when sneezing;
- Staying away from sick people, and staying home if you, yourself, are sick.

"As you know, this is the annual influenza season, so the usual prevention methods are recommended by the CDC," said Linda Mendonca, the president elect of the National Association of School Nurses.

Custodial staff also play an important role in slowing the spread of any virus, she said, especially by disinfecting surfaces such as door handles that students and staff frequently touch.

The U.S. Centers for Disease Control has some guidance for **people who may have the coronavirus** and the people who must take care of them, but the CDC does not have any specific guidance on coronavirus for schools.

However, the CDC remains an important resource for school leaders, said Mendonca, as do local health agencies.

"They need to go to their local health departments for guidance, because this is evolving each day," she said. "Being aware and knowledgeable is important."

Finally, a couple of school districts in Arizona are warning families to be on the look out for coronavirus hoaxes, according to [azfamily.com](http://azfamily.com). A fake breaking news alert claiming that students who attend Mesa Public Schools had contracted the coronavirus was circulating on social media.

**UPDATE:** This story was updated to include quotes from an official with the National School Nurses Association.

*Photo: Some revelers wear face masks during a Chinese New Year celebration in Brooklyn, N.Y., last weekend. (AP Photo/Seth Wenig)*


**Categories:** School Health, Child Health

**Tags:** student health



All-Wheel Drive Passenger Van

**2010 CHEVROLET EXPRESS PASSENGER LT 1500**




**PRICE**  
 **MSRP**  
**48,000**

**CONTACT DEALERSHIP**

**First Name \*** **Last Name \***

**Email \*** **Phone**

Could you provide more information about this 2010 Chevrolet Express Passenger LT 1500?

I'm not a robot 

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<b>MPG:</b>	13 city / 17 hwy	<b>Condition:</b>	Used
<b>Style:</b>	AWD LT 1500 3dr Passenger Van	<b>Exterior Color:</b>	Green
<b>Engine:</b>	V8 5.3L Natural Aspiration	<b>Interior Color:</b>	Gray
<b>Transmission:</b>	Automatic 4-Speed	<b>Interior Fabric:</b>	Cloth
<b>Fuel:</b>	Flex Fuel	<b>Stock:</b>	
<b>Drivetrain:</b>	AWD	<b>VIN:</b>	Request Vin

DESCRIPTION	OPTIONS
Exhaust Tip Color - Stainless-Steel	Steering Ratio - 17.2
Front Bumper Color - Chrome	Turns Lock-To-Lock - 3.0
Grille Color - Chrome	Floor Mats - Front
Mirror Color - Black	Front Air Conditioning - Automatic Climate Control
Rear Bumper Color - Chrome	Front Air Conditioning Zones - Single



## Data: 5 Big Challenges in Preparing K-12 Students for the World of Work

Why preparing students for the world of work is so hard

By Alyson Klein

February 4, 2020

Once a month, students at Coxsackie-Athens High School near Albany, N.Y., can have a pizza lunch with local employers, including a national pharmaceutical company and an HVAC organization.

[← Back to Story](#)

A high school near Detroit that offers students a choice of career specialties recently added a Geographic Information Systems option, so that students can better compete for jobs managing drones and self-driving cars.

A middle school in western Massachusetts requires all 7th graders to take a 45-day engineering design course, and all 8th graders to take a similar length "Computing for Innovation" course.

Those efforts are a part of a big national push to include much stronger workforce connections in K-12 by revamping curriculum and school culture to help students explore potential careers—including some that their teachers, principals, and district leaders can't even imagine yet.

More than half of the 586 school and district leaders who responded to a survey in December by the EdWeek Research Center—51 percent—said that updating curriculum to get students ready for the jobs of the future is a top priority. And another sizeable chunk—39 percent—said their districts were paying at least some attention to this issue. Only 10 percent of respondents said that workforce preparation was getting only a "little" focus. Only two of the educators surveyed said their districts weren't considering the issue at all.

"We realize that we need to make some changes," said Grant Javersak, the principal of James Wood Middle School in Winchester, Va., near the Shenandoah mountains. "Our [students], when they graduate, are going to look for jobs that haven't even [been created] yet, and that's scary that we are not going to be preparing students for gainful employment if we don't make changes to curriculum."

10 percent of respondents said that workforce preparation was getting only a "little" focus. Only two of the educators surveyed said their districts weren't considering the issue at all.

Preparing students for the future of work may sound like a no-brainer. But there are challenges, educators say, and here's a look at five big ones:

### Challenge 1: College-Ready Obsessions

Parents and the community often expect schools to get their students ready for college—not the world of work. They mistakenly see career preparation in K-12, as well as career and technical education, as a second-tier option for students who are not college ready. In fact, 42 percent of educators surveyed cited the perception that schools are supposed to get students ready for college—not work—as one of the biggest barriers to offering curricula to address the skills students will need for the jobs of the future.

[Special Report: The New World of Work](#)

[Data: 5 Big Challenges in Preparing K-12 Students for the World of Work](#)

[Aptitude Tests Steer Students to Careers. Does That Narrow Their Options?](#)

[Using Amazon Echo, Google Home to Learn: Skill of the Future or Bad Idea?](#)

[A Creativity Conundrum: Can Schools Teach Students to Innovate?](#)

[Schools Embed Classes in Cutting-Edge Businesses](#)

[Teaching Students to Wrangle 'Big Data'](#)

[How 4 Communities Are Struggling to Prepare Kids for an Uncertain Future](#)

[If You Could Design a High School Course, Using Amazon Echo, Google Home to Learn: What Would It Be?](#)

[Using Amazon Echo, Google Home to Learn: Skill of the Future or Bad Idea?](#)

[View the Full Report](#)

Another 31 percent pointed to the attitude that career-related curricula is for students who don't plan to pursue a postsecondary education, a belief many educators say is misguided.

"In a perfect world, getting ready for postsecondary and career would be the same thing," said William "Kit" Moran, the principal of Dexter High School near Ann Arbor, Mich. Students, he said, would use high school to explore potential pathways and then figure out where and whether college fits in their plans.

But in the affluent community where he works, the expectation is, "you are going to prepare our kids to go to a competitive university. There's still this old-fashioned [idea] that you're on a college-prep track or you're not, which isn't helpful to anybody. But we're stuck there."

Parents would rather see their child take an Advanced Placement class than spend a few hours a week in a research lab, exploring the world of work, he said.

Moran sees that attitude as shortsighted. **Giving students some time to experience different potential career paths** in high school might help save them from taking out tens of thousands of dollars in loans "to figure out what you're going to do."

### **Challenge 2: Few Models, Limited Resources**

Nearly a third of educators say there are very few good examples for how to revamp curricula to help prepare students for the future of work.

Catasauqua High School in Northampton, Pa., near Philadelphia, is working to help teachers connect classroom content directly to the skills students will need in the workforce. Adam Schnug, the principal, is excited about the change, but says the school is doing most of the curricular redesign on its own.

"We're trying to build a plane as we're flying it," he said. "There's really not a ton out there" to help.

For many schools with limited resources, **doing it mostly on their own can be especially difficult**. More than a fifth of educators surveyed, 22 percent, said their schools lack the resources necessary to help students prepare for future jobs in meaningful ways, according to the EdWeek Research Center survey.

In Strasburg, Colo., an hour outside of Denver, Principal Sara Turrell of Hemphill Middle School, said it is tough for her relatively remote district to offer salaries that will attract educators who can teach skills her students need for future jobs. She only recently was able to get one of her math teachers to teach computer science class.

"I have a limited number of staff," she said. "It's very difficult to get people to want to work in a smaller rural community."

### **Challenge 3: Standardized-Testing Pressures**

Nearly a third of educators surveyed said they face pressures to tie curricula tightly to standardized tests, which could make it much harder to make time to prepare students with the soft skills they'll need in the workplace: communication, collaboration, critical thinking, and creativity.

"There is a lot of pressure on kids to do well on standardized testing and so the first thing that suffers are all of these employability skills," said Paul Newton, the principal of Westfield Middle School in Massachusetts.

In fact, he told faculty and parents in an assembly earlier this year that while state testing is important, "it's much more important that we are teaching kids to be thinkers, promoting the skills they need to be successful," once they leave high school. He wasn't sure how those sentiments would be received, he said, but "the entire audience stood up and applauded."

### **Challenge 4: Rapid Pace Of Technological Change**

**It's tough to constantly adjust curricula to meet the latest technological advances.** But many educators and experts say schools need to do their best to keep up.

Forty percent of educators surveyed said their districts made "significant" changes to the curricula to address the technological skills students will need for the jobs of the future. And just over half, 54 percent, said their districts had made at least "some changes" in specific subject areas due to technological advances, although not across the board.

In a series of interviews with survey participants, the strategy most often cited to keep pace with technology was to create 1-to-1 computing programs, as well as asking students to hand in assignments electronically.

But some educators don't think those are the best ways to prepare students for the technological future.

"I don't think there's any way you can do that," said Rita Platt, the principal of two elementary schools in St. Croix Falls, Wis. "In the time I've been alive, there would have been no way to predict what [was] coming," she said.

It's more important, she said, to make sure students master skills they are sure to need no matter how technology evolves, including goal setting and critical thinking.

Despite those barriers, districts report making progress in trying to make connections among facility with technology, critical thinking skills, and career opportunities.

Just last school year, the 2,200-student Saddle Mountain Unified school district near Phoenix began offering students the chance to become certified medical assistants before graduating from high school. And the district recently added a Mandarin course, given the dominant role China is likely to play in the global economy and the technology industry for years to come.

"Our belief is if kids understand the culture and a little bit of the language it will open a lot of doors," said Paul Tighe, the district's superintendent.

### **Challenge 5: Creating Meaningful Internships**

One thing educators wish they could offer more of: Internships.

Just 15 percent of those surveyed said that internships were required in their districts or that the majority of students do them. Another 44 percent say their schools offer internships for credit, but most students don't take advantage of those opportunities. And more than a quarter say their schools don't offer any sort of internship for credit.

Educators say their schools just don't have the staffing capabilities to supervise meaningful internships. And educators in remote areas say there just aren't a lot of possibilities nearby.

"We are a pretty small rural district. We don't have a lot of opportunity or a lot of businesses close to the school for them to mentor or job shadow or get that experience," said Gail Ellis, the technology director for the 700-student Spokane school district in southwest Missouri. Many of the companies her students might want to work with are a 30- to 40-minute drive away. "It kind of limits what they can do," she said.

But that lack of internships is a missed opportunity for students. Work-based learning experiences can help students figure not just what careers they might like, but which ones aren't for them, educators say.

Andrew McDaniel, the principal of Southwood Jr./Sr. High School in northern Indiana recalled one student who wanted to enter the health-care field. She spent some time shadowing nurses and other professionals and realized pretty quickly it wasn't for her.

So the school connected her with another work-based learning experience, at a local real estate office. "She loved it," McDaniel said.

## Workforce Changes Create K-12 Curriculum Challenges

The EdWeek Research Center conducted a nationally representative survey in December 2019 of 586 school and district leaders to identify why schools are struggling to overhaul curricula to prepare students for the future of work.

► **To what extent, if any, is your district taking strategic steps to revamp or update curricula to better prepare students for the jobs of the future?**

A lot—this is a top priority **51%**

Some **39**

A little 10

I don't know 1

None 0

**► To what extent, if any, has your district adjusted the curricula to address the technological skills students will need for the jobs of the future?**

A lot—we have made significant changes 40%

Some—we have made some adjustments in specific subject areas but not across the board 54

A little—it's just barely on our radar 6

None 1

I don't know 0

**► In your district, which of the following is a MAJOR challenge when it comes to creating curricula designed to address the skills students will need for the jobs of the future? Select all that apply.**

Perception that it is more important to prepare students for postsecondary education	<b>42%</b>
Perception that career-related curricula in K-12 is only for students who don't plan to pursue postsecondary education	<b>31</b>
Lack of good examples for how to connect curriculum to jobs of the future skill development	<b>30</b>
Curriculum needs to be tightly tied to standardized testing	<b>29</b>
We lack the time and resources to revamp our curriculum.	<b>27</b>
Teacher resistance to making those changes	<b>26</b>
We lack the resources to provide an education that prepares students for future jobs.	<b>22</b>
We have no idea what the jobs of the future will be.	<b>12</b>

Perception that it is more important to prepare students to be well-rounded citizens of our democracy	11
Perception that it is the role of the employer, not the public school system, to teach employees how to do their jobs	11
We have successfully created curricula that prepares students for careers and we don't face any challenges.	8
Parent/community resistance	8
I don't know.	7
Administrator resistance to making those changes	6
Student resistance	5
Creating curricula that prepares students for careers is not even on our radar screen.	3

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## **Improving Reading Isn't Just a Teaching Shift. It's a Culture Shift**

**Flawed methods are often passed on through mentors, popular programs, and professional groups**

By **Stephen Sawchuk** December 3, 2019

Already troubled by her 4th grade students' low reading levels, San Antonio-area teacher Melody Fernandez entered "survival mode" when she was moved down to 1st grade—and discovered the full scope of what she and many of her elementary colleagues were not prepared to teach.

She had learned a lot in her preparation about reading theories, but no specific protocols for teaching the subject. So she did what many teachers new to a grade do. She used the methods more seasoned colleagues told her to use, and the curriculum on hand, which relied on leveled picture books with easily memorized, repetitive sentence structures. "You would just do different strategies, different little activities to get this rote memorization of sight words," she said. "I did everything I was supposed to do. Kids were supposed to need kinesthetic movement, and so we did 'reach up high for the tall letters and hang down low for the low letters.' We had our weekly spelling test and our sound of the week, and that was supposed to translate to reading," she said. In all that's been written about early literacy, little attention has been given to the cultural factors that influence how such practices are learned, reinforced, and transmitted. Yet sociology plays a major role in why they linger on in classrooms—despite evidence that they can hinder young readers' ability to crack the code.

This is a story about how Fernandez realized there was a better way to teach early reading. It's also a cautionary tale illuminating the cultural obstacles that hold back many of her K-2 reading peers, and the field at large, from similar shifts.

For one thing, new data from the Education Week Research Center, released as part of this special report, suggest that in the pursuit of "balanced literacy," many teachers are blending multiple approaches in a way that can weaken instruction. What that means is that shifting early literacy practice on a large scale won't happen merely by switching out a textbook or two. It will require helping teachers make a culture shift—without blaming or shaming them.

Teachers are using flawed reading practices not because they're ignorant, ill-prepared, or incompetent. They are doing it because, like Melody Fernandez, they are being told to use them—usually by deeply trusted sources, like cherished mentors, colleagues, or the popular curriculum sitting in their classrooms.

### **Taking a Cue**

The Education Week survey paints the first nationally representative picture of how K-2 teachers instruct students to decode, or identify new words on the page—a critical piece in the complex process of learning to read.

Balanced literacy is a term with a number of interpretations, but teachers appear to use a mix of techniques to put it into practice—some research-based and others not. Nearly 60 percent of teachers said that when students encountered a word they don't know, they



taught them to first "sound it out," a core component of phonics, which helps students master how to decode and encode letter sounds. But that's undercut by the more than half who said they agreed that students didn't need a good grasp of phonics to read unfamiliar words. And 3 in 4 U.S. teachers said they taught students to use the "three-cueing system" when reading.

Cueing, sometimes called "MSV"—shorthand for meaning, syntactical, and visual—developed from whole language, an approach that prioritizes meaning over learning the alphabetic code. The basic idea is that students use cues like pictures, sentence structure, and sometimes letters to decipher a new word. Students are assigned books with predictable sentence structures that reinforce the use of the cues, and they're frequently put in teaching groups based on which cues they supposedly need help on. Empirical research studies overwhelmingly support a systematic code-based approach over the meaning-first ones. But many teachers protest that the two should be complementary—what's wrong with uniting them? It's a common refrain among reading teachers, after all, that students can benefit from "all the tools in the toolbox." Or, that students can use cueing systems to "cross check" whether they've successfully decoded a word.

In essence the problem is that phonics and cueing work at cross purposes to one another. As researchers like Marilyn Adams and Keith Stanovich have found, good readers attend to all the letters in words when they read, rather than predicting upcoming words from context. Cueing, on the other hand, encourages students to take their attention off of printed text.

### **'I Felt Like a Failure'**

Fernandez actually had heard about phonics, phonemes, and digraphs in her teacher preparation program. But she also was told about the reading wars, that a balanced approach was the best way to teach, and that students should spend a lot of time reading "authentic texts," while learning their sounds separately. So alongside phonics, she learned about sight words and the principles of "guided reading."

Once in the classroom, with no scope and sequence for teaching phonics, Fernandez prompted her students to use the cueing methods when they came across words they didn't know. She had [posters on the walls depicting animals, each touting a different reading strategy](#): "Eagle Eye," who encouraged students to look for pictures if they didn't know a word, and "Skippy Frog," who told them to "skip the tricky word" they didn't know and come back to it later. She made popsicle-stick reminders that students could refer to when reading independently.

But she began noticing small things that didn't add up. For one thing, students' brains "seemed to turn off" in her small-group lessons. They weren't paying attention to the printed words on the page; they were scanning the page looking for pictures and making guesses.

For another, they couldn't recognize words out of context: "They would memorize a story in a book, but when they saw those same words in another book they wouldn't be able to transfer their knowledge," she said.

By the end of her second school year teaching 1st grade, Fernandez wasn't satisfied with her students' reading growth. "They'd improved, but the students with the lowest skills

still had the lowest skills," Fernandez recalled. "And that was a problem to me. I had won Teacher of the Year one year. And I felt like a failure."

### **Sending Mixed Signals**

This mix of techniques isn't a bug in the system: It is often communicated to teachers as a best practice. When the cueing systems are taught in education courses next to phonics, the message that sends is that no one method is superior to another. Logically, teachers assume that it's perfectly acceptable to pick and choose, or blend them together.

Teacher preparation is hardly the only transmitter of mixed signals. For years teacher licensing exams have included questions related to cueing, often alongside important literacy topics like phonemes and morphemes. Though the Educational Testing Service has phased out most references to cueing in its tests, [its reading-specialist exam, required in about 20 states, still includes the topic.](#) (ETS officials said that test will be replaced in September 2020, and will no longer include cueing.)

A set of [reading standards used by the National Board for Professional Teaching Standards](#), which runs the prestigious national board-certification process, state that "accomplished teachers know that strategic readers use a variety of cueing systems, and they understand how to instruct students to use these systems flexibly." Both the ETS and NBPTS exams are taken by teachers of an array of grade levels, including those working with K-2 students, where cueing is likely to cause the most harm.

As explored elsewhere in this special report, some of the most popular early-reading curricula encourage teachers to use the cueing ideas with their students. Even in those that have recently rushed phonics supplements to market, an implicit message continues to tell teachers that phonics should be separated from the "real" work of reading.

[Marketing materials for the Units of Phonics K-2 curriculum](#), written by Lucy Calkins and her colleagues at Teachers College, Columbia University, and published by Heinemann, say: "Lucy and her coauthors aim to protect time for authentic reading and writing, while also helping you teach a rigorous, research-based phonics curriculum." Professional associations also send a variety of mixed signals. Conferences hosted by the International Literacy Association and the National Council of Teachers of English continue to include sessions critical of code-based instruction. The American Association of School Administrators' [November 2019 issue](#) contained an article written by Calkins on her balanced literacy curriculum, whose materials use some of the cueing prompts. It ran right next to an essay by another superintendent, who noted—correctly—that the curriculum's approach lacks empirical research.

In light of that, it's no wonder misunderstandings persist, some frustrated district officials said, in response to the odd juxtaposition.

"We're talking about things that are settled, versus things that aren't settled or proven outside of anecdotal little stories," said Jared Myracle, the chief academic officer for the Jackson-Madison district in Tennessee, about the articles. "Most superintendents are not experts in the science of reading. ... The next time the discussion comes up in the district and you're making decisions about materials, you've opened a door for an unsupported theory to take over your district's literacy initiative, even though I'm sure that wasn't the intent."

For Fernandez, things came to a head after one particularly brutal lesson. Students were working on the word family of the week, specializing in a particular vowel sound, like the long o. They were excited, peppering Fernandez with examples. But then she ran into a problem: Students were naming words with the correct phoneme but lots of different spellings. And Fernandez realized she couldn't explain to them why the /o/ sound could also be spelled -oa or -ow or -oe.

"They came up with these great ideas, and it would absolutely be the right sound, but it wouldn't fit into that word family. And I'd tell them that, and their faces would fall," she said.

She commiserated with a colleague, newly arrived from a different district that had been using a systematic code-based approach, who ultimately told her: "You're really not teaching it the best way. Letter names aren't as important as teaching all the letter sounds," Fernandez recalled.

She thought that was crazy at first, but she determined over the summer that she'd get to the bottom of matters before starting at a new school district. She Googled "teaching letter sounds." She spent hours on blogs. She eventually came across articles on the science of reading, participated in webinars, even paid for some private training on phonemic manipulation and phonics out of her own pocket. And eventually, all the pieces clicked.

"I was just kind of shocked, I guess, like, 'Huh! This is so weird. This makes sense to me, and it makes sense to teach. Why isn't everyone doing it this way?' " she said. "It's baffling to me, still."

### **Unmixing the Clay**

It's not as baffling, though, when you consider just how complex foundational alphabetic skills are. The rules for phonics aren't simple or intuitive, and guiding students through 44 sound patterns is a lot more difficult than reading alongside a student and prompting him to use context to guess at new words.

Marnie Ginsberg, a former federally funded literacy researcher, is now a literacy consultant and one of the sources Fernandez credits with her breakthrough. She says the teachers she works with generally fall into several categories. Some have access to great phonics resources, but simply feel overwhelmed trying to put them into practice. Others, like Fernandez, don't arrive with a particularly strong philosophical bent: They're using weak materials and approaches because that's what they know.

More challenging, she says, are those teachers who have seen old-fashioned phonics worksheets and thus have the idea of phonics as "drill and kill" teaching. But the hardest of all is working with teachers who have been trained in specific balanced literacy curricula.

Indeed, many teachers are deeply skeptical of recent reporting, including Education Week's, that questions staples of the balanced literacy classroom. And it's no wonder: Whole teaching careers, not to mention professional reputations, have been built on these methods. Ideas like cueing are so ingrained that many teachers don't even realize their origins; they may only know them as the "animal strategies."

In those cases, working with teachers is a little bit like trying to separate two colors of clay that have been kneaded together: getting rid of practices like cueing while keeping the commendable focus on reading and writing.

That usually means showing how teachers can start to shift in small, digestible ways. For example, Wiley Blevins, who trains teachers nationwide, helps teachers who lack "decodable" or controlled texts that help students practice newly learned phonics skills create some of their own, and he insists that teachers spend at least half of their lessons having students apply phonics knowledge to actual reading and writing to dispel the idea that building background knowledge isn't compatible with foundational skills. "We work on how teachers can write [decodable] text sentences—like maybe five sentences, with one new word introducing a new phonics skill. You can write sentences on the topics you're talking about so you're reinforcing it in a phonics way," he said. "I don't make them write stories—that's too hard. But five sentences and one new word? That they can do."

As teachers gradually learn effective decoding practices, they also start to realize that they've become experts in early literacy research, he said.

The challenge facing the nation now is how to do that work at scale. And surprisingly, much of the recent interest in early literacy has been driven by [grassroots parent groups](#), rather than by district brass.

Increasingly, it's also being led by practicing classroom teachers, who are organizing themselves into networks to spread research-based approaches to early literacy and other subjects. [ResearchED](#), a teacher-led network inspired by a similar effort in the United Kingdom, has been leading conferences and trainings, as has [The Reading League](#), which began in 2015 as a dedicated group of teachers and administrators in Syracuse, N.Y.

"We don't push strategies, activities, or programs—we push knowledge," said Maria Murray, the CEO and president of The Reading League. She's heartened to see the rise of like-minded groups and senses that a sea change is coming even if it's early days yet. "I think because it takes a while for phrases and realities to make their way into schools. Twenty years ago you didn't dare do PD and say 'science of reading,' but now it's been around so long that there's more than one person in a school who knows what it is," she said.

### **Bottom Up or Top Down?**

There are some emerging signs that states are pressing for more systemic changes, too. Mississippi has invested significantly in teacher preparation, while in an aggressive recent move, [Arkansas recently declared that it won't give any early literacy curriculum program whose theoretical base includes cueing a state stamp of approval](#). Still, major knowledge gaps remain. And even those teachers who have successfully shifted their own practices often feel that they're swimming upstream against the cultural tides.

Fernandez's current district recently selected a new curriculum with a lot of word memorization, and it came with fewer decodable books, she said. There's a separate phonics program that doesn't appear to be well integrated with the core curriculum. She must still administer periodic "running records" based on the cueing philosophy, because the district uses them to track progress in all its elementary schools.

And fear of falling afoul of administrators remains a powerful deterrent. Education Week spoke with at least two teachers in other districts who shared remarkably similar experiences to Fernandez's, but declined to share them on the record, citing concerns about professional repercussions.

Fernandez understands. She worries that someday, she'll be asked to tell students to take the new, not-great curricula out of their desks and to use them. "I've had to find all these reading materials myself, and learn the research by myself without getting caught," she said. "There is always that fear that the other shoe's going to drop, and I'm going to get my hand slapped for not doing what the district has said is the way to teach reading."

*This story was produced with support from the Education Writers Association Reporting Fellowship program.*

### **What Teachers Mean When They Say 'Balanced Literacy'**

Nearly 70 percent of K-2 and special education reading teachers in a nationally representative survey conducted by the Education Week Research Center said that they are using balanced literacy. But what did they mean by it? In responses, teachers outlined how they defined the term, with most falling into one of the following three categories.

#### **A combination of phonics and whole language instruction**

Balanced literacy is often defined as "taking the best parts" from these two approaches. Among the most common blended approaches is the notion of using "cueing systems" to solve unfamiliar words: Students are asked to use meaning cues like pictures and context, syntactic cues like sentence structure, and "graphophonic" or visual cues like initial letter sounds to identify a new word. In practice, phonics is often subordinated to the other two cues.

#### **Guided reading or leveled reading**

These are most associated with two specific curriculum providers, both of them popular among educators. The Education Week survey found that 4 in 10 teachers use Fountas & Pinnell's Leveled Literacy Intervention and 16 percent use Units of Study for Teaching Reading, developed by Teachers College Professor Lucy Calkins. In a guided reading program, students work with a teacher in groups separated by their reading level, usually determined via periodically administered "running records" looking at student reading errors based on cues. The students read and analyze texts at their instructional level, rather than books deemed too challenging or easy. Phonics skills are generally introduced within context.

#### **A program that bases instruction on all five major components of literacy**



The “big five” refer to the 2000 National Reading Panel report. The federally financed panel concluded from a review of empirical research that phonemic awareness, phonics, fluency, vocabulary, and comprehension were critical elements of early literacy teaching. But the panel did not prescribe a particular way that these components should be put together in a curriculum.

**61%** of teachers use leveled texts with predictable sentences and pictures during small-group instruction.

**23%** use decodable texts.

SOURCE: Education Week Research Center

[Data: How Reading Is Really Being Taught](#)

[How Do Kids Learn to Read? What the Science Says](#)

[Improving Reading Isn't Just a Teaching Shift. It's a Culture Shift](#)

[A Look Inside One Classroom's Reading Overhaul](#)

[The Most Popular Reading Programs Aren't Backed by Science](#)

[Will the Science of Reading Catch on in Teacher Prep?](#)

[More Than Phonics: How to Boost Comprehension for Early Readers](#)

[Is Phonics Boring? These Teachers Say It Doesn't Have to Be](#)

[View the Full Report](#)

February 07<sup>th</sup>, 2020

TO: Superintendent MacManus  
FROM: Robbie MacManus CFO *RM*  
RE: February Board Report

Here are the items we have worked on in the Business Office in the past month;

- ◆ Completed 2021 Impact Aid application
- ◆ Completed W-2's, 1099's and ACA 1094/1095 forms
- ◆ APOC School District registration(Alaska Public Office Commission/Lobbyist)
- ◆ Quarterly grant reporting (15 grants)
- ◆ 941 IRS/State unemployment quarterly payroll reporting
- ◆ Certified and classified payrolls
- ◆ Student Activity reporting
- ◆ Purchase Orders
- ◆ Grant budget revisions
- ◆ Bank reconciliations
- ◆ Recording deposits and ACH's, updating check registers
- ◆ Monthly/semi-monthly payroll deduction checks
- ◆ Accounts Payable
- ◆ Teacher Certification issues
- ◆ Completed Certified Scattergram for salaries for AASB
- ◆ Completed Multisite wage survey
- ◆ Completed Quarterly Pupil Transportation reports
- ◆ Reconciling credit card statements
- ◆ OSHA annual reports/300A forms

January is one of the busiest, most challenging and yet most rewarding months of the year with all of the deadlines and reports that are due by the 31<sup>st</sup>.

To date we have received one bid on our Audit RFP and are currently looking at "Financial software" vendors. Our office is very excited about the prospects of updating our software and making our office more user friendly for both ourselves and employees. Patti and I have also met with American Fidelity looking at possibly adding another health benefit for our employees.

Attached you will find a copy of the board approved "502" fund transfer with the current budget.

**Budget Change Request**

Amount Awarded: \$ 319,873.90 Site: District Budget  
 Amount Budgeted: \$ 669,873.90 Dept: 502  
 w/ revision Date: 02/04/2020

Page 1  
 Date: 02/04/2020

**School Incentives**

#	FND	LOC	FNC	PRG	OBJ	Category	Current Budget	Revision	Revised Budget
<b>502 funds</b>									
<b>Summer Maintenance</b>									
502	080	885	000	328	328	Construction Labor	75000.00	0.00	75000.00
502	080	885	000	361	361	Health/Life	4000.00	0.00	4000.00
502	080	885	000	362	362	Unemployment Insurance	0.00	0.00	0.00
502	080	885	000	363	363	Worker's Compensation	2000.00	0.00	2000.00
502	080	885	000	364	364	Fica/Medicare	4500.00	0.00	4500.00
502	080	885	000	366	366	PERS	1500.00	0.00	1500.00
502	080	885	000	410	410	Professional/Technical	22000.00	0.00	22000.00
502	080	885	000	420	420	Staff Travel	3500.00	0.00	3500.00
502	080	885	000	444	444	Contr. Site Repair/Maint	0.00	0.00	0.00
502	080	885	000	450	450	Supplies	0.00	60000.00	60000.00
502	080	885	000	452	452	Maintenance Supplies	94676.34	0.00	94676.34
502	080	885	000	458	458	Gas and Oil	5700.00	0.00	5700.00
502	080	885	000	510	510	Equipment	0.00	0.00	0.00
<b>Hockey</b>									0.00
502	080	885	005	329	329	Substitute Temporary (fuel spill)	5343.11		5343.11
502	080	885	005	363	363	Worker's Compensation	154.54		154.54
502	080	885	005	364	364	Fica/Medicare	394.09		394.09
502	080	885	071	510	510	Equipment (Business Office Finan)	0.00	80000.00	80000.00
502	080	885	073	450	450	Supplies (rifle)	6871.38	0.00	6871.38
502	080	885	080	443	443	Equipment Repair & Maint	80301.45	115000.00	195301.45
502	080	885	080	510	510	Equipment (vehicles)	0.00	95000.00	95000.00
<b>Steam Project</b>									0.00
502	080	885	521	410	410	Professional/Technical	8000.00	0.00	8000.00
502	080	885	521	420	420	Staff Travel	3627.77	0.00	3627.77
502	080	885	521	433	433	Communications	0.00	0.00	0.00
502	080	885	521	452	452	Supplies	2305.22	0.00	2305.22
							\$ 319,873.90	\$ 350,000.00	\$ 669,873.90

2/5/2020  
 Date

502 ——— 250  
  
 Superintendent

2/4/2020  
 Date

  
 Chief Financial Officer  




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ALASKA GATEWAY SCHOOL DISTRICT  
 PRINCIPAL'S REPORT  
 FUND 502 SPECIAL CAPITAL PROJECTS  
 February 29, 2020

ACCOUNT NUMBER / TITLE	BEGINNING BUDGET	CURRENT BUDGET	MONTH TO DATE ACTIVITY	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE
LOCATION 080 DISTRICTWIDE						
FUNCTION 885 CONSTRUCTION/CONTRACTOR						
502.080.885.000.328 CONSTRUCTION LABOR	94,372.65	95,000.00	53,566.84	53,566.84	.00	21,433.16
502.080.885.000.361 HEALTH/LIFE INSURANCE	11,132.88	4,000.00	3,347.46	3,347.46	.00	652.54
502.080.885.000.362 UNEMPLOYMENT INSURANCE	.00	.00	.00	.00	.00	.00
502.080.885.000.363 WORKER'S COMPENSATION	3,177.28	2,000.00	1,606.77	1,606.77	.00	393.23
502.080.885.000.364 FICA/MEDICARE	6,142.37	4,500.00	4,097.25	4,097.25	.00	402.75
502.080.885.000.366 PERS	1,996.23	1,500.00	1,389.10	1,389.10	.00	110.90
502.080.885.000.410 PROFESSIONAL & TECHNICAL	11,092.50	22,000.00	16,452.00	16,452.00	5,281.00	267.00
502.080.885.000.420 STAFF TRAVEL	9,931.50	3,500.00	3,133.76	3,133.76	.00	366.24
502.080.885.000.444 CONTR. SITE REPAIR/MAINT.	4,790.00	.00	.00	.00	.00	.00
502.080.885.000.450 SUPPLIES, MATERIALS & MED.	.00	60,000.00	.00	.00	.00	60,000.00
502.080.885.000.452 MAINTENANCE SUPPLIES	70,420.93	94,676.34	80,931.50	80,931.50	3,704.00	10,040.84
502.080.885.000.458 GAS & OIL	.00	5,700.00	5,605.89	5,605.89	.00	94.11
502.080.885.005.329 SUBSTITUTE/TEMPORARY	.00	5,343.11	5,343.11	5,343.11	.00	.00
502.080.885.005.363 WORKER'S COMPENSATION	.00	154.54	154.54	154.54	.00	.00
502.080.885.005.364 FICA/MEDICARE	.00	394.09	394.09	394.09	.00	.00
502.080.885.071.510 EQUIPMENT	5,711.74	.00	.00	.00	.00	.00
502.080.885.073.450 SUPPLIES, MATERIALS & MED.	.00	80,000.00	.00	.00	.00	80,000.00
502.080.885.080.443 EQUIPMENT REPAIR & MAINT.	6,871.38	6,871.38	2,674.94	2,674.94	.00	4,196.44
502.080.885.080.510 EQUIPMENT	80,301.45	195,301.45	17,346.17	17,346.17	2,882.94	175,072.34
502.080.885.521.410 PROFESSIONAL & TECHNICAL	.00	95,000.00	.00	.00	.00	95,000.00
502.080.885.521.420 STAFF TRAVEL	3,220.00	8,000.00	10,000.00	10,000.00	.00	2,000.00
502.080.885.521.433 COMMUNICATIONS	3,627.77	3,627.77	.00	.00	75.00	3,552.77
502.080.885.521.452 MAINTENANCE SUPPLIES	.00	.00	.00	.00	1,262.79	1,262.79
502.080.885.521.491 DUES & FEES	7,085.22	2,305.22	30.00	30.00	1,487.52	817.70
502.080.885.XXX.XXX CONSTRUCTION/CONTRACTOR	319,873.90	669,873.90	206,073.42	206,073.42	14,693.25	449,107.23
FUNCTION 900 OTHER FINANCING USES						
502.080.900.000.554 TRANSFER TO CAPITAL FUNDS	.00	.00	.00	.00	.00	.00
502.080.900.XXX.XXX OTHER FINANCING USES	.00	.00	.00	.00	.00	.00
502.080.XXX.XXX.XXX DISTRICTWIDE	319,873.90	669,873.90	206,073.42	206,073.42	14,693.25	449,107.23
502.XXX.XXX.XXX.XXX SPECIAL CAPITAL PROJECTS	319,873.90	669,873.90	206,073.42	206,073.42	14,693.25	449,107.23
REPORT TOTAL	319,873.90	669,873.90	206,073.42	206,073.42	14,693.25	449,107.23

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ALASKA GATEWAY SCHOOL DISTRICT  
 SCHOOL BOARD REPORT  
 February 29, 2020

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	70,840.11	0	50,601	58.33%
100 XXX XXX XXX 313 PRINCIPAL	225,009	119,469.86	0	105,539	53.10%
100 XXX XXX XXX 314 DIRECTOR/COORDINATOR/CERT	101,639	63,621.76	0	38,017	37.42%
100 XXX XXX XXX 315 TEACHER	1,998,309	882,774.02	0	1,115,535	56.34%
100 XXX XXX XXX 316 EXTRA DUTY PAY/CERTIFIED	9,000	4,200.00	0	4,800	53.33%
100 XXX XXX XXX 321 DIRECTOR/COORD. CLASS.	245,831	144,568.06	0	101,263	41.18%
100 XXX XXX XXX 322 AIDES	677,655	335,428.00	0	342,227	50.37%
100 XXX XXX XXX 323 SUPPORT STAFF	236,948	164,012.93	0	72,935	30.80%
100 XXX XXX XXX 324 MAINTENANCE/CUSTODIAL	376,677	230,422.24	0	146,255	38.83%
100 XXX XXX XXX 325 FOOD SERVICE STAFF	156	13,374.08	0	16,063	10.30%
100 XXX XXX XXX 326 CONSTRUCTION LABOR	29,437	140,177.93	0	127,329	432.80%
100 XXX XXX XXX 328 SUBSTITUTE/TEMPORARY	267,507	145,400.00	0	122,107	45.64%
100 XXX XXX XXX 329 EXTRA DUTY PAY/CLASSIFIED	11,100	584,526.91	0	564,609	50.82%
100 XXX XXX XXX 331 HEALTH/LIFE INSURANCE	1,149,136	713	0	84,115	7.32%
100 XXX XXX XXX 362 WORKER'S COMPENSATION	152,068	67,953.09	0	84,115	55.31%
100 XXX XXX XXX 363 FICA/MEDICARE	171,189	95,246.70	0	75,943	44.36%
100 XXX XXX XXX 364 TRS	736,722	375,003.35	0	361,719	49.11%
100 XXX XXX XXX 365 PERS	450,783	252,945.29	0	197,838	43.89%
100 XXX XXX XXX 366 PROFESSIONAL & TECHNICAL	50,000	141,708.89	0	164,791	329.58%
100 XXX XXX XXX 410 AUDIT	306,500	40,249.75	0	9,750	3.18%
100 XXX XXX XXX 412 LEGAL SERVICES	7,000	2,202.30	0	4,798	68.57%
100 XXX XXX XXX 414 STAFF TRAVEL	130,443	74,104.81	7,408	48,930	37.49%
100 XXX XXX XXX 420 STUDENT TRAVEL	26,250	16,810.00	0	9,420	35.89%
100 XXX XXX XXX 431 WATER & SEWER	20,500	8,870.00	0	11,630	56.73%
100 XXX XXX XXX 432 GARBAGE	24,114	11,390.00	0	12,724	52.74%
100 XXX XXX XXX 433 ENERGY	1,291,025	615,632.44	1,546	673,847	52.12%
100 XXX XXX XXX 436 ELECTRICITY	312,025	61,897.77	1,750	248,352	79.58%
100 XXX XXX XXX 440 OTHER PURCH. SER./ADV. PRINT	413,000	223,395.62	0	189,604	45.91%
100 XXX XXX XXX 441 RENTALS	1,000	0.00	0	1,000	100.00%
100 XXX XXX XXX 442 CONTR.BUD. REPAIR & MAINT	15,000	0.00	0	15,000	100.00%
100 XXX XXX XXX 443 EQUIPMENT REPAIR & MAINT.	15,500	11,676.04	0	3,824	24.67%
100 XXX XXX XXX 444 CONTR. SITE REPAIR/MAINT	22,250	8,443.75	0	13,806	61.99%
100 XXX XXX XXX 445 INSURANCE & BOND PREMIUMS	225	0.00	0	225	100.00%
100 XXX XXX XXX 446 PROPERTY INSURANCE	105,000	105,000.00	0	0	0.00%
100 XXX XXX XXX 447 LIABILITY INSURANCE	51,000	51,252.85	0	253	0.50%
100 XXX XXX XXX 450 SUPPLIES, MATERIALS & MED.	370,593	177,738.55	6,632	186,223	50.27%
100 XXX XXX XXX 452 MAINTENANCE SUPPLIES	188,500	55,900.52	15,199	117,400	62.28%
100 XXX XXX XXX 453 JANITORIAL SUPPLIES	34,000	27,959.68	0	6,040	17.77%
100 XXX XXX XXX 458 GAS AND OIL	10,000	5,822.95	0	4,177	41.77%
100 XXX XXX XXX 480 TUITION	2,500	0.00	0	2,500	100.00%
100 XXX XXX XXX 485 STIPEND	0	0.00	0	0	0.00%
100 XXX XXX XXX 490 OTHER EXPENSES	250	0.00	0	250	100.00%
100 XXX XXX XXX 491 DUES AND FEES	102,928	73,302.87	1,400	28,226	27.42%
100 XXX XXX XXX 495 INDIRECT COSTS	75,000	23,370.94	0	51,629	68.80%
100 XXX XXX XXX 510 EQUIPMENT	25,000	0.00	0	25,000	100.00%
100 XXX XXX XXX 552 TRANSFER TO SPECIAL REV.	325,000	0.00	0	325,000	100.00%
100 XXX XXX XXX 554 TRANSFER TO CAPITAL FUNDS	0	350,000.00	0	350,000	999.99%

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ALASKA GATEWAY SCHOOL DISTRICT  
 SCHOOL BOARD REPORT

February 29, 2020

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
EXPENSE ACCOUNTS					
100.XXX.XXX.XXX GENERAL FUND	10,734,493	5,589,952.41	33,935	5,110,605	52.39%
FUND 202 PROFESSIONAL DEVELOPMENT					
EXPENSE ACCOUNTS					
202.XXX.XXX.XXX STAFF TRAVEL	8,483	8,483.16	0	0	100.00%
202.XXX.XXX.XXX PROFESSIONAL DEVELOPMENT	8,483	8,483.16	0	0	100.00%
FUND 205 STUDENT TRANSPORTATION					
EXPENSE ACCOUNTS					
205.XXX.XXX.XXX PROFESSIONAL & TECHNICAL	803,281	457,635.32	0	345,645	56.97%
205.XXX.XXX.XXX STUDENT TRAVEL	0	960.00	0	960	999.99%
EXPENSE ACCOUNTS					
205.XXX.XXX.XXX STUDENT TRANSPORTATION	803,281	458,595.32	0	344,685	57.09%
FUND 208 BROADBAND FUNDING					
EXPENSE ACCOUNTS					
208.XXX.XXX.XXX COMMUNICATIONS	55,251	32,225.10	0	23,026	58.32%
208.XXX.XXX.XXX BROADBAND FUNDING	55,251	32,225.10	0	23,026	58.32%
FUND 220 A-CHILL					
EXPENSE ACCOUNTS					
220.XXX.XXX.XXX DIRECTOR/COORDINATOR/CERT	33,570	14,453.76	0	19,116	43.06%
220.XXX.XXX.XXX TEACHER	182,722	61,887.25	0	120,835	33.87%
220.XXX.XXX.XXX DIRECTOR/COORD. CLASS.	32,827	1,726.13	0	31,827	10.81%
220.XXX.XXX.XXX AIDS	15,973	11,291.55	0	14,247	49.35%
220.XXX.XXX.XXX SUPPORT STAFF	22,879	24,504.47	0	65,239	27.30%
220.XXX.XXX.XXX SUBSTITUTE/TEMPORARY	89,744	95,732	0	62,195	35.03%
220.XXX.XXX.XXX HEALTH/LIFE INSURANCE	95,732	33,537.07	0	1,125	1.125%
220.XXX.XXX.XXX UNEMPLOYMENT INSURANCE	1,125	3,412.68	0	3,319	50.70%
220.XXX.XXX.XXX WORKER'S COMPENSATION	6,767	3,901.85	0	3,863	39.95%
220.XXX.XXX.XXX FICA/MEDICARE	9,767	9,588.35	0	16,461	36.81%
220.XXX.XXX.XXX TRS	26,049	2,767.79	0	12,705	17.89%
220.XXX.XXX.XXX PROFESSIONAL & TECHNICAL	15,473	76,513.94	3,360	59,926	57.13%
220.XXX.XXX.XXX STAFF TRAVEL	139,800	79,986.25	0	58,818	26.28%
220.XXX.XXX.XXX STUDENT TRAVEL	17,379	9,172.83	0	8,206	52.78%
220.XXX.XXX.XXX SUPPLIES/MATERIALS & MED.	103,139	15,013.01	0	88,126	14.56%
220.XXX.XXX.XXX DUES AND FEES	21,409	5,983.83	0	15,425	27.95%
220.XXX.XXX.XXX INDIRECT COSTS	44,030	7,938.35	0	36,092	18.03%

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ALASKA GATEWAY SCHOOL DISTRICT  
 SCHOOL BOARD REPORT

February 29, 2020

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
EXPENSE ACCOUNTS	937,135	302,661.13	3,360	631,114	32.65 %
220. XXX. XXX. XXX. XXX. A-CHILL	937,135	302,661.13	3,360	631,114	32.65 %
FUND 234 FASD					
EXPENSE ACCOUNTS	2,388	.00	0	2,388	.00 %
234. XXX. XXX. XXX. XXX. STAFF TRAVEL	2,388	.00	0	2,388	.00 %
FUND 235 SCHOOL IMPROVEMENT					
EXPENSE ACCOUNTS	73,058	49,851.35	11,196	12,011	83.56 %
235. XXX. XXX. XXX. XXX. SUPPORT STAFF	33,000	20,500.00	8,100	4,400	86.67 %
235. XXX. XXX. XXX. XXX. 410 PROFESSIONAL & TECHNICAL	35,371	27,093.35	3,096	5,182	85.35 %
235. XXX. XXX. XXX. XXX. 420 STAFF TRAVEL	4,687	2,258.00	0	2,429	48.18 %
235. XXX. XXX. XXX. XXX. 491 DUES AND FEES					
FUND 236 YOUTH RISK BEHAVIOR SURVY					
EXPENSE ACCOUNTS	49	.00	0	49	.00 %
236. XXX. XXX. XXX. XXX. 450 SUPPLIES, MATERIALS & MED.	49	.00	0	49	.00 %
FUND 245 LITERACY GRANT					
EXPENSE ACCOUNTS	279,965	12,091.31	70,840	197,033	29.62 %
245. XXX. XXX. XXX. XXX. 314 DIRECTOR/COORDINATOR/CERT	8,518	1,473.90	0	7,044	17.30 %
245. XXX. XXX. XXX. XXX. 315 TEACHER	111,359	5,180.62	0	106,178	4.65 %
245. XXX. XXX. XXX. XXX. 323 AIDES	9,088	.00	0	9,088	.00 %
245. XXX. XXX. XXX. XXX. 329 SUBSTITUTE/TEMPORARY	5,500	.00	0	5,500	.00 %
245. XXX. XXX. XXX. XXX. 361 HEALTH/LIFE INSURANCE	16,239	465.31	0	15,773	2.87 %
245. XXX. XXX. XXX. XXX. 362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
245. XXX. XXX. XXX. XXX. 363 WORKER'S COMPENSATION	3,869	199.63	0	3,669	5.16 %
245. XXX. XXX. XXX. XXX. 364 FICA/MEDICARE	2,545	96.49	0	2,449	3.79 %
245. XXX. XXX. XXX. XXX. 365 TRS	15,057	835.82	0	14,221	5.55 %
245. XXX. XXX. XXX. XXX. 366 PERS	1,999	.00	0	1,999	.00 %
245. XXX. XXX. XXX. XXX. 420 STAFF TRAVEL	20,800	3,783.20	2,120	14,897	28.38 %
245. XXX. XXX. XXX. XXX. 450 SUPPLIES, MATERIALS & MED.	77,832	56.34	68,720	9,056	88.37 %
245. XXX. XXX. XXX. XXX. 495 INDIRECT COSTS	12,158	.00	0	12,158	.00 %
FUND 245 LITERACY GRANT	279,965	12,091.31	70,840	197,033	29.62 %
EXPENSE ACCOUNTS	279,965	12,091.31	70,840	197,033	29.62 %
245. XXX. XXX. XXX. XXX. LITERACY GRANT	279,965	12,091.31	70,840	197,033	29.62 %

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ALASKA GATEWAY SCHOOL DISTRICT  
 SCHOOL BOARD REPORT

February 29, 2020

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
FUND 255 FOOD SERVICE					
EXPENSE ACCOUNTS					
255.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	50,000	32,048.63	0	17,951	64.10 %
255.XXX.XXX.XXX.326 FOOD SERVICE STAFF	127,839	59,501.07	0	68,338	46.54 %
255.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	18,500	17,994.68	0	505	97.27 %
255.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	26,500	15,630.77	0	10,869	58.98 %
255.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	0.00	0	0	0.00 %
255.XXX.XXX.XXX.363 WORKER'S COMPENSATION	5,906	3,540.44	0	2,366	59.95 %
255.XXX.XXX.XXX.364 FICA/MEDICARE	15,061	8,397.81	0	6,663	55.76 %
255.XXX.XXX.XXX.366 PERS	39,573	20,053.26	0	19,520	50.67 %
255.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL STAFF TRAVEL	0	0.00	0	0	0.00 %
255.XXX.XXX.XXX.420 COMMUNICATIONS	10,000	5,084.57	0	4,915	50.85 %
255.XXX.XXX.XXX.437 BOTTLED GAS	1,000	646.57	0	353	64.66 %
255.XXX.XXX.XXX.443 EQUIPMENT REPAIR & MAINT.	6,000	3,851.85	0	2,148	58.36 %
255.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	4,000	0.00	0	4,000	0.00 %
255.XXX.XXX.XXX.459 FOOD	415,000	215,690.50	813	198,497	52.17 %
255.XXX.XXX.XXX.491 DUES AND FEES	1,200	260.90	280	659	45.08 %
255.XXX.XXX.XXX.510 EQUIPMENT	1,000	0.00	0	1,000	0.00 %
EXPENSE ACCOUNTS	728,179	382,701.05	1,093	344,385	52.71 %
255.XXX.XXX.XXX.FOOD SERVICE	728,179	382,701.05	1,093	344,385	52.71 %
FUND 256 FRESH FRUIT AND VEGETABLE					
EXPENSE ACCOUNTS					
256.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	5,319	1,453.88	0	3,865	27.33 %
256.XXX.XXX.XXX.363 WORKER'S COMPENSATION	135	11.32	0	124	8.39 %
256.XXX.XXX.XXX.364 FICA/MEDICARE	470	111.20	0	358	23.68 %
256.XXX.XXX.XXX.366 PERS	990	0.00	0	990	0.00 %
256.XXX.XXX.XXX.459 FOOD	10,037	5,024.37	0	5,013	50.06 %
EXPENSE ACCOUNTS	16,951	6,600.77	0	10,350	38.94 %
256.XXX.XXX.XXX.FRESH FRUIT AND VEGETABLE	16,951	6,600.77	0	10,350	38.94 %
FUND 259 SHI ACTION PLAN TOK					
EXPENSE ACCOUNTS					
259.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	1,160	0.00	0	1,160	0.00 %
EXPENSE ACCOUNTS	1,160	0.00	0	1,160	0.00 %
259.XXX.XXX.XXX.SHI ACTION PLAN TOK	1,160	0.00	0	1,160	0.00 %
FUND 260 TITLE VI-B					
EXPENSE ACCOUNTS					
260.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	87,500	51,406.37	0	36,094	58.75 %
260.XXX.XXX.XXX.323 AIDS	2,672	1,897.38	0	774	71.02 %
260.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	0.00	0	0	0.00 %
260.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	26,026	15,364.68	0	10,661	59.04 %
260.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	891	0.00	0	891	0.00 %

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ALASKA GATEWAY SCHOOL DISTRICT  
 SCHOOL BOARD REPORT

February 29, 2020.

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
260 XXX XXX XXX 363 WORKER'S COMPENSATION	2,732	1,593.30	0	1,139	58.32 %
260 XXX XXX XXX 364 FICA/MEDICARE	1,474	890.53	0	583	60.42 %
260 XXX XXX XXX 365 TRS	10,990	6,456.63	0	4,533	58.75 %
260 XXX XXX XXX 366 PERS	588	447.48	0	141	76.10 %
260 XXX XXX XXX 420 STAFF TRAVEL	0	.00	0	0	.00 %
260 XXX XXX XXX 450 SUPPLIES, MATERIALS & MED.	581	.00	0	581	.00 %
260 XXX XXX XXX 495 INDIRECT COSTS	6,059	1,574.77	0	4,484	25.99 %
EXPENSE ACCOUNTS	139,513	79,631.27	0	59,882	57.08 %
260 XXX XXX XXX XXX TITLE VI-B	139,513	79,631.27	0	59,882	57.08 %
FUND 261 TITLE I PART A					
EXPENSE ACCOUNTS					
261 XXX XXX XXX 314 DIRECTOR/COORDINATOR/CERT	9,695	5,016.06	0	4,679	51.74 %
261 XXX XXX XXX 315 TEACHER	45,650	10,495.54	0	35,154	22.99 %
261 XXX XXX XXX 323 AIDES	35,422	23,218.72	0	12,203	65.55 %
261 XXX XXX XXX 324 SUPPRT STAFF	14,486	7,735.00	0	6,751	53.40 %
261 XXX XXX XXX 329 SUBSTITUTE/TEMPORARY	4,200	3,287.32	0	913	78.27 %
261 XXX XXX XXX 361 HEALTH/LIFE INSURANCE	22,529	7,903.43	0	14,626	35.08 %
261 XXX XXX XXX 362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
261 XXX XXX XXX 363 WORKER'S COMPENSATION	3,247	1,489.57	0	1,758	45.00 %
261 XXX XXX XXX 364 FICA/MEDICARE	4,850	2,836.18	0	2,014	58.48 %
261 XXX XXX XXX 365 TRS	6,957	1,948.23	0	5,008	28.01 %
261 XXX XXX XXX 366 PERS	9,723	5,633.23	0	4,090	57.94 %
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	759.21	0	5,241	12.65 %
261 XXX XXX XXX 450 SUPPLIES, MATERIALS & MED.	19,815	7,653.36	0	12,162	38.62 %
261 XXX XXX XXX 491 DUES AND FEES	28,500	29,396.80	0	897-	103.15 %
261 XXX XXX XXX 495 INDIRECT COSTS	9,810	.00	0	9,810	.00 %
EXPENSE ACCOUNTS	225,884	108,365.33	0	117,518	47.97 %
261 XXX XXX XXX XXX TITLE I PART A	225,884	108,365.33	0	117,518	47.97 %
FUND 263 AK PRE ELEMENTARY					
EXPENSE ACCOUNTS					
263 XXX XXX XXX 315 TEACHER	10,334	9,433.50	0	900	91.29 %
263 XXX XXX XXX 321 DIRECTOR/COORD. CLASS.	13,749	11,842.04	0	1,907	86.13 %
263 XXX XXX XXX 323 AIDES	69,294	18,940.82	0	50,353	27.33 %
263 XXX XXX XXX 324 SUPPRT STAFF	0	.00	0	0	.00 %
263 XXX XXX XXX 329 SUBSTITUTE/TEMPORARY	7,717	10,193.95	0	2,477-	132.09 %
263 XXX XXX XXX 361 HEALTH/LIFE INSURANCE	8,717	8,048.02	0	669	92.32 %
263 XXX XXX XXX 362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
263 XXX XXX XXX 363 WORKER'S COMPENSATION	2,922	1,473.56	0	1,449	50.42 %
263 XXX XXX XXX 364 FICA/MEDICARE	6,852	3,257.69	0	3,594	47.54 %
263 XXX XXX XXX 365 TRS	1,298	1,184.85	0	1,113	91.29 %
263 XXX XXX XXX 366 PERS	17,840	6,690.93	0	11,149	37.50 %
263 XXX XXX XXX 420 STAFF TRAVEL	8,500	3,859.77	0	2,544	70.07 %
263 XXX XXX XXX 425 STUDENT TRAVEL	500	313.80	0	186	62.76 %

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263.XXX.XXX.XXX.450 SUPPLIES/MATERIALS & MED.	10,037	5,531.8	0	4,506	55.11 %
263.XXX.XXX.XXX.491 DUES AND FEES	0	1,415.00	138	1,553	9999.99 %
263.XXX.XXX.XXX.495 INDIRECT COSTS	7,162	.00	0	7,162	.00 %
EXPENSE ACCOUNTS	164,922	82,185.1	2,234	80,503	51.19 %
263.XXX.XXX.XXX.AK PRE ELEMENTARY	164,922	82,185.1	2,234	80,503	51.19 %
FUND 266 MIGRANT ED TITLE 1 PART C					
EXPENSE ACCOUNTS					
266.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	20,233	10,032.06	0	10,201	49.58 %
266.XXX.XXX.XXX.315 TEACHER	29,000	29,812.38	0	29,000	100.00 %
266.XXX.XXX.XXX.323 AIDS	65,129	29,925.82	0	35,203	45.77 %
266.XXX.XXX.XXX.324 SUPPORT STAFF	34,376	12,681.79	0	9,451	27.50 %
266.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	15,650	24,547.96	0	2,968	18.91 %
266.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	51,348	0	0	26,800	52.20 %
266.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	0	0	0	0.00 %
266.XXX.XXX.XXX.363 WORKER'S COMPENSATION	4,940	2,323.52	0	2,617	52.97 %
266.XXX.XXX.XXX.364 FICA/MEDICARE	9,484	4,688.77	0	4,796	50.57 %
266.XXX.XXX.XXX.365 TRS	6,183	1,260.00	0	4,923	79.46 %
266.XXX.XXX.XXX.420 STAFF TRAVEL	21,911	12,019.79	0	9,891	44.91 %
266.XXX.XXX.XXX.425 STUDENT TRAVEL	7,500	590.00	0	7,313	97.47 %
266.XXX.XXX.XXX.450 SUPPLIES/MATERIALS & MED.	9,000	12,002.77	633	8,410	93.44 %
266.XXX.XXX.XXX.491 DUES AND FEES	35,550	3,379	0	22,915	64.74 %
266.XXX.XXX.XXX.495 INDIRECT COSTS	13,889	.00	0	13,889	100.00 %
EXPENSE ACCOUNTS	327,574	135,072.22	633	191,869	41.43 %
266.XXX.XXX.XXX.MIGRANT ED TITLE 1 PART C	327,574	135,072.22	633	191,869	41.43 %
FUND 267 TITLE IIA TEACHER/PRIN TR					
EXPENSE ACCOUNTS					
267.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	17,849	8,843.40	0	9,006	49.55 %
267.XXX.XXX.XXX.315 TEACHER	5,400	1,800.00	0	3,600	66.67 %
267.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	6,300	300.00	0	6,000	95.24 %
267.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	5,364	2,685.55	0	2,679	50.07 %
267.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	0.00 %
267.XXX.XXX.XXX.363 WORKER'S COMPENSATION	886	328.32	0	558	62.87 %
267.XXX.XXX.XXX.364 FICA/MEDICARE	428	158.67	0	270	63.09 %
267.XXX.XXX.XXX.365 TRS	2,920	1,336.60	0	1,583	54.21 %
267.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	7,272	3,771.60	0	3,500	48.13 %
267.XXX.XXX.XXX.420 STAFF TRAVEL	14,200	5,400.56	2,306	6,493	45.66 %
267.XXX.XXX.XXX.450 SUPPLIES/MATERIALS & MED.	3,756	8,010.50	0	3,756	100.00 %
267.XXX.XXX.XXX.491 DUES AND FEES	10,000	.00	0	1,990	19.90 %
267.XXX.XXX.XXX.495 INDIRECT COSTS	3,377	.00	0	3,377	100.00 %
EXPENSE ACCOUNTS	77,753	32,635.80	2,306	42,811	44.94 %
267.XXX.XXX.XXX.IIA TEACHER/PRIN TR	77,753	32,635.80	2,306	42,811	44.94 %

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FUND 268 TITLELIA HIGHER EDUCATION					
EXPENSE ACCOUNTS					
268.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	0	.00	0	0	.00 %
268.XXX.XXX.XXX.XXX TITLELIA HIGHER EDUCATION	0	.00	0	0	.00 %
FUND 277 RAVE					
EXPENSE ACCOUNTS					
277.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	12,412	32,418.51	0	20,007-	261.19 %
277.XXX.XXX.XXX.315 TEACHER	27,353	76,195.43	0	48,842-	278.56 %
277.XXX.XXX.XXX.323 AIDES	10,446	24,058.02	0	13,612-	230.30 %
277.XXX.XXX.XXX.324 SUPPORT STAFF	12,816	20,736.35	0	7,920-	167.80 %
277.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	10,533	17,667.59	0	7,134-	167.73 %
277.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	23,553	59,003.22	0	35,450-	250.51 %
277.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
277.XXX.XXX.XXX.363 WORKER'S COMPENSATION	2,207	4,977.57	0	2,771-	225.56 %
277.XXX.XXX.XXX.364 FICA/MEDICARE	2,697	5,888.24	0	3,191-	218.32 %
277.XXX.XXX.XXX.365 TRS	5,109	13,756.81	0	8,647-	269.25 %
277.XXX.XXX.XXX.366 PERS	4,381	9,026.81	0	4,646-	206.06 %
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	22,305.50	3,185	7,198-	139.35 %
277.XXX.XXX.XXX.425 STUDENT TRAVEL	50	9,636.50	360	9,947-	170.50 %
277.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	28,540	51,383.13	0	22,844-	180.04 %
277.XXX.XXX.XXX.491 DUES AND FEES	7,424	13,492.83	0	6,069-	181.75 %
277.XXX.XXX.XXX.495 INDIRECT COSTS	8,050	12,947.31	0	4,897-	160.83 %
EXPENSE ACCOUNTS	207,312	406,941.89	17,545	217,175-	204.76 %
277.XXX.XXX.XXX.XXX RAVE	207,312	406,941.89	17,545	217,175-	204.76 %
FUND 279 REAP - RLIS					
EXPENSE ACCOUNTS					
279.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	7,406	.00	0	7,406	.00 %
EXPENSE ACCOUNTS	7,406	.00	0	7,406	.00 %
279.XXX.XXX.XXX.XXX REAP - RLIS	7,406	.00	0	7,406	.00 %
FUND 280 CARL PERKINS PROF DEV					
EXPENSE ACCOUNTS					
280.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	2,100	.00	0	2,100	.00 %
280.XXX.XXX.XXX.324 SUPPORT STAFF	4,500	.00	0	4,500	.00 %
280.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	.00	0	0	.00 %
280.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	.00	0	0	.00 %
280.XXX.XXX.XXX.363 WORKER'S COMPENSATION	63	.00	0	63	.00 %
280.XXX.XXX.XXX.364 FICA/MEDICARE	30	.00	0	30	.00 %
280.XXX.XXX.XXX.365 TRS	264	.00	0	264	.00 %
280.XXX.XXX.XXX.420 STAFF TRAVEL	11,234	.00	0	11,234	.00 %
280.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	3,000	9.88	0	2,990	.33 %



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280.XXX.XXX.XXX.491 DUES AND FEES	2,700	.00	0	2,700	.00 %
280.XXX.XXX.XXX.495 INDIRECT COSTS	1,085	.00	0	1,085	.00 %
EXPENSE ACCOUNTS	24,976	9.68	0	24,966	.04 %
280.XXX.XXX.XXX.XXX CARL PERKINS PROF DEV	24,976	9.88	0	24,966	.04 %
FUND 286 CARL PERKINS BASIC					
EXPENSE ACCOUNTS					
286.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	2,100	.00	0	2,100	.00 %
286.XXX.XXX.XXX.420 STAFF TRAVEL	2,106	1,769.16	0	337	84.01 %
286.XXX.XXX.XXX.425 STUDENT TRAVEL	3,000	.00	0	3,000	.00 %
286.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	9,969	2,294.23	0	7,675	23.01 %
286.XXX.XXX.XXX.480 TUITION	1,000	.00	0	1,000	.00 %
286.XXX.XXX.XXX.491 DUES AND FEES	1,000	.00	0	1,000	.00 %
286.XXX.XXX.XXX.495 INDIRECT COSTS	825	13.65	0	811	1.65 %
EXPENSE ACCOUNTS	20,000	4,077.04	0	15,923	20.39 %
286.XXX.XXX.XXX.XXX CARL PERKINS BASIC	20,000	4,077.04	0	15,923	20.39 %
FUND 287 RUS RURAL UTILITIES SERV					
EXPENSE ACCOUNTS					
287.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	.30	0	0	.00 %
EXPENSE ACCOUNTS	0	.30	0	0	.00 %
287.XXX.XXX.XXX.XXX RUS RURAL UTILITIES SERV	0	.30	0	0	.00 %
FUND 350 INDIAN EDUCATION					
EXPENSE ACCOUNTS					
350.XXX.XXX.XXX.315 TEACHER	23,500	16,567.50	0	6,933	70.50 %
350.XXX.XXX.XXX.323 AIDES	14,973	349.14	0	14,624	2.33 %
350.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	507.52	0	761	39.99 %
350.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	1,269	1,294.08	0	1,825	41.49 %
350.XXX.XXX.XXX.363 WORKER'S COMPENSATION	5,390	3,636.92	0	1,753	67.48 %
350.XXX.XXX.XXX.364 FICA/MEDICARE	1,000	.00	0	1,000	.00 %
350.XXX.XXX.XXX.366 PERS	1,000	.00	0	1,400	18.31 %
350.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	1,714	313.80	0	4,793	24.83 %
350.XXX.XXX.XXX.420 STAFF TRAVEL	6,376	1,583.47	0	4,793	19.35 %
350.XXX.XXX.XXX.425 STUDENT TRAVEL	30,377	4,685.69	1,193	24,499	20.00 %
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	896.85	0	3,539	20.22 %
350.XXX.XXX.XXX.495 INDIRECT COSTS					
EXPENSE ACCOUNTS	93,154	30,034.97	1,193	61,926	33.52 %
350.XXX.XXX.XXX.XXX INDIAN EDUCATION	93,154	30,034.97	1,193	61,926	33.52 %
FUND 352 GATEWAY AFTERSCHOOL PROG.					
EXPENSE ACCOUNTS					

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352.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	20,233	10,032.00	0	10,201	49.58%
352.XXX.XXX.XXX.315 DIRECTOR/COORD. CLASS.	42,496	4,541.84	0	37,954	10.69%
352.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	40,718	23,684.08	0	17,034	58.17%
352.XXX.XXX.XXX.322 AIDES	60,773	19,123.05	0	31,650	31.47%
352.XXX.XXX.XXX.323 AIDES	12,269	8,394.63	0	3,874	68.42%
352.XXX.XXX.XXX.324 SUPPORT STAFF	3,648	0.00	0	3,648	0.00%
352.XXX.XXX.XXX.329 FOOD SERVICE STAFF	102,592	44,997.84	0	57,595	43.86%
352.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	32,296	18,229.75	0	14,066	56.45%
352.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	0.00	0	0	0.00%
352.XXX.XXX.XXX.363 WORKER'S COMPENSATION	8,331	3,071.17	0	5,260	36.86%
352.XXX.XXX.XXX.364 FICA/MEDICARE	19,389	7,514.12	0	11,875	38.75%
352.XXX.XXX.XXX.365 TRS	7,280	1,811.17	0	5,469	24.88%
352.XXX.XXX.XXX.366 PERS	27,235	11,118.11	0	16,117	40.82%
352.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	41,200	13,739.00	0	27,461	33.35%
352.XXX.XXX.XXX.420 STAFF TRAVEL	20,051	12,906.63	0	7,144	64.37%
352.XXX.XXX.XXX.425 STUDENT TRAVEL	23,273	1,381.41	0	21,891	5.94%
352.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	37,000	20,125.46	63	16,811	54.56%
352.XXX.XXX.XXX.491 DUES AND FEES	4,200	1,745.00	0	2,455	41.55%
352.XXX.XXX.XXX.495 INDIRECT COSTS	22,835	0.00	0	22,835	0.00%
EXPENSE ACCOUNTS	525,818	202,415.26	63	323,340	38.51%
352.XXX.XXX.XXX.XXX GATEWAY AFTERSCHOOL PROG.	525,818	202,415.26	63	323,340	38.51%
FUND 370 DW TEACHER RENTAL					
EXPENSE ACCOUNTS					
370.XXX.XXX.XXX.420 STAFF TRAVEL	0	2,375.00	0	2,375	99.99%
370.XXX.XXX.XXX.431 WATER & SEWER	0	2,320.91	0	2,321	99.99%
370.XXX.XXX.XXX.435 ENERGY	0	1,222.97	0	1,223	99.99%
370.XXX.XXX.XXX.441 RENTALS	0	241.62	1,000	758	99.99%
370.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	878.83	0	879	99.99%
370.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES	0	119.15	0	119	99.99%
370.XXX.XXX.XXX.552 TRANSPER TO SPECIAL REV.	0	0.00	0	0	0.00%
EXPENSE ACCOUNTS	0	6,675.24	1,000	7,675	99.99%
370.XXX.XXX.XXX.XXX DW TEACHER RENTAL	0	6,675.24	1,000	7,675	99.99%
FUND 372 COMMUNITY ENGAGEMENT					
EXPENSE ACCOUNTS					
372.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	1,232	0.00	0	1,232	0.00%
EXPENSE ACCOUNTS	1,232	0.00	0	1,232	0.00%
372.XXX.XXX.XXX.XXX COMMUNITY ENGAGEMENT	1,232	0.00	0	1,232	0.00%
FUND 373 STUDENT ACTIVITIES					
EXPENSE ACCOUNTS					
373.DTY.XXX.XXX.331 EXTRA DUTY PAY/CLASSIFIED	0	0.00	0	0	0.00%
373.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	0.00	0	0	0.00%

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373.XXX.XXX.KXX.363 WORKER'S COMPENSATION	0	0	0	0	0.00%
373.XXX.XXX.KXX.364 FICA/MEDICARE	0	0	0	0	0.00%
373.XXX.XXX.KXX.410 PROFESSIONAL & TECHNICAL	239	239.40	0	0	100.00%
373.XXX.XXX.KXX.420 STAFF TRAVEL	0	0	0	0	0.00%
373.XXX.XXX.KXX.425 STUDENT TRAVEL	15,032	15,032.11	0	0	100.00%
373.XXX.XXX.KXX.433 COMMUNICATIONS	0	0	0	0	0.00%
373.XXX.XXX.KXX.440 OTHER PURCH.SER./ADV.PRIN	0	0	0	0	0.00%
373.XXX.XXX.KXX.441 RENTALS	0	0	0	0	0.00%
373.XXX.XXX.KXX.443 EQUIPMENT REPAIR & MAINT.	3,730	3,730.09	0	0	100.00%
373.XXX.XXX.KXX.450 SUPPLIES MATERIALS & MED.	22,782	22,782.08	0	0	100.00%
373.XXX.XXX.KXX.458 GAS AND OIL	0	0	0	0	0.00%
373.XXX.XXX.KXX.490 OTHER EXPENSES	1,000	1,000.00	0	0	100.00%
373.XXX.XXX.KXX.491 DUES AND FEES	25,330	25,330.25	0	0	100.00%
373.XXX.XXX.KXX.510 EQUIPMENT	0	0	0	0	0.00%
EXPENSE ACCOUNTS	68,114	68,113.93	0	0	100.00%
373.XXX.XXX.KXX.XXX STUDENT ACTIVITIES	68,114	68,113.93	0	0	100.00%
FUND 379 TETLIN PRE-SCHOOL					
EXPENSE ACCOUNTS					
379.XXX.XXX.KXX.420 STAFF TRAVEL	0	0	0	0	0.00%
379.XXX.XXX.KXX.450 SUPPLIES MATERIALS & MED.	26,703	26,703	0	26,703	100.00%
EXPENSE ACCOUNTS	26,703	26,703	0	26,703	100.00%
379.XXX.XXX.KXX.XXX TETLIN PRE-SCHOOL	26,703	26,703	0	26,703	100.00%
FUND 381 JANE TEAGUE CARR'S SAFETY					
EXPENSE ACCOUNTS					
381.XXX.XXX.KXX.410 PROFESSIONAL & TECHNICAL	1,500	1,500	0	1,500	100.00%
381.XXX.XXX.KXX.420 STAFF TRAVEL	3,445	3,445	0	3,445	100.00%
381.XXX.XXX.KXX.491 DUES AND FEES	55	55	0	55	100.00%
EXPENSE ACCOUNTS	5,000	5,000	0	5,000	100.00%
381.XXX.XXX.KXX.XXX JANE TEAGUE CARR'S SAFETY	5,000	5,000	0	5,000	100.00%
FUND 502 SPECIAL CAPITAL PROJECTS					
EXPENSE ACCOUNTS					
502.XXX.XXX.KXX.328 CONSTRUCTION LABOR	75,000	53,566.84	0	21,433	71.42%
502.XXX.XXX.KXX.329 SUBSTITUTE/TEMPORARY	5,343	3,343.11	0	0	100.00%
502.XXX.XXX.KXX.361 HEALTH/LIFE INSURANCE	4,000	3,347.46	0	653	83.69%
502.XXX.XXX.KXX.362 UNEMPLOYMENT INSURANCE	0	0	0	0	0.00%
502.XXX.XXX.KXX.363 WORKER'S COMPENSATION	2,155	1,761.31	0	393	81.75%
502.XXX.XXX.KXX.364 FICA/MEDICARE	4,894	4,491.34	0	403	91.77%
502.XXX.XXX.KXX.366 PERG	1,500	1,389.10	0	111	92.61%
502.XXX.XXX.KXX.410 PROFESSIONAL & TECHNICAL	30,000	26,452.00	5,281	1,733	105.78%
502.XXX.XXX.KXX.420 STAFF TRAVEL	7,128	4,621.28	75	2,431	65.89%
502.XXX.XXX.KXX.433 COMMUNICATIONS	0	395.22	868	1,263	99.99%
502.XXX.XXX.KXX.443 EQUIPMENT REPAIR & MAINT.	195,301	18,439.53	1,790	175,072	10.36%

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ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
502.XXX.XXX.XXX.444 CONTR. SITE REPAIR/MAINT	0	2,674.94	0	64,196	4.00%
502.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	66,871	80,931.50	0	12,346	87.27%
502.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES	96,982	5,605.85	3,704	94	98.35%
502.XXX.XXX.XXX.458 GAS AND OIL	5,700	30.00	0	30	999.99%
502.XXX.XXX.XXX.491 DUES AND FEES	0	21,696.50	0	153,304	12.40%
502.XXX.XXX.XXX.510 EQUIPMENT TO CAPITAL FUNDS	175,000	0	0	0	0.00%
502.XXX.XXX.XXX.554 TRANSFER TO CAPITAL FUNDS	0	0	0	0	0.00%
EXPENSE ACCOUNTS	669,874	230,746.02	11,717	427,411	36.20%
502.XXX.XXX.XXX.SPECIAL CAPITAL PROJECTS	669,874	230,746.02	11,717	427,411	36.20%
FUND 509 NORTHWAY BIOMASS PROJECT					
EXPENSE ACCOUNTS	55,046	55,046.00	0	0	100.00%
509.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	226	225.55	0	0	100.00%
509.XXX.XXX.XXX.420 STAFF TRAVEL	0	0.00	0	0	0.00%
509.XXX.XXX.XXX.433 COMMUNICATIONS	0	0.00	0	0	0.00%
EXPENSE ACCOUNTS	55,272	55,271.55	0	0	100.00%
509.XXX.XXX.XXX.NORTHWAY BIOMASS PROJECT	55,272	55,271.55	0	0	100.00%
FUND 516 TOK SPRINKLER SYSTEM					
EXPENSE ACCOUNTS	0	23,991.71	0	23,992	999.99%
516.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	0.00	0	0	0.00%
516.XXX.XXX.XXX.491 DUES AND FEES	0	0.00	0	0	0.00%
516.XXX.XXX.XXX.528 DOE OVERHEAD	0	23,991.71	0	23,992	999.99%
EXPENSE ACCOUNTS	0	23,991.71	0	23,992	999.99%
516.XXX.XXX.XXX.TOK SPRINKLER SYSTEM	0	23,991.71	0	23,992	999.99%
REPORT TOTAL	16,280,899	8,309,328.82	157,115	7,814,456	52.00%



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226 TOK, AK 99780

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

LEANN YOUNG, SPECIAL PROGRAMS DIRECTOR

## MEMORANDUM

To: Superintendent & the Regional School Board  
From: LeAnn Young, Special Programs Director  
RE: Activities Report for February, 2020

### **Strategic Plan Progress**

*Cultural Knowledge*-AGSD has employed many Local Culture Experts this year to work with students in several different communities. These cultural experts provide a variety of services to our students including; native craft projects, subsistence activities, cooking traditional foods, Native Youth Olympics, dog mushing and more. It is an honor to be able to support these experts in classrooms around the district. The benefits of these relationships are long lasting. We have LCE's working in all of our 8 schools.

*Teaching & Learning*-Grant funding has allowed our district to send a team of educators to several professional development events around the state. Seventeen educators from AGSD attended the RTI conference in Anchorage in mid-January. We are also sending a team of 5 educators from AGSD, 4 from Copper River School District and 1 from Tanana to the ASTE Conference in mid-February. We were also able to support 4 preschool staff in attending the AEYC (Association for the Early Education of Young Children). We are fortunate to be able to offer these opportunities to our staff.

**Highlights**-We continue to make changes to our work study program to build better ties with the community businesses. We have 11 juniors and seniors enrolled in work study this semester from 4 different schools. Through our migrant program we are offering swimming at Ft Greely twice per month from now until the end of the year. Our schools with 100% migrant populations will be the target of these opportunities. We are preparing to send out a migrant needs survey to families with migrant children. We are working with families to provide winter clothing, hygiene kits and will identify other family needs that our migrant program can assist with.

**Successes**- We are preparing for and getting excited about hosting the Interior Agriculture Institute this May. This was a competitive grant we received with Carl Perkins funding. We have educators from all over the state interested in attending. The workshop will include greenhouse and hydroponic operations and instruction, the construction of a portable hydroponic unit and participants will have the opportunity to work with students using culinary arts curriculum and our mobile Charlie Carts.

**Challenges**- Perkins V is going into effect in 20-21 and with it comes a lot of new compliance and changes in the laws. Part of the new requirements will require AGSD to come up with a 2-year Comprehensive Needs Assessment and a new Four-Year Perkins Plan. The needs assessment will include input from key stakeholders from the school and community. Another challenge includes tracking and managing student attendance. We are working on a procedure manual for schools on how to handle, track and report student absences.

**RAVE/ACHILL Grant Time:** January/February: ACHILL-3 days-Rondy Field Trip and Winterfest planning, Veterinary Science Curriculum meeting, Resource management, MOAs for dog mushers and LCE's, spring institute planning, purchasing, email communication RAVE-2 days- MOA's for LCE's, zspace review, FY20 budget, spring institute planning meetings, purchasing, spending review and plan for hydroponics.





# ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

PO BOX 226, Tok, AK 99780

Ph: 907.883.5151 Fax: 907.883.5154

Date: 2/7/2020

To: Scott MacManus, Superintendent

From: Tracie Weisz, Director of Curriculum & Instruction

RE: Regional Board Report for 2/27/2020 meeting

## Strategic Plan Progress

**Teaching and Learning** - January was a busy month for staff development, as we took a team of 15 AGSD staff to the RTI Effective Instruction Conference in Anchorage. The team spent the weekend learning about RTI best practices, issues around equity in our schools and instruction, and building teacher efficacy.

During our inservice in January, staff reviewed the 3 year goals in our strategic plan. They were tasked with reviewing the goals, discussing if they'd thought we'd met the goals (and providing evidence), and then deciding if the goals were ones we'd like to continue, revise, or re-create. There was a lot of good discussion over these two days, and several ideas continued to rise to the top across grade levels and sites. These included the need for more instructional support in the form of mentors or coaches, and more time for collaborative planning.

## Successes

We are gearing up and implementing some of the activities for our grant for the Alaska Comprehensive State Literacy Development Program (known as Project SLAM). A team of us attended the "convening" of grant awardees on January 27 in Anchorage. There we spent the day as a team clarifying many of the goals of the grant, and laying out specific mileposts that we hoped to achieve each year. A key implementation was counselor visits with middle schoolers across the district. A schedule has been developed, along with some social emotional learning (SEL) curriculum materials for getting started with middle schoolers across the district, and Tad Dunning has begun his school visits. We are advertising for a middle school reading interventionist, as well as solidifying plans for our supplemental math and ELA curriculum materials to promote literacy practices across their coursework. We presented the grant overview at our January district inservice.

## Challenges

Working to support new teachers in Tetlin, as well as an incoming interim teacher in Mentasta presents challenges, as mid-year new hires always do. These staff are faced with a lot of "new", and have to cram in a lot of training in a very short time. I am really pleased at how Tetlin staff has stepped up to meet these challenges.

Although the year is only slightly halfway through, this is the time of year that we must start planning for next year. This year we must do that keeping in mind that our two biggest grants, ACHILL and RAVE, are winding down. Both of these grants fund so many great programs for kids, but it's time for us to start implementing the sustainability measures we built into these grants when they were written, and make sure we can continue to provide many of these excellent learning opportunities for students.

## Student Achievement

In assessment news, Lexia Core5 continues to see student growth, with 44% of students moving into Grade Level and above skills, an increase of 27% from the beginning of the school year.

Students by Grade Level of Material (GLM)

Aug 19, 2019-Feb 6, 2020



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

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

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

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

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

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

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

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



# ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

907-883-5151 x 115 Fax: 907.883.4352

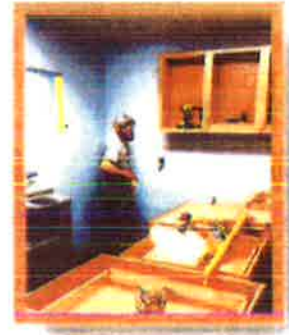
Scott MacManus, Superintendent of Schools

To: Scott MacManus, Superintendent of Schools

From: Wade Boney, Maintenance

Re: February Maintenance Report

Spring has almost sprung or maybe we are just excited to be headed This month, in a nutshell, has been spent making adjustments to heating to keep warm, thawing frozen pipes, or working on preventative maintenance While carrying out the preventative maintenance items we have also been able as a training opportunity. Sometimes one person has more information than about specific equipment or locations that we have been able to share with other as "training". We are also taking advantage of this time to add to our documentation in adding photos and documents to these tasks that will help in the around of PMs. Along with warmer temperatures and we should be able to transition into continued PMs as well as gathering data for summer maintenance throughout the mechanical systems and plumbing systems at each location.



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next go

In **Northway** we have been working on a couple of trouble areas for freezing. One area that has been a bit of trouble is the new bathroom in the first apartment. Gerald has added insulation and worked with Gary on stopping some of the draft that is coming up the wall from the crawlspace. These things have helped but in order to take care of it for good we will remove the plywood and insulation from below when we have warmer weather this spring in order to isolate it completely.

**Tok** has been where most of the PMs have taken place this month. Most of these were the annual and quarterly variety that tend to take a little longer, so Rion and Gary kept busy at that for a week and a half or two. While working on the PMs they identified a few items that needed repairs and then completed those while they were at it. Mixed in with that we have started a project in the District Office that will make the copier/work area more useful by adding cabinets and counter space.



In **Mentasta** we were able to complete some lighting safety tasks in the gym, PMs on air handlers, and adjust and repair door hardware and locks. This season the village biomass boiler system has been not providing adequate heat to the school building so we continue to work with them on a solution. This week we were able to do a boiler flush and some minor modifications that should help.

We were able to begin PMs on the heating systems in **Tetlin** over the last two weeks, and while doing this we also are starting to develop our summer list. This month also hit us with a challenging sewer freeze-up, but with patience and help from Ben Glover and his staff we were able to avert closing the school for the day. Everyone seemed very happy to have things operational again!

**Dot Lake, Tanacross, and Eagle** had minor maintenance done this month but are next on the list for PM tasks and maintenance. We are beginning to look at summer items and prioritize them. Our hope is to identify them early and develop a clear plan moving into summer.

## "Where Teachers Are The Gateway To Learning"

DotLake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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## January 2020 Biomass Report

Superintendent MacManus

### Summary:

- No down time of boiler
- Refined design and met goals for plant growth in hydroponic unit
  - Built starting system for plants
- Continued progress on bio addition
  - Finished mudding downstairs
  - Painted downstairs
  - Installed garage door
  - Insulated and vapor barrier upstairs
  - Hung drywall upstairs
  - Started second story access stairs and deck
- Fixed broken dump truck and changed oil
- Worked on heat issues in Tok school on multiple days
- Worked on design changes for Mentasta's bio boiler and got authorization to make them
- Moved pottery wheels and kiln from UAF to Tok School.
- Worked on comprehensive procedure manual for plant and related equipment

Other than the above highlights everything else was of the usual daily procedures and monthly routines with a few minor broken parts thrown in just to keep things interesting.

Thanks  
Tony



# Special Education Department

Regional Board Members and Superintendent MacManus  
Here is the February 2020 Board report.

What's happening?

MAP testing is happening; everywhere!! We do a ton of individualized testing services for students with special needs so the aides are really hustling to get all the kids done while the classes are taking them. We have a new counseling company on board and services are picking up. We refer to Behavioral Health but for families who want it to be services from someone outside the community, we offer on-line services. The state has also cleared us to use distance or online services for special education teachers if needed, so we might utilize this process for the rest of the year at one of the sites.



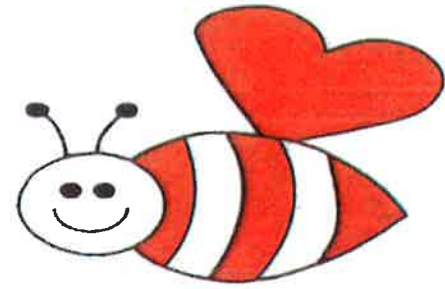
## Training

We have three people going to the Special Education Conference next week. I am also looking into some specific training for students and sites as all the all staff in-service time is done for the year.

Have a great rest of the month.



Tish Rhodes  
AGSD Special Education Director



Date: February 4, 2020  
To: Superintendent MacManus  
From: Pam Gingue  
Programs Coordinator

**PRESCHOOL:**

- 🍎 Dot Lake, Mentasta, and Tok preschool staff attending AAEYC (Anchorage Association for the Education of Young Children) Conference in Anchorage;
- 🍎 Tok PreK program full enrollment at 20 students;
- 🍎 Training on curriculum, assessment, and guidance/discipline for preschool staff provided by Jennifer Russell, TCC Head Start Director (grant partner) January 31st;

**GAP:**

- 🍎 Rebecca Thompson recommended for hire as the new GAP Site Coordinator for Dot Lake;
- 🍎 Our state monitoring visit has been scheduled for the week of April 27<sup>th</sup>;
- 🍎 Submitted mid-year program report to the state;
- 🍎 New 6-week playlist schedule will begin in mid February;
- 🍎 Sheree Nutting-Titus is now helping to coordinate and facilitate GAP activities in Northway;
- 🍎 Tok Transportation will now be providing transportation in Tok for GAP attendees;
- 🍎 Grantee Advisory Council meeting held on Weds., Feb. 5<sup>th</sup>, with 18 staff, partners, and students attending; Presentation by Amy MacDonald of Brightways (one of our grant partners) on PHlight Club;

**TESTING:**

- 🍎 Continue to support staff who are completing AIMSweb Plus benchmarks, progress monitoring, and MAP assessments;
- 🍎 LEP Testing window opened Feb. 3<sup>rd</sup> but delay in testing our students due to technical issues; The window is open until the end of March;

**UPCOMING ACTIVITIES:**

- 🍎 Continue LEP testing for identified students until the end of March;
- 🍎 Interview and hire new Teacher Aide for Tok GAP;

Date: February 6, 2020

To: Scott MacManus, Superintendent

From: Bonnie Emery, Gateway Greenhouse Manager

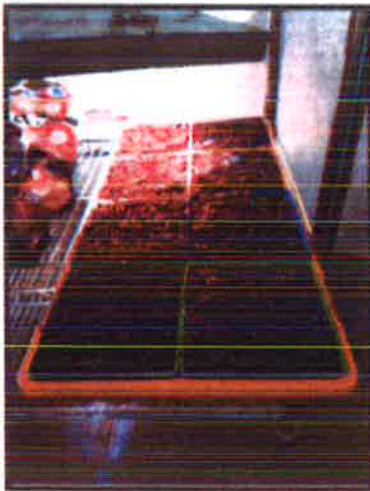
RE: February 2020 Board Report

February is here, and while many agree that January always feels like it will never end, it also seems as if February has come so quickly. The natural light is returning, today a lovely example of what we have all been waiting so anxiously for.

January harvests from hydroponics gave us 8 lbs of lettuce, and so far, February has already given us 22 lbs, which has provided salad at Tok School 3 times this week - two nights of Gateway Afterschool Program's dinner service, and for school lunch today.

I have a number of interested students participating in GAP gardening activities, and they have tomato and pumpkin starts going. One student in particular was so set on planting pumpkin seeds, so we went ahead and did it. We will soon transplant them into 10 gallon fabric pots. The students have also started growing microgreens, which we will share with other GAP attendees. This is something that is very doable at home, and I'm hoping these kiddos will try it out.

I leave you with some photos of our starter rack, which has starts and microgreens from the GAP kids, and starts that will soon go into the greenhouse.



Microgreens



GAP Starts/Microgreens



Greenhouse Starts

Technology Board Report  
February

Superintendent Scott MacManus

**Testing:** This month I have been working on testing. I have been learning more about the access on the Admin side of the NWEA MAP testing and how to prep it for the testing. This entails adding and deleting students along with guiding teachers in setting up the testing sessions. I will be taking a more active role in this process for next spring test.

WIDA (EL testing) has had a slow start this year because the state didn't have me set up in the system and I didn't have access to the webinars and the new changes that have been made. I will be pushing out a updated new application for the students computers to access online and a new server system that interacts with the new application.

February 12-13 I will be in training for the State PEAKS testing.

Technology tests were not taken last year so I am now trying to get new Juniors and Seniors who have not taken the test. I'm also working on 9<sup>th</sup> grade students.

**WiFi:** As of January 20<sup>th</sup> the Gateway wireless password was changed. This has had a bit of interference with our students not having access to our WiFi for their phones along with many others who all had access. This has been the same password since 2016.

**Chromebooks:** All Chromebooks are in the process of having bar codes for inventory purposes. I have been looking into hard cases that will have our district logo on them. My work study student Jade Katenekker has been helping me with this project along with learning to fix broken keys and basic maintenance of the Chromebooks.

**Phones:** I am waiting on a bid for the District office phone system through Valley Business Machines in Anchorage. I will be also meeting with them in Anchorage in Feb. 11