



**Regular Meeting
AGENDA¹
ALASKA GATEWAY SCHOOL DISTRICT
REGIONAL SCHOOL BOARD MEETING
Monday, September 21, 2020**

REGULAR MEETING CALLED TO ORDER at 6pm	President
ROLL CALL	Secretary-Treasurer
PLEDGE OF ALLEGIANCE	President
HEARING OF VISITORS ON AGENDA ITEMS²	President
RECEIVING OF DELEGATIONS & PRESENTATIONS	President
Presentation – Billy Strickland, AASA Director on State Athletics	
 ACTION ITEMS - ROUTINE MATTERS	 President
1. Approval of Agenda	
2. Approval of 06.19.2020 RSB Meeting Minutes	
 ACTION ITEMS - OLD BUSINESS	 President
 ACTION ITEMS - NEW BUSINESS	 President
3. Executive Session – Early Admission (confidential materials sent separately)	
4. Personnel Actions	
5. FY21 Strategic Planning Goals	
6. FY21 District Organization	
7. Human Reproduction and Sexuality Instructor Approval as per AS14.30.36	
8. FY21 Textbook Approval	
9. District Course Catalogue and Curriculum Approval	
10. Approval of Gifts and Grants	
11. AP&T Internet Partnership	
12. Policy Updates - Background Checks	
 REPORTS/INFORMATION/DISCUSSION	 President
Administrative Reports	
• Superintendent's Report	Superintendent
• Financial Report	Chief Financial Officer
• Directors' & Principals' Reports	Directors & Principals
Correspondence/Miscellaneous	Superintendent
 HEARING OF VISITORS ON NON-AGENDA ITEMS¹	 President
DISCUSSION, COMMENTS, QUESTIONS BY THE BOARD	President
FUTURE MEETING DATES	President
SUGGESTED MEETING AGENDA ITEMS	President
ADJOURNMENT	President

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

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

Regional School Board Meeting
June 15th, 2020
Meeting Via Zoom
Tok, Alaska

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

Roll Call: Peter Talus, Mike Cronk, Frank Cook, Lorraine Titus and Daisy Northway.

Pledge of Allegiance

Oath of Office: Anne Esmailka was sworn in as a Regional School Board member.

Hearing of Visitor on Agenda Items

Receiving of Delegations & Presentations

Action Items – Routine Matters.

1. Approval of Agenda.

Lorraine Titus moved to approve the agenda as presented.

Seconded by Mike Cronk.

Roll Call Vote: Yes – Frank Cook, Anne Esmailka, Mike Cronk, Daisy Northway, Peter Talus, Lorraine Titus. Motion Carried Unanimously.

2. Approval of 5.18.2020 RSB Meeting.

Mike Cronk moved to approve the 5.18.2020 RSB Meeting Minutes.

Seconded by Anne Esmailka.

Roll Call Vote: Yes – Frank Cook, Anne Esmailka, Mike Cronk, Daisy Northway, Peter Talus, Lorraine Titus. Motion Carried Unanimously.

3. Approval of FY21 General Fund Budget.

Frank Cook moved to approve the FY21 General Fund Budget as presented.

Seconded by Mike Cronk.

Roll Call Vote: Yes – Frank Cook, Anne Esmailka, Mike Cronk, Daisy Northway, Peter Talus, Lorraine Titus. Motion Carried Unanimously.

4. 6-Year Capital Improvement Plan.

Anne Esmailka move to approve the 6-Year Capital Improvement Plan with amendment.

Seconded by Lorraine Titus.

Roll Call Vote: Yes – Frank Cook, Anne Esmailka, Mike Cronk, Daisy Northway, Peter Talus, Lorraine Titus. Motion Carried Unanimously.

5. Revised FY21 Calendar (Fall In-service Days).

Mike Cronk moved to approve the revised FY21 Calendar as presented.

Seconded by Anne Esmailka.

Roll Call Vote: Yes – Frank Cook, Anne Esmailka, Mike Cronk, Daisy Northway, Peter Talus, Lorraine Titus. Motion Carried Unanimously.

6. End of Year (EOY) Budget Revision and Transfer of Funds.

Frank Cook moved to approve the End of Year (EOY) Budget Revision and Transfer of Funds.

Seconded by Mike Cronk.

Roll Call Vote: Yes – Frank Cook, Anne Esmailka, Mike Cronk, Daisy Northway, Peter Talus, Lorraine Titus. Motion Carried Unanimously.

7. Equipment Purchase.

Frank Cook moved to approve the equipment purchase as presented.
Seconded by Mike Cronk.

Roll Call Vote: Yes – Frank Cook, Anne Esmailka, Mike Cronk, Daisy Northway, Peter Talus, Lorraine Titus. Motion Carried Unanimously.

8. FY21 Guardian Medivac Coverage.

Frank Cook moved to approve the FY21 Guardian Medivac Coverage as presented.

Seconded by Anne Esmailka.

Roll Call Vote: Yes – Frank Cook, Anne Esmailka, Mike Cronk, Daisy Northway, Peter Talus, Lorraine Titus. Motion Carried Unanimously.

9. Acceptance of Gifts and Grants.

Mike Cronk moved to approve the Acceptance of Gifts and Grants as presented.

Seconded by Lorraine Titus.

Roll Call Vote: Yes – Frank Cook, Anne Esmailka, Mike Cronk, Daisy Northway, Peter Talus, Lorraine Titus. Motion Carried Unanimously.

Reports/Information/Discussion

Administrative Reports

- Superintendent's Report
- Financial Report
- Directors' & Principals' Reports

Correspondence/Miscellaneous

Hearing of Visitors on Non-Agenda Items

Discussion, Comments, Questions by the Board

Future Meeting Date: August 17th, 2020 at District Boardroom with second site available.

Suggested Meeting Agenda Items: Transportation Policy.

Adjournment

Anne Esmailka moved to adjourn the meeting at 7:22. Seconded by Frank Cook. Roll Call Vote: Yes – Frank Cook, Anne Esmailka, Mike Cronk, Daisy Northway, Peter Talus, Lorraine Titus. Motion Carried Unanimously.

Minutes prepared by Debbie Sparks, Board Secretary.

I hereby submit that these minutes have been approved by the District Board of Education sitting in regular session as the official minutes of the June 15th, 2020 meeting.

Secretary/Treasurer

To: Regional School Board

Date: Sept 21st, 2020

From: Superintendent's Office

Agenda Item: 3

Issue: Early Admission Request (Executive Session)

Background Information

Confidential Information will be provided separately to the Board.

Administrative Recommendation:

Review the request for early admission as presented by the parent, and approve or deny as the Board sees appropriate.

To: Regional School Board

Date: Sept 21st, 2020

From: Superintendent's Office

Agenda Item: 4

Issue: Personnel Actions

Background Information

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

Certified Hires

- Lillian Wise –Reading Interventions Specialist, Tok School
- Blair Seawell – CTE Counselor
- Jessica Winkler – Special Education/Elementary Teacher, Tetlin School
- Emily Alexander – Elementary Teacher, Tetlin

Classified Hires

- | | |
|--|---|
| ○ Nicholas Sawyer – Districtwide Maintenance | ○ Leslie Sam - Teacher's Aide, Northway |
| ○ Tracy Hulett – Cook, Tok School | ○ Janice Paul - Teacher's Aide, Northway |
| ○ John Baker II – Cook, Mentasta School | ○ Shawna Sam - PreK/GAP Site Program Coord. |
| ○ Marline Griffith - Teacher's Aide, Tanacross | Mentasta |
| ○ Marin Peet - Teacher's Aide, Tanacross | ○ Ryan Becker - Custodian, Eagle School |
| ○ Cheryl Silas - Teacher's Aide, Northway | |

Resignations

- Chris Kunz – Certified – Secondary, Tetlin (resigned August 31)
- Trena Hamilton – Certified - Tok School (resigned in July, stated personal reasons)
- Sugar Roach – Classified, District Office
- Jessica Dillard, Classified, Northway
- Camille Davis, Classified, Tok Pre-K

Administrative Recommendation:

Confirm the above actions as recommended.

FY21 DISTRICT EMPLOYEE DIRECTORY

Updated 09/21/2020

DISTRICTWIDE - 883-5151/Fax 883/5154		
Scott MacManus, Superintendent	Deb Sparks, Administrative Secretary (x 101)	Wade Boney, Maintenance Dir. (x 114)
LeAnn Young, Assistant Superintendent	Karla Champagne, Migrant Recruiter	Gary Deeter, Asst. Maintenance Dir
Tracie Weisz, Dir. Curriculum and Instruction	Patti Bayless, Accountant II (x 105)	Nick Sawyer, Maintenance Tech
Robbie MacManus, Chief Financial Officer	Stephanie English, Food Service Coordinator	Anthony Lee, BioMass Project Coordinator
Letitia Rhodes, Dir. Special Education	Mari Hoe-Rattio, A-CHILL/PE Teacher	Matt Basye, Biomass Maintenance Tech
Brenda Overcast, Technology Director	Jane Teague, Classroom/Support Tech (x 102)	Bonnie Emery, Greenhouse Tech
Tad Dunning, Districtwide Elementary/MS Counselor	Pam Gingue, Program Coordinator	Sonya Bitz, Pathways Aide
Blair Seawell, RAVE CTE Counselor	Candy Thurneau, Power School Specialist (x 103)	
Lillian Wise, Reading Interventionist	Jeff Deeter, HS Career Counselor	
DOT LAKE - 882-2663/Fax 882-2112		
Karen Deeter, Principal/Teacher	Rebecca Thompson, Secretary/GAP	Eric Masters, Teacher's Aide
	Leola Masters, Cook	Kelly Jepson, Secretary/Teacher's Aide
	Mathew Thompson, Custodian	
EAGLE SCHOOL 547-2210/Fax 547-2302		
Kristy Jones-Robbins, Principal/Teacher	Michelle Ashley, Secretary/Aide/Cook	Meg Helmer, Teacher's Aide
Zach Sanders, Teacher	Ryan Becker, Custodian (Pending)	Patricia Nix, Aide
MENTASTA LAKE KATIE JOHN SCHOOL 291-2327/Fax 291-2327		
Pepper Good, Principal/Teacher	Shirley Craig, Teacher's Aide/Secretary	Robert John Jr., Teacher's Aide
Kaitlyn Moeller, Teacher	John Baker II, Cook	Andrea David, Teacher's Aide
Jamie Harris, Teacher	Emmanuel Baker, Teacher's Aide	Virginia John, Teacher's Aide
	Marvin Sanford, Custodian	Shawna Sam, PreK/GAP (Pending)
NORTHWAY SCHOOL 778-2287/Fax 778-2221		
Joe Krause, Principal	Sherri Demit, Secretary/Teacher's Aide	Jamey Titus, Teacher's Aide
Brooke Reddick, Elementary Teacher	Carolyn Dillard, Cook	Dena Paul, Intensive Aide
Michelle Adgate, Elementary Teacher	Gerald Albert, Maintenance Tech/Custodian	Chryl Silas, Teacher's Aide (Pending)
Christine Krause, Math/Sci Generalist Teacher	Avery Dillard, Custodian	Leslie Sam, Teacher's Aide (Pending)
Lucian Vaghan, Social Studies/Eng Generalist Teacher	(Vacant) GAP Site Program Coordinator	Janice Paul, Teacher's Aide (Pending)
Valorie James, Special Education English Teacher		
TANACROSS SCHOOL 883-4391/Fax 883-4390		
Suzanne Bell, Principal/Teacher	Liz Webb, Secretary/Teacher's Aide	Marline Griffith, Teacher's Aide (Pending)
	Dinashay Easton, Cook	Marin Peet, Teacher's Aide (Pending)
	Davis Paul, Custodian	(Vacant), GAP
TETLIN SCHOOL 324-2104/Fax 324-2120		
Ben Golver, Principal/Eng/Social Studies Teacher	Amanda Hokkanen, Secretary/Teacher's Aide	Natalie Sam, Teacher's Aide
Emily Alexander, Elementary Teacher	Ashley Nyswaner, Cook	Eva Thomas-Churchwell, Teacher's Aide
Chris Knuz - Math/Science Teacher	Gerald Joe, Custodian	Shanna Joe, Teacher Aide/GAP
TOK SCHOOL 883-5161/Fax 883-5165		
Drew Larrabee, Principal	Diana Ervin, Secretary	Helena Fix, Indian Ed Teacher's Aide
Deb Berg, Kindergarten	Misty Walsh, Secretary	Ashley Smith, Teacher's Aide
Sara Talus, Grade 1	Tracy Hulett, Cook	Jessie Fix-Nelson, Teacher's Aid
Cathy O'Neil, Grade 2	Vacant, Cook	Kelsea Deeter, Teacher's Aide
Bonnie Dompierre, Grade 3	Kelly Goneau, Maintenance Tech/Custodian	Gayle Hamner, Teacher's Aide
Molly Nelson, Grade 4	Tony Peet, Custodian	Marla Jones, Teacher's Aide
Joyce Dunning, Grade 5	Karin Rajala, GAP Site Coordinator	Juliet Stoessel, Teacher's Aide
Shane Schonenberg, HS	Rachel White, Teacher's Aide	Diane Titus, Teacher's Aide
Lacy Schonenberg, HS	Matthew Nelson, PreK Aide/Pathways Aide	Megan Schmidt, Teacher's Aide
Shania Fifarek, Language Arts	Gayle Hamner, PreSchool Teacher's Aide/GAP	Rebecca Warren, Teacher's Aide
Jessica Winkler, Sped Teacher	Nicole Wells, Librarian	Kia Thomas, Teacher's Aide/GAP
Liz Fabian, Math	Sonya Bitz, Pathways Alternative Program	Seth Roberts, Teacher's Aide
Robert Kelso, Pathways Alternative	Laurie Ebben, Teacher's Aide	
Rex Hamner, Career & Technical Education	Jason Wilkenson, Teacher's Aide	
Alaska REACH Academy 883-2591/Fax 883-5777		
Rob Fabian, Principal/Teacher	Joey Edmunds, Secretary	John Williams, Intensive Aide - Border

To: Regional School Board

Date: Sept 21st, 2020

From: Superintendent's Office

Agenda Item: 5

Issue: FY21 Strategic Planning Goals

Background Information

In January of 2020 Lon Garrison came to Tok to conduct a Board Workshop. Only President Pete Talus and one other Board member were able to attend the Workshop. Because of that, the goals established for FY20 were updated, and not revised, as follows.

FY21 Board self-improvement goals(Continued from FY20):

1. The board will continue to develop ways to make sure all board members have the opportunity to be well informed on student achievement data and curriculum in order to be well prepared for their work.
2. The board will develop and implement in cooperation with the superintendent, a new superintendent evaluation process.

The Board will work toward new member onboarding with an orientation process, mentors and materials. **A**

Focus: Working with the Superintendent, those at the workshop determined to focus on specific ways to support Tetlin School students and staff so that student achievement is measurably improved. The Board will work with the administration to find multiple ways that this can be accomplished. Lon Garrison, AASB School Improvement Coordinator will follow-up during the spring of 2019 to help guide those efforts.

Board Priorities for the district (Continued from FY20)

1) Student Engagement

The Board wishes to focus on development and implementation across all grade levels of a personal plan for each student that includes personalized instruction and address individual student interests.

2) Staff Retention and Recruitment

The Board acknowledges the critical importance of quality staff on student achievement. The board wishes to focus on supporting opportunities to effectively sustain and develop all staff at both the district and school site levels. The expectation is that this will positively affect staff retention and recruitment.

Superintendent's Specific Strategic Planning Priorities (Continued from FY20)

- Achieve 90% Teacher Retention
- All 3rd grade students reading at level
- Academic improvement of 10%

Administrative Recommendation:

Confirm the Board, district and superintendent's strategic planning goals as presented

Alaska Gateway School District

Strategic Plan

Mission Statement:

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

The 6 Focus Areas of the Strategic Plan:

#1 Student Engagement

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

#2 Staff Recruitment/Retention

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

#3 Cultural Knowledge

We believe that authentic cultural knowledge and appreciation is a foundation for meaningful engagement for all students and families.

#4 Teaching and Learning

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

#5 School Culture

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

#6 Community Partnerships

We believe that cultivating a variety of partnerships provides robust opportunities for students and enriches our communities.

To: Regional School Board

Date: Sept 21st, 2020

From: Superintendent's Office

Agenda Item: 6

Issue: District Administrative Organization

Background Information

Please find the attached 2020-2021 Organizational Flowchart, which outlines the AGSD administrative organizational hierarchy, and the AGSD Staff Assignments and Responsibilities.

Please note that in this year's Flowchart, Special Project Director LeAnn Young is recommended for the position of Assistant Superintendent. Director Young has a deep understanding of district goals, understands how our various programs fit together. She is qualified by her education, her training and experience, and has proven herself ready for this new challenge. I strongly feel that it is time for her to take on this position.

Administrative Recommendation:

Confirm the Administrative Organizational Flowchart, with identified changes as recommended.



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

Ph: 907.883.5151 x 103 Fax: 907.883.5154

Scott MacManus, Superintendent of Schools

FY21 Central Office Staff Assignments and Responsibilities

Updated September 21, 2020

Superintendent - Scott MacManus

Oversight of all district operations
Strategic Planning
District & Site Budgeting
Community & Public Relations
District Policy & Legal Issues
Legislative Lobbying
Staff Relations & Negotiations
Supervises & Evaluates:
○ All Directors & Site Admin
Site Supervision of
Tok, Northway, Tetlin

Assistant Superintendent -

LeAnn Young

Assists with district operations
State & Federal Programs
Grants Preparation & Administration
Student Remedial Services
CTE, TechPrep, and Dual Credit
Crisis Response (Safe schools)
Other Duties as Assigned
Supervises & Evaluates:
○ School Counselor(s)
○ Program Coordinator(s)
Site Supervision of
○ Dot Lake, Tanacross, Mentasta,
Eagle, REACH

Curriculum & Instruction Dir-

Tracie Wiesz

Curriculum Development
Instructional Implementation
Resource Center
District-wide Professional Dev
Mentoring Program(s)
Professional Learning Communities
STEPP Plans
Student Information Systems
Other duties as assigned
Supervises & Cooperatively Evaluates¹:
○ Student Information Systems Mgr
○ Resource Center Coord.
○ Instructional Technology Specialist
¹With Administration

Special Education Dir- Letitia Rhodes

Special Education Services
Sped Aide Assignments & training
Intensive and Gifted & Talented
IEP's & 504 Plans
Referral Services & Child Find
Assessment Accommodations
Supervises & Evaluates¹:
○ Sped Teachers & Aides
¹Collaborative with Site Administration

Business Manager -

Robbie MacManus

Business Office Operations
Payroll & Purchasing & AP's
District Finances & Auditing
OASIS – Student Count
Food Service
Human Resources
Capital Project Management
Facility Leases
Pupil Transportation
Risk Management
Fixed Asset Management
Student/site Activity Accounts
Directly Supervises & Evaluates:
○ Payroll and Purchasing staff
○ Food Service Coordinator
○ Payroll and Purchasing staff

Food Service Coordinator-

Stephanie English

Collaborative Evaluation¹ of Cooks
¹With Site Administration

Biomass Manager - Tony Lee

Biomass Complex Operations, including
Boiler and Powerplant Operations
Biomass Procurement
Greenhouse Operations
Cooperatively Supervises & Evaluates²:
○ Biomass Technician(s)
○ Greenhouse Technician(s)
²with Maintenance Director

Maintenance Dir - Wade Boney

District Facility Maintenance
Preventative Maintenance Prog.
OSHA & DEC Compliance
Fleet Management
Maintenance Staff Training
Coordination of CIP grants
Supervises & Evaluates:
○ Maintenance Techs
○ Site custodians¹
¹Collaborative with Site Administration

Technology Dir - Brenda Overcast

Technology Maintenance & Software
Student Information System
Technology Professional Development
Technology Inventory and Procurement
District Website Management
Internet Security
Technology Use Agreements
E-rate Application and Appeals

Administrative Secretary –

Debbie Sparks

Superintendent's Secretary
Board Secretary
Personnel Records
Board Policy Management
District Office Manager
Migrant Records

Program Coordinators -

- Karla Champaign-MigrantEd
- Pam Gingue – GAP, LEP, PreK

Student Information Systems & Resource Center Manager -

- Candy Thurneau

Instructional Technology Specialist

- Jane Teague

Payroll and Purchasing

- Patti Bayless

School Counselors -

- Thomas "Tad" Dunning
- Jeff Deeter
- Blair Seawell

"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



ALASKA GATEWAY SCHOOL DISTRICT

FY21 Organizational Flowchart

Public

Elected Regional School Board

Pete Talus/President – Lorraine Titus/Vpresident – Steve Robbins/Treasurer

**Tok – Frank Cook – Peter Talus – Mike Cronk – Daisy Northway
Northway & Tedlin – Lorraine Titus
Mentasta, Tanacross, & Dot Lake – Anne Esmalka
Eagle – Steve Robbins**

Superintendent - Scott MacManus

Administrative Secretary – Debbie Sparks

Assistant Superintendent

LeAnn Young, Dir.

Special Ed¹

Letitia Rhodes, Dir.

Curr. & Instr

Tracie Weisz, Dir.¹

Itinerant SpEd

Inst. Tech Suppt

Jane Teague

Counselors

Jeff Deeter, Tad Dunning

Special Service Contractors

Resource Center

Candy Thumneau

CTE Counselor

Blair Seawell

Eagle

Kristy Robbins

Mentasta

Pepper Good

Northway

Joe Krause

Tanacross

Suanne Bell

Tedlin

Ben Glover

Tok

Drew Larrabee

Reach

Rob Fabian

All Site Staff⁵

**Advisory School Boards
(Tok & Northway)
Parent Advisory Committees
(Eagle, Tedlin, Mentasta, Tanacross,
Dot Lake, REACH)**

Migrant Ed

Karla Champalgn

GAP/PreK Prog

Pam Gingue

Business Office

Robbie MacManus, CFO

Accountant II

Patti Bayless

Technology

Brenda Overcast, Dir

Maintenance³

Wade Boney, Dir

Asst. Director

Gary Deeter

Maint Tech

Custodians³

Biomass Coord.

Tony Lee

Biomass Tech

Matt Basye

Greenhouse Tech

Bonnie Emery

Food Service Coord²

Stephanie English

Food Service Staff²

¹The Special Education Director supervises all Special Education Teachers, special service contractors, and Special Education aides for compliance purposes, and coordinates with Site Administrators on Special staffing assignments, schedules, and evaluations

²The Food Service Coordinator supervises the Food Service staff for compliance purposes, training and the summer food program; otherwise, they are supervised by the Site Administrator, with the input and coordination from the Food Service Coordinator.

³The Maintenance Director supervises Site Custodians for compliance purposes, training, and during periods when the Unit Administrators are not on duty; otherwise, custodians are directly supervised by the Site Administrator. Evaluations are done cooperative with the Site Administrator

⁴Tracie Weisz evaluates the Chief Financial Officer

⁵Site Administrators directly supervise everyone in their building, coordinated in collaboration as indicated above within their programs.

AGSD's Mission
Educating all students to reach
their full potential as
responsible citizens

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

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

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

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

- Rex Hamner, Tok
- Robert Kelso, Tok
- Christine Kraus, Northway
- Christopher Kunz, Tetlin
- Ben Glover Tetlin
- Liz Fabian, Tok
- Pepper Good, Mentasta
- Suzanne Bell, Tanacross
- Karen Deeter, Dot Lake
- Kristy Robbins, Eagle
- Zach Sanders, Eagle
- Rob Fabian, REACH

Administrative Recommendations:

Approve above curriculum and instructors as presented

To: Regional School Board

Date: Sept 21st, 2020

From: Superintendent's Office

Agenda Item: 8

Issue: FY21 Textbook Approval

Background Information

Please find the attached 2020-2021 textbook, curriculum and program list, which constitutes and outlines the AGSD approved textbooks, curriculum and programs. Tracie Wiesz, Director of Curriculum and Instruction, will present, and be able to respond to any questions.

Administrative Recommendation:

Approve the enclosed Textbook list, as presented.

**Alaska Gateway School District
2020/2021
District Textbook and Curriculum Materials List**

Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
Math						
Math	K-5	MyMath	McGraw Hill	MyMath online	2018	8/21/17
Math	K-5	Redbird	McGraw Hill	Redbird Online	2018	8/21/17
Math	6	Core Focus on Decimals and Fractions Stage 1	SMc Curriculum	9781938801709	2014	2/15/16
Math	6	Core Focus on Introductory Algebra Stage 1	SMc Curriculum	9781938801723	2014	2/15/16
Math	6	Core Focus on Ratios, Rates, & Statistics Stage 1	SMc Curriculum	9781938801716	2014	2/15/16
Math	7	Core Focus on Rational Numbers and Equations Stage 2	SMc Curriculum	9781938801730	2014	2/15/16
Math	7	Core Focus on Shapes & Angles Stage 2	SMc Curriculum	9781938801754	2014	2/15/16
Math	7	Core Focus on Proportions and Probability Stage 2	SMc Curriculum	9781938801747	2014	2/15/16
Math	8	Core Focus on Geometry Stage 3	SMc Curriculum	9781938801778	2014	2/15/16
Math	8	Core Focus on Functions & Data Stage 3	SMc Curriculum	9781938801785	2014	2/16/16
Math	8	Core Focus on Linear Equations Stage 3	SMc Curriculum	9781938801761	2014	2/17/16
Math	3-12	ALEKS	McGraw Hill	ALEKS online	2018	8/21/17
Math	HS	Big Ideas Math Algebra 1	Houghton Mifflin	9781608408382	2015	2/18/16
Math	HS	Big Ideas Math Algebra 2	Houghton Mifflin	9781608408405	2015	2/19/16
Math	HS	Big Ideas Math Geometry	Houghton Mifflin	9781608408399	2015	2/20/16
Math	HS	Merrill Advanced Mathematical Concepts Precalculus	Glencoe	0028243145	1997	11/16/09
Math	HS	Mathematics with Business Applications	Glencoe	978-0028147307	1998	8/26/19
Math	HS	Glencoe Pre-Algebra	Houghton Mifflin	978-0078252006	2002	8/27/18
Math	K-8	Math in a Cultural Context	Brush Education, Inc.	MCC Online	2013	11/17/14
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
Language Arts						
ELA	1st-12th	Write Source Writing & Grammar	Houghton Mifflin Harcourt	9780547485034	2012	2/15/16
ELA	K-6	Lexia Core5 Reading	Lexia Learning	Lexia Learning	2018	8/27/18
ELA	K-12	Accelerated Reader 360	Renaissance Learning	Renaissance Learning	2018	8/27/18
ELA	K-8	Scholastic Leveled Book Room	Scholastic	Scholastic	2018	8/27/18
ELA	6-8	Amplify ELA	Amplify	Amplify	2020	
ELA	6	Literature-Timeless Voices, Timeless Themes-Copper	Prentice Hall	0134352939	2000	2/15/16
ELA	7	Literature-Timeless Voices, Timeless Themes-Bronze	Prentice Hall	0134352947	2000	11/16/09
ELA	8	Literature-Timeless Voices, Timeless Themes-Silver	Prentice Hall	0134352955	2000	11/16/09
ELA	9	Literature-Timeless Voices, Timeless Themes-Gold	Prentice Hall	0130502871	2000	11/16/09
ELA	10	Literature-Timeless Voices, Timeless Themes-Platinum	Prentice Hall	013050288X	2000	11/16/09
ELA	11	Literature-Timeless Voices, Timeless Themes-Am. Experience	Prentice Hall	0130502898	2000	11/16/09
ELA	12	Literature-Timeless Voices, Timeless Themes-Am. British Tradition	Prentice Hall	0130502804	2000	11/16/09
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
Social Studies						
SS	K-5	TimeLinks	McGraw Hill	978-0021513468	2009	11/16/09
SS	6-8	Journey Across Time	Glencoe McGraw Hill	0078750504	2008	2/15/16
SS	6-8	American Journey	Glencoe McGraw Hill	0078777127	2012	2/15/16
SS	6-8	Exploring Our World: People, Places and Cultures	Glencoe McGraw Hill	0078803101	2010	2/15/16

SS	HS	Human Geography	Wiley	ES8-1-118-01869-9	2012	8/19/2019
SS	HS	World Geography-Building a Global Perspective	Prentice Hall	0131817078	2003	11/16/09
SS	HS	World History	Prentice Hall	0131817612	2005	11/16/09
SS	HS	Pathways to the Present	Prentice Hall	0130528498	2003	11/16/09
SS	HS	MacGruders - American Government	Prentice Hall	0134332075	2004	11/16/09
SS	HS	Alaska History	Developed in-house by committee	Housed in AGSD's Canvas LMS	2016	8/26/19
SS	HS	Local Area History Project	Developed in-house by committee	Housed in AGSD's Canvas LMS	2017	8/26/19
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
Science						
Science	K-8	Carolina Science & Technology Program	Carolina Biological	Carolina Biological	2008	11/16/09
Science	K-5	Houghton Mifflin Science	Houghton-Mifflin	9780618492251	2008	11/16/09
Science	6-8	Science Explorer Series (Earth, Life, Physical)	Prentice Hall	978-0133668582	2009	11/16/09
Science	6-8	Amplify Science	Amplify	Amplify	2020	
Science	HS	Earth Science	Prentice Hall	978-0133627558	2009	11/16/09
Science	HS	Biology-The Dynamics of Life	Glencoe	0028282426	2002	11/16/09
Science	HS	Chemistry in the Community	American Chemical Society	9780716789192	2007	10/18/10
Science	HS	Prentice Hall Chemistry	Prentice Hall	978-0132512107	2008	8/26/19
Science	HS	Conceptual Physics	Foresman Addison Wesley	0201332876	1999	11/16/09
Science	HS	Foundations of Physical Science	CPO Science	9781604310146	2009	8/26/19
Science	HS	Environmental Science	Holt	978003078136	2009	8/26/19
Science	HS	Natural Resources and Ecology	CASE	Housed in AGSD's Canvas LMS	2019	8/26/19
Science	HS	Introduction to Agriculture, Food, and Natural Resources	CASE	Housed in AGSD's Canvas LMS	2019	8/26/19
Science	HS	Alaska Veterinary Science	Developed in-house by committee	Housed in AGSD's Canvas LMS	2018	8/26/19
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
PE/Health						
Health	7-12	Nutrition Food, & Fitness	The Goodheart Willcox Co.	1566379334	2003	11/16/09
PE	k-12	SPARK Curriculum	sparkpe.org	sparkpe.org	2015	2/15/16
Subject	Grade	Title	Publisher	ISBN	Copyright	Approval Date
Other subject areas						
World Languages	HS	Rosetta Stone			2018	10/18/10
World Languages	HS	Realidades	Pearson	978-0131340916	2006	8/27/18
CTE	HS	Food Products and Processing Systems	Designed in-house by committee	Housed in AGSD's Canvas LMS	2019	8/26/19
Technology	MS/HS	Survey of Emerging Technologies	Designed in-house by committee	Housed in AGSD's Canvas LMS	2018	8/26/19
Elective	MS/HS	Alaska Cultures & Dog Mushing	Designed in-house by committee	Housed in AGSD's Canvas LMS	2018	8/26/19
Elective	HS	Jobs in Fire and Fire Science	Designed in-house by committee	Housed in AGSD's Canvas LMS	2018	8/26/19
Elective	K-8	Charlie Cart	The Charlie Cart Project	Accompanying Curriculum	2018	8/26/19
Approved Distance/On-line Learning Programs						
All		North Dakota Center for Distance Education				10/18/10
All		University of Missouri				10/18/10
All		University of Nebraska				10/18/10
All		Oak Meadow				10/18/10
All		Brigham Young University BYU				10/18/10
All		American School				10/18/10
All		Calvert				10/18/10

All		AK Grad Online			10/18/10
All		K12 Online			10/18/10
All		Teaching Textbooks			10/18/10
All		Math-U-See			10/18/10
All		Odysseyware Computer Assisted On-line curriculum			10/18/10
All		Bookshark Literature-Base Home School Curriculum			8/27/18
Parent Designed Curriculum					
All		Completed on a case-by-case basis, per approved board policy.			11/17/14
		Awaiting RSB Approval for 2020/2021 school year			

To: Regional School Board

Date: Sept 21st, 2020

From: Superintendent's Office

Agenda Item: 9

Issue: District course catalogue and curriculum approval

Background Information

BP6162 provides for the approval of district curriculum by the Regional School Board. Enclosed is a summary of the current courses and K-12 curriculum that the district has been developing. Tracie Young, the district Director of Curriculum and Instruction, is tasked with these responsibilities, and will present. Board review, and questions are encouraged.

Administrative Recommendation:

Approve the enclosed course catalogue and curriculum

Alaska Gateway School District

Graduation Requirements

BP 6146.1

Students must successfully earn 22 academic credits in order to graduate

- 4 credits - English
- 3 credits - Math
- 3 credits - Science
- 3 credits - Social Studies
- 1 credit - Health/PE (.5 Health/.5 PE)
- 1 credit - Technology*
- 7 credits - Electives**

The guidance counselor checks student transcripts and course schedules regularly to ensure students are on-track to graduate.

*Students can take a proficiency test to waive the technology requirement. Passing the test at the required level will waive the course requirement but will NOT be the equivalent of earning credit.

Please note: these are AGSD diploma requirements. If a student wants to qualify for the Alaska Performance Scholarship, **additional credits in math, science and social studies can be earned by taking these core courses as electives. To review the academic requirements for this scholarship go to <http://acpe.alaska.gov/>

AGSD Course Catalog & Curriculum Overview

High School Grades 9 - 12

Language Arts

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

APS Approved Course.

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

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

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

APS Approved Course

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

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

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

APS Approved Course

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

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

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

APS Approved Course

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

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

MATH

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

APS Approved Course

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

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

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

Not an APS Approved Course

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

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

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

NOT an APS Approved Course.

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

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

Algebra IB *Grade level(s): 9-12; year-long. Prerequisite(s): NA*
NOT an APS Approved Course.

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

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

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

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

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

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

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

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

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

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

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

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

Geometry is a full year, high school course for the student who has successfully completed the prerequisite course, Algebra I. The course focuses on the skills and methods of linear,

coordinate, and plane geometry. Students will gain solid experience with geometric calculations and coordinate plane graphing, methods of formal proof, and techniques of construction.

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

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

APS Approved Course

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

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

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

APS Approved Course

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

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

SCIENCE

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

APS Approved Course

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

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

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

APS Approved Course

Physical science is a course designed for high school students needing an entry-level science course covering basic concepts found in chemistry and physics. Topics included in

this course are matter, motion and forces, work and energy, electricity and magnetism, and waves.

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

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

APS Approved Course

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

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

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

APS Approved Course

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

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

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

APS Approved Course

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

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

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

APS Approved Course

Physics is intended to provide a more in-depth study of the physical universe. In preceding years students should have developed a basic understanding for the macroscopic and microscopic world of forces, motion, waves, light, and electricity. Physics will expand upon that prior knowledge and further develop both. Students will learn more about the symbolic and mathematical world of formulas and symbols used in physics. The major concepts

covered are kinematics, forces and motion, work and energy, waves, sound and light, electricity and magnetism, and nuclear physics. Students at this level should show development in their ability and understanding of scientific inquiry.

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

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

APS Approved Course

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

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

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

Prerequisite(s): NA

APS Approved Course

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

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

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

APS Approved Course

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

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

SOCIAL STUDIES

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

APS Approved Course

Human Geography teaches students to appreciate the diversity of people, places, and cultures, and understand the role people play in shaping our world. The goals of this course are to provide geographic context to global, regional, national and local issues and to teach

students to think geographically and critically about these issues. Students will learn the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences.

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

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

APS Approved Course

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

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

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

APS Approved Course

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

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

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

APS Approved Course

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

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

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

APS Approved Course

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

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

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

APS Approved Course

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

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

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

APS Approved Course

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

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

PE/Health Education

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

Career and Technical Education (CTE)

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

Prerequisite(s): NA

NOT an APS Approved Course

This course meets the District requirement for a Technology credit. In this class, students will learn practical applications of web-based software and apps used for communications,

creativity, collaboration and critical thinking. They will learn 21st Century skills for leading safe and productive lives in school, and at home, and that will serve as a foundation for learning in post-secondary education. The skills and knowledge learned in this course are commonly required workplace skills. Course is aligned with the ISTENets Standards.

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

Canvas Learning Management System (LMS)

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

NOT an APS Approved Course

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

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

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

APS Approved Course

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

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

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

APS Approved Course

Spanish II is a high school foreign language course that builds upon skills and concepts taught in Spanish I, emphasizing communication, cultures, connections, comparisons, and communities. This course gives students practice using the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture. Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and in cultural competency. In addition to the default course program, Spanish II includes extra alternate lessons, projects, and tests for use in enhancing instruction or addressing individual needs.

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

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

APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

Other General Electives

Alaska Cultures and Dog Mushing *Grade level(s): 9-12; year-long. Prerequisite(s): None.*

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

Greenhouse is an integration of hands-on experiences in the Gateway Greenhouse, publishing on the Greenhouse blog, and in-class coursework. The class introduces students to the basics of plants, soils, basic agriculture and horticulture concepts, along with environmental management practices involved in each. Students will learn the basics of greenhouse operations and management, as well as hydroponics operations and management. All of these concepts are covered in the in-class work, and put into practical application in the Gateway Greenhouse

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

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

NOT an APS Approved Course

This high school level course serves as an engaging, hands-on introduction to forest and tundra ecology, wildland fire behavior, and fire management principles. Students will become acquainted with jobs related to ecology and fire management through community

partnerships, and explore career pathways, obtain job training and employability skills, and research careers of interest.

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

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

NOT an APS Approved Course

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

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

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

NOT an APS Approved Course

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

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

Middle School: 6-8

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

NOT an APS Approved Course

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

AGSD Middle School Curriculum Overview

Grades 6 - 9

Middle School Math

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

Core Components

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

The series are as follows:

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

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

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

Supplemental Components

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

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

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

Intervention Components

STAR Math (see above)

ALEKS (see above)

Blended Learning Model

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

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

Middle School English

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

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

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

Core Components

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

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

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

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

Supplemental Components

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

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

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

Odysseyware English. The District has approved the English curriculum in Odysseyware. However, we do not expect our English teachers to put their students into an Odysseyware English course and then leave them to work on the online program on their own. The expectation is that if a teacher chooses to use the Odysseyware English as their core English curriculum material, that it will be used in a blended fashion. The teacher should present the Odyssey content in a dynamic way using best practices and instructional strategies. Students may do selected assessments in Odyssey (for quick assessment and data gathering for the teacher), and also work on the essays and projects in various ways. The Odyssey curriculum includes many "outside" literature selections - these can be found in the Prentice Hall series, the trade book sets, and on other free resource sites online. Teachers may also utilize modules, lessons, or assessments from Odysseyware English to supplement their course.

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

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

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

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

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

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

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

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

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

A Blended Learning Model

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

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

Middle School Science

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

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

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

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

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

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

Each school should have a plan for how middle school students proceed through the standards and curriculum. Using the Scope and Sequence worksheets and the Core Components, students will either receive a mix of the sciences each year, progressing through the standards, OR, they will be rotated between Earth, Life, and Physical over the course of three years.

Core Components

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

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

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

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

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

Weather and Climate Systems Genes and Molecular Machines Matter and its Interactions Space Systems Exploration Ecosystems and Their Interactions Energy, Forces, and Motion

Supplemental Components

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

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

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

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

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

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

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

Middle School Social Studies

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

The curriculum materials are based on a series of three texts complete with resource materials, and lesson and project ideas, and assessments. These are also supplemented with access to

quality online components for students pursuing interests or content related learning within a blended learning structure.

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

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

Core Components

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

Supplemental Components

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

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

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

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

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

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

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

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

Middle School – Physical Education (MPE) and Electives

Physical Education

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

Middle School Electives (MEL)

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

AGSD Elementary Curriculum Overview

Grade K- 5

K-5 Math

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

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

Core Components

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

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

Supplemental Components

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

IXL - A digital adaptive program in which students build key skills at each grade level. Based on the activities of the students within the program, they receive personalized

recommendations to encourage growth and exploration. Teachers receive diagnostic information on the students, as well as analytics that help to address trouble spots.

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

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

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

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

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

Intervention Components

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

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

A Blended Learning Model

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

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

- Students working in the digital core components (MyMath, Redbird)
- Students working in groups around specific concepts or projects

- Students working on skills through supplementals
- Students receiving intervention
- Teachers working with individuals or small groups on any of the above
- Individual students working on skills independently or choosing interest-based materials

K-5 English/Language Arts

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

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

Core Components

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

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

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

Accelerated Reader is an assessment software to be used in conjunction with titles from the Scholastic Book Room, MyOn titles, and other independent titles students may

choose from the library. The program contains assessments for over 600,000 titles. Students take assessments in the program for the books they read, and set reading goals based on their assessments. Teachers also utilize the data from the AR program to encourage students and provide tiered, targeted instruction in reading comprehension.

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

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

Supplemental Components

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

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

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

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

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

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

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

Intervention Components

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

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

The Sonday System is also used by the District to provide structured, systematic multisensory reading intervention. Each Sonday System lesson includes proven Orton-Gillingham methods to provide effective intervention in one-on-one and small group settings. The Sonday System can be used for beginning readers, intervention, dyslexia instruction, special education, English language learners (ELL), and Response to Intervention (RTI).

A Blended Learning Model

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

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

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

K-5 Social Studies

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

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

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

Core Components

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

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

Supplemental Components

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

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

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

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

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

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

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

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

K-5 Science

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

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

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

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

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

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

Core Components

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

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

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

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

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

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

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

Supplemental Components

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

[Rozzy Learning Science](#) - All teachers have access to Rozzy Learning Science Career Adventures for K-5. This includes online access to hundreds of NGSS aligned hands on lessons, projects and experiments. Subscription includes access to all visual aides and

handouts, videos, activity magazines, vocabulary cards, writing extensions, and assessments. Also included are teacher training sections, and a teacher portal.

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

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

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

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

K – 5 PE and Additional Programs

APPROVED CURRICULUM MATERIALS and PROGRAMS:

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

To: Regional School Board

Date: Sept 21st, 2020

From: Superintendent's Office

Agenda Item: 10

Issue: Grant Acceptance

Background Information

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

- \$14,175 - Fresh Fruit and Vegetable Program
- \$150,000.00 - School Improvement Grant

Administrative Recommendation:

Approve Acceptance of the above listed grants and awards, along with all hiring, purchasing and travel provisions within the scope of the funding requirements.

FY21 GRANT AWARD

Note: No portion of this grant may be used directly or indirectly for the benefit of a Department of Education & Early Development employee.

Ref: AS 39.50.010, Conflict of Interest; AS 39.52.170, Outside Employment;
AS 39.52.150, Improper Influence in State; Grants, Contracts, Leases, or Loans



Division of Finance and Support Services
P.O. Box 110500
Juneau, AK 99811-0500

Vendor Number:	<u>TAG84704</u>	DUNS Number:	<u>063864425</u>
Grant Recipient:	<u>Alaska Gateway School District</u>	Grant Number:	<u>FF 21.AGSD.02</u>
Address:	<u>PO Box 226</u>	Grant Title:	<u>Fresh Fruit & Vegetable Program</u>
	<u>Tok, AK 99780</u>	Amendment No.	<u>Initial Award</u>
Authorized Representative:	<u>Scott MacManus</u>	Total Grant Amount:	<u>\$14,175.00</u>
Contact Person:	<u>Robbie MacManus</u>	Original Grant	<u>\$14,175.00</u>
		Previous Amendments	<u></u>
		Changes this Amendment (+ or -)	<u></u>

Grant award begins: October 1, 2020 Ends: May 31, 2021 Statutes/Regulations 42 U.S.C. 1769a

Comments:

1. This grant provides services as stated in the grantee's application and amendments as approved by the Department.
2. Funds must be obligated or encumbered by May 31, 2021.
3. Final claims must be entered in CNPWeb and supporting backup documentation submitted by June 15, 2021. All supporting documentation has to be submitted within the 60 day deadline.
4. Claims will follow the USDA 60/90 day rule per 7 CFR 210.8(b)(1) except for the final claim of the grant award which must be submitted to the state agency (SEA) by June 15, 2020.
5. Reimbursements will be made for actual expenditures attributable to the grant (2 CFR § 200.302).
6. Grantees must provide and maintain adequate supporting documentation on the use of the grant funds for reimbursement and those requests cannot exceed the total amount of the approved grant award. Records must be maintained in accordance with 34 CFR 76.730.
7. This grant is subject to the OMB Uniform Grant Guidance (2 CFR §200.501) audit requirements or the state single audit requirements (2 AAC 45). This grant may be monitored by the Department Staff.
8. Grantee must adhere to all administrative and compliance requirements including, but not limited to, the Davis-Bacon prevailing wage.
9. Grantees must be registered in System for Award Management (SAM) to receive an award, maintain current registration throughout the application and award process, and provide a valid unique entity identifier aka Dun & Bradstreet Data Universal Numbering System (DUNS) number (<https://www.sam.gov>).
10. Grantees must comply with general procurement standards (2 CFR §200.318) and are subject to the non-procurement debarment & suspension regulations implementing Executive Orders 12549 & 12689 (2 CFR §200.212).
11. This grant must not be used for research and development.
12. Grantees must establish and maintain effective internal controls over the federal sub award in accordance with 2 CFR§200.203.
13. The grantee will ensure that it does not obligate or award funds to any party that has been debarred or suspended, either by requiring a certification from the party or by checking SAM.gov prior to awarding or obligating funds per 2CFR180.330(a). The grantee will also ensure that the requirements under 2CFR180 Subpart C are communicated to parties awarded or obligated federal funds per 2CFR180.330(b).

Amount	Financial Coding (Fund, AR, Unit)	CFDA Federal Agency	Federal Award ID Number (FAIN)	Award Date
\$14,175.00	1004 052132011 2010	10.582	217AKAK1L1603	8/18/2020
	FRESHFRUIT PY2021	USDA		

Carole Baker 9/10/20
Carole Baker, Grant Administrator Date

Sue Lampert 9/10/2020
Sue Lampert, Program Manager Date

For questions regarding this grant award, please contact carole.baker@alaska.gov.



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLEAVY

Department of Education
& Early Development

DIVISION OF INNOVATION &
EDUCATION EXCELLENCE

801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.2800
Fax: 907.465.4156

July 15, 2020

Dear Mr. Scott MacManus,

Enclosed are your district's School Improvement allocation for the 2020-2021 school year. A full grant award listed below will be issued. This letter of intent to award will be your documentation for beginning your program activities prior to the issuance of the grant award. Please note that all of these State funds must be expended by June 30, 2021.

Funds will be available to your district and schools upon the final approval of your school improvement application documents. This year the school improvement program application will be part of the Grants Management System (GMS). Please see the attached handbook for specific information regarding the individual requirements for this grant.

Please update and upload your School grant application from Spring 2020. Please, be sure to include updates concerning your digital needs and/or remote learning.

Alaska Gateway School District		
School Name	Designation	Allocation
Alaska REACH Academy	Comprehensive Support (Graduation Rate) - 2019	\$ 25,000.00
Tetlin School	Comprehensive Support (Lowest 5%) - 2018	\$ 50,000.00
Tanacross School	Comprehensive Support (Lowest 5%) - 2019	\$ 50,000.00
Tok School	Targeted Support and Improvement - 2019	\$ 25,000.00

Thank you for your continued efforts to develop and provide ongoing school improvement processes for Alaska children. We are honored to support your endeavor to provide an excellent education for every student every day. If you have any questions regarding the 1003(a) grants, please contact me.

Kindest regards,

Allie M. Gardner

Allie Gardner M.Ed., M.A.T
Program Administrator
School Recognition & Support
Innovation & Education Excellence
Department of Education & Early Development
907-269-6754
Allie.Gardner@alaska.gov

To: Regional School Board

Date: Sept 21st, 2020

From: Superintendent's Office

Agenda Item: 11

Issue: AP&T Internet Partnership

Background Information

Last spring when schools across the state were shut down, it was a big scramble to get many of our student households connected so that teachers could continue to work with their kids. This summer the district initiated talks with Alaska Power and Telephone, who is the local ISP. In this arrangement, which we have gone forward with as pilot to get it going, APT will give a \$70 per month credit on the Internet bill of families who have a student(s) enrolled in AGSD during the school year. They will credit \$35 of that cost, and AGSD in turn, will match the AP&T credit with a cash payment of \$35 per eligible family to AP&T. The district views this as not only an equity of access issue, but also a straight up education issue, as we have moved more and more toward online supported instruction and learning activities. With approximately 150 families who would be eligible, this will cost the district a maximum of \$45,000. There are stipulations that protect both AP&T and AGSD. See enclosed information on this program. It will be managed by our Technology Director, Brenda Overcast.

We are also engaged in talks with Copper Valley, who have another program that will help our families in Mentasta.

Administrative Recommendation:

Approve the AP&T Internet Service Provider Partnership



ALASKA GATEWAY SCHOOL DISTRICT

PO BOX 226, TOK, AK 99780

Ph: 907.883.5151 Fax: 907.883.5154

Scott MacManus – Superintendent of Schools

Date: September 4th, 2020

To: All AGSD Households
From: Scott MacManus, AGSD Superintendent
RE: Alaska Gateway School and Alaska Power & Telephone Internet Access Partnership
“Helping Students Stay Connected”

Dear Parent/ Guardian of an AGSD Student

In the current COVID-19 pandemic internet connectivity has become more important than ever. Last spring when we had to shut down suddenly, it took us many weeks to get some families connected, which caused lost instructional and learning time. This is an effort to get in front of that this year, in the event that a school has to temporarily close, so that your child's learning can continue without interruption. We want to be able to simply shift to on-line learning while we have to, and carry on.

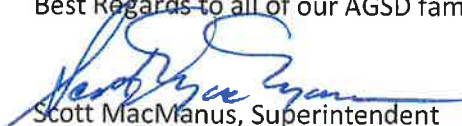
To that end, I'm very pleased to announce that AGSD and Alaska Power & Telephone have been able to work out the details of a partnership to help families subsidize the costs of internet service for households who have at least one student attending an AGSD School. From now and thru next May, AP&T will provide a \$35 per month credit and AGSD will match that with a \$35 direct payment to AP&T, for a total of \$70 a month credit for each of our families who are eligible, during the school year. The process is very simple for you to complete. Participation is not required, and a family who does want to participate will fill out and sign the enclosed form. Then fax, scan, mail, email, or drop off at your school or the district office. The billing name and household phone number will then be submitted to APT, and that will be used to track and credit this great benefit to your home phone account number. The credit will show up as a \$70.00 credit on your phone bill, under the heading “Helping Students Stay Connected”.

Eligibility Criteria

- The “Helping Students Stay Connected” benefit is one per household
- The household must have a student enrolled in Alaska Gateway School District.
- The household must purchase services that include internet services, from Alaska Power and Telephone in excess of \$70 per month
- The family must have an AP&T phone hooked up in their house.
- Families in REACH who choose to participate in this program can use their allocation.

The contact person in the District in charge of this program is Brenda Overcast, who is our Director of Technology. She can be reached during business hours at (907)209-9667. Your school secretary can also accept your form, and get it forwarded to her.

Best Regards to all of our AGSD families,


Scott MacManus, Superintendent

“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 & Alaska Power and Telephone



\$70 OFF Internet service

AP&T Service Areas

Helping Students Stay Connected

Alaska Gateway School District is pleased to announce a new partnership with Alaska Power and Telephone that will support AGSD students with internet service.



With the Helping Students Stay Connected program, AGSD families are able to sign up for the AP&T internet package that is right for you and your family, and apply for the student discount.



Each month, you'll see a discount on your monthly bill in the amount of \$35, as well as a matching credit of \$35 from AGSD. That's a total of \$70 per month in discounts to families with students!



High need for service

The Covid-19 pandemic has created a situation where students are more dependent than ever on internet service in the home to help ensure they can continue to have access to their school and learning, no matter what the risk levels are in our schools and communities!

Contact AP&T (907) 883-5101 for:

New internet service	Broadband plans
Student discount questions	Billing
Technical Issues.	Overage

AP&T/AGSD Helping Students Stay Connected discounts are only available for the months of August 2020 through May 2021, while school is in session. Families wishing to continue their service after the end of the school year will not receive the discount after May of 2021.

Contact Your School Principal for:

Members of Household updates - AGSD provides this information to AP&T when verifying accounts eligible for student discounts.

Due to possible unforeseeable technical difficulties, AP&T cannot guarantee that all homes in their service area will be able to receive internet service

Please note:

- Families who already have AP&T internet service as well as those who do not may apply for the AP&T/AGSD Helping Students Stay Connected student discount.
- Neither AP&T nor AGSD will assist with overage fees. We strongly encourage families to prioritize the internet usage provided in their package for the academic access of students in their household.
- By participating in the Helping Students Stay Connected program provided by AGSD and AP&T, you agree to provide your AP&T Telephone account number to AGSD.
- All eligible participants in the Helping Students Stay Connected program must be purchasing services from AP&T in excess of \$70.00 a month.
- Non-payment of monthly internet service will result in service being disconnected.

Alaska Gateway School and Alaska Power & Telephone Internet Access Partnership

"Helping Students Stay Connected" Program Enrollment

Name of AGSD Student _____

School Enrolled in: _____

Household Phone number (for billing credit) 1(907) _____

Name of person listed on the AP&T Household Phone bill: _____

Signed Permission to participate _____
(Signature of person listed on the AP&T Bill)

Name of Students Parent/Guardian _____

Parent/Guardian Signature _____ Date _____

To submit this form, you may fax to: (907)883-5154, email or scan to bovercast@agsd.us, drop off at your local school office, or mail via USPS to: AGSD Box 226, Tok Alaska 99780.

To: Regional School Board

Date: Sept 21st, 2020

From: Superintendent's Office

Agenda Item: 12

Issue: Policy Updates on Background Checks AR4310 and BP4310 (First Reading)

Background Information

This proposed revision the BP 4310 – Security Background Check and AR 4310 Security Check Fingerprinting will improve and codify the district process for ensuring that potential employees or volunteers have been vetted and are known to be safe to work with our students. This does not impose any additional cost onto new staff or volunteers, and will better enable the district to make informed decisions. Enclosed as well are the forms that staff and volunteers will agree to prior to working with kids. This policy will apply to all staff.

See attached revised Administrative Regulation, and Board Policy

Administrative Recommendation:

Approve the policy updates regarding Background Checks as proposed

AR 4310 Security Check Fingerprinting (First Reading)

~~When new classified~~ Employees who are offered employment with the District, or volunteers who may work with students ~~they~~ will be required to sign a release authorizing the district to conduct a confidential background information check. They will submit two (2) sets of fingerprints on forms provided by the District. ~~Each employee will also be required to submit payment in the proper form to the federal Bureau of Investigation.~~

The District will then submit those forms to the Alaska State Troopers and request them to provide it with a record of any convictions for contributing to the delinquency of a minor or certain other defined sex crimes. As part of the search of the records, the Alaska State Troopers will submit fingerprints to the Federal Bureau of Investigation.

The release of the criminal justice information set forth above has been authorized by Alaskan law.

Upon receiving the cards ~~and fee from the applicant~~, the District shall submit them to the Alaska State Troopers.

~~Since~~ The report requested from the Alaska State Troopers, or FBI, or the comprehensive background check, may not be completed prior to the commenced employment, therefore continued employment of new employees will be contingent upon the results of the findings of the background ~~record~~ check. Based on a preliminary background check, the Superintendent may allow a new staff to commence work prior to completion of a comprehensive background check.

BP 4310 Security Background Check (First Reading)

The Board desires to engage volunteers and to hire personnel whose background and behavior exemplify a standard deemed appropriate for individuals working with children. The Superintendent will establish a standard protocol for conducting comprehensive background checks of all persons who will be working with or around students in the district, including new employees and volunteers.

A reasonable effort will be made to investigate the background of applicants or volunteers prior to engaging them in any capacity. This investigation will include questions related to an applicant's background, and a search of the sexual offender database, and may also include but not necessarily be limited to communications with references, former employees, or others as deemed necessary and appropriate. ~~The selected~~ All applicants for a permanent position or volunteers must authorize a criminal background check and submit fingerprints for law enforcement review prior to beginning employment. ~~The criminal background check and/or fingerprint review may be required of the selected applicant for a temporary position if there is good reason to believe that it is warranted.~~ The district will bear the expense of any required criminal background check and fingerprint review.

A person who has been convicted of, or has plead no contest to a felony will be required to submit a written statement of events and circumstances surrounding the offense. For a crime involving sexual misconduct, a felony, a crime of violence, or contributing to the delinquency of a minor may be hired only with the recommendation of the Superintendent (AR 4300), and only after the Board has reviewed the nature and gravity of the offense, considered the time that has passed, the nature of the offense, and the nature of the job assignment, and has made a determination that the applicant does not pose a significant risk to the district or to the district's employees and students.

Falsification of information during the interview or on the application shall be grounds for immediate removal from consideration for a position or dismissal from a currently held position.

Legal Reference: ALASKA STATUTES 12.62.162 Release and Use of Criminal Justice Information; Fees

**REQUEST, AUTHORIZATION, CONSENT, AND RELEASE
FOR CONFIDENTIAL BACKGROUND INFORMATION**

TO: Concerned Person or Authorized
Representative of Any Organization,
Institution, or Repository of Records:

NAME: _____
 MAIDEN NAME: _____ *
 ALIAS, OR AKA: _____ *
 SOCIAL SECURITY #: _____ *
 DRIVERS LICENSE: _____ STATE: _____
 DATE OF BIRTH: _____ *
 MAILING ADDRESS: _____
 PHYSICAL ADDRESS: _____
 CITY _____ STATE _____ ZIP _____ PHONE: _____
 EMAIL ADDRESSES USED (list current first): _____

* Responses to these questions are
voluntary. You need not respond to
have your application considered.
However, without this information,
we may be unable to distinguish you
from another person in the event we
discover adverse information during
our background check.

(initial) I respectfully request and authorize you to furnish the *Alaska Municipal League Joint Insurance Association and/or Russell Consulting, LLC* all information that you may have concerning my employment record, including performance evaluations and disciplinary actions, educational record, character, reputation, divorce record (if applicable), arrest records, criminal records or records from a law enforcement agency, driver's license, polygraph examination history, medical record, or application status.

(initial) I consent to have a consumer report made as to my credit history, employment history, motor vehicle driving record, social security information, criminal record, and other pertinent information for employment purposes, including initial hiring decisions, promotions, reassignments, and/or retention.

(initial) Please include any and all information of a confidential or privileged nature and photocopies of same, if possible. This information is to be used to assist the *Alaska Municipal League Joint Insurance Association and/or Russell Consulting, LLC* in determining my qualifications and fitness for employment with the Alaska Gateway School District

(initial) I understand my right to request access to any public records relating to me pursuant to Title 5 of the United States Codes, Section 552, and specifically waive those rights, understanding that the information furnished will be used by the Alaska Gateway School District and/or its agencies or departments in conjunction with employment procedures. I will make NO attempt to gain access to the information provided by you in conjunction with this employment process and hereby waive any rights I may have to request disclosure of information provided by you in conjunction with employment procedures.

(initial) I understand that a photocopy or facsimile of this signed document shall be considered as valid as an original.

IMPORTANT: MAY WE CONTACT YOUR PRESENT EMPLOYER? YES __ NO __

Applicant's Name (printed)

Applicant's Signature

Date

Consumer Disclosure and Authorization Form

Disclosure Regarding Background Investigation

Russell Consulting, LLC ("the Company") may request, for lawful employment purposes, background information about you from a consumer reporting agency in connection with your employment or application for employment (including independent contractor assignments as applicable). This background information may be obtained in the form of consumer reports and/or investigative consumer reports (commonly known as "background reports"). These background reports may be obtained at any time after receipt of your authorization and, if you are hired or engaged by The Company, throughout your employment or your contract period.

Backgrounds Online will prepare or assemble the background checks for the Company. Backgrounds Online is located and can be contacted by mail at 1915 21st Street, Sacramento, California 95811, and by phone at 800-838-4804. Their website can be found at <http://www.backgroundsonline.com>.

The types of information that may be obtained include, but are not limited to: social security number verifications, address history, credit reports and history; criminal records and history; public court records; driving records; worker's compensation claims; bankruptcy filings; educational history verifications (such as dates of attendance and/or degrees obtained); employment history verifications (such as dates of employment, salary, reasons for termination, etc); personal and professional reference interviews; professional licensing and certification checks; drug/alcohol testing results; and other information bearing on your character, general reputation, personal characteristics, mode of living and credit standing.

This information may be obtained from private and public record sources, including, as appropriate: government agencies and courthouses; educational institutions; former employers; personal interviews with sources such as neighbors, friends and associates and other information sources.

You may request more information about the nature and scope of any investigative consumer reports by contacting The Company. A summary of your rights under the Fair Credit Reporting Act is also being provided to you.

Additional State Law Notices

If you are a California, Maine, Massachusetts, New York or Washington applicant, employee or contractor, please also note:

California: Pursuant to section 1786.22 of the California Civil Code, you may view the file maintained on you by Backgrounds Online during normal business hours. You may also obtain a copy of this file upon submitting proper identification and paying the costs of duplication services, by appearing at Backgrounds Online's offices in person, during normal business hours and on reasonable notice, by mail. You may also receive a summary of the file by telephone, upon submitting proper identification. Backgrounds Online has trained personnel available to explain your file to you, including any coded information. If you appear in person, you may be accompanied by one other person, provided that person furnishes proper identification.

Maine: You have the right, upon request, to be informed of whether an investigative consumer report was requested, and if one was requested, the name and address of the consumer reporting agency furnishing the report. You may request and receive from The Company, within five business days of our receipt of your request, the name, address and telephone number of the nearest unit designated to handle inquiries for the consumer reporting agency issuing an investigative consumer report concerning you. You also have the right, under Maine law, to request and promptly receive from all such agencies copies of any reports.

Massachusetts: If we request an investigative consumer report, you have the right, upon written request, to a copy of the report.

New York: You have the right, upon request to be informed of whether or not a consumer report was requested. If a consumer report is requested, you will be provided with the name and address of the consumer reporting agency furnishing the report. You may inspect and receive a copy of the report by contacting that agency. Attached below is additional information about New York law.

Washington: If The Company requests an investigative consumer report, you have the right, upon written request made within a reasonable period of time after your receipt of this disclosure, to receive from The Company a complete and accurate disclosure of the nature and scope of the investigation requested by The Company. You also have the right to request from the consumer reporting agency a written summary of your rights and remedies under the Washington Fair Credit Reporting Act.

REQUEST, AUTHORIZATION, CONSENT AND RELEASE FOR BACKGROUND INFORMATION

PLEASE TYPE OR PRINT

I: _____
LAST NAME FIRST NAME MIDDLE NAME (PLEASE INCLUDE Jr., Sr., II, III Etc.)

Have carefully read and understand this Disclosure and Authorization form as well as the attached Summary of Rights under the Fair Credit Reporting Act. By my signature below, I consent to preparation of background reports by a consumer reporting agency such as Backgrounds Online, and to the release of such background reports to the Company and its designated representatives and agents, for the purpose of assisting the Company in making a determination as to my eligibility for employment (including independent contractor assignments, as applicable), promotion, retention or for other lawful employment purposes. I understand that if the Company hires me or contracts for my services, my consent will apply, and the Company may obtain background reports throughout my employment or contract period.

I understand that information contained in my employment or contractor application, or otherwise disclosed by me before or during my employment or contract assignment, if any, may be used for the purpose of obtaining and evaluating background reports on me. I also understand that nothing herein shall be construed as an offer of employment or contract for services.

I hereby authorize law enforcement agencies, learning institutions (including public and private schools and universities), information service bureaus, credit bureaus, record/data repositories, courts (federal, state and local), motor vehicle records agencies, my past or present employers, the military, and other individuals and sources to furnish any and all information on me that is requested by the consumer reporting agency.

By my signature below, I also certify the information I provided on and in connection with this form is true, accurate and complete. I agree that this form in original, faxed, photocopied or electronic (including electronically signed) form, will be valid for any background reports that may be requested by or on behalf of the company.

☐ **California, Minnesota and Oklahoma Applicants only:**
Check box if you request a copy of any consumer report ordered on you.

LAW ENFORCEMENT AGENCIES AND OTHER ENTITIES FOR POSITIVE IDENTIFICATION PURPOSES REQUIRE THE FOLLOWING INFORMATION WHEN CHECKING PUBLIC RECORDS. IT IS CONFIDENTIAL AND WILL NOT BE USED FOR ANY OTHER PURPOSES.

Signed _____ Today's Date _____
Printed Name _____ Position Applied For _____
Social Security Number _____ Date of Birth _____ Driver's License Number _____ State _____

Other names you have used or are also known as: _____

PLEASE PROVIDE ALL RESIDENTIAL ADDRESSES FOR THE PAST 7 YEARS

Current Address: _____
Street Apt.# City State Zip Code How long here?
Former Address: _____
Street Apt.# City State Zip Code How long here?
Former Address: _____
Street Apt.# City State Zip Code How long here?

May we contact your current employer? ____ Yes ____ No

Applicants under 18 years of age must have a parent or court appoint guardian sign this Authorization of Background Investigation

Parental Consent: I hereby give my consent for the above-mentioned applicant to have a background check performed on him/her. Furthermore, I hereby understand and agree to the conditions of this Release as described above.

Parent/Guardian Signature _____ Date _____ Parent/Guardian Name _____

Summary of Consumer Rights Under the Fair Credit Reporting Act

Para información en español, visite www.consumerfinance.gov/learnmore o escriba a la
Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.

The federal **Fair Credit Reporting Act (FCRA)** promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under the FCRA. For more information, including information about additional rights, go to: www.consumerfinance.gov/learnmore or write to: Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.

- **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance, or employment—or to take another adverse action against you—must tell you, and must give you the name, address, and phone number of the agency that provided the information.
- **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your "file disclosure"). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:
 - a person has taken adverse action against you because of information in your credit report;
 - you are the victim of identity theft and place a fraud alert in your file;
 - your file contains inaccurate information as a result of fraud;
 - you are on public assistance;
 - you are unemployed but expect to apply for employment within 60 days.

In addition, all consumers are entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. See www.consumerfinance.gov/learnmore for additional information.

- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your credit-worthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.
- **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.consumerfinance.gov/learnmore for an explanation of dispute procedures.
- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.
- **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.
- **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need -- usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.
- **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent generally is not required in the trucking industry. For more information, go to www.consumerfinance.gov/learnmore.
- **You may limit "prescreened" offers of credit and insurance you get based on information in your credit report.** Unsolicited "prescreened offers" for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt-out with the nationwide credit bureaus at 1-888-567-8688.
- **You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.
- **Identity theft victims and active duty military personnel have additional rights.** For more information, visit www.consumerfinance.gov/learnmore.

States may enforce the FCRA, and many states have their own consumer reporting laws. In some cases, you may have more rights under state law. For more information, contact your state or local consumer protection agency or your state Attorney General. For information about your federal rights, contact:

TYPE OF BUSINESS:	CONTACT:
1.a. Banks, savings associations, and credit unions with total assets of over \$10 billion and their affiliates b. Such affiliates that are not banks, savings associations, or credit unions also should list, in addition to the CFPB:	a. Consumer Financial Protection Bureau 1700 G Street NW Washington, DC 20552 b. Federal Trade Commission: Consumer Response Center—FCRA Washington, DC 20580 (877) 382-4357
2. To the extent not included in item 1 above: a. National banks, federal savings associations, and federal branches and federal agencies of foreign banks b. State member banks, branches and agencies of foreign banks (other than federal branches, federal agencies, and Insured State Branches of Foreign Banks), commercial lending companies owned or controlled by foreign banks, and organizations operating under section 25 or 25A of the Federal Reserve Act c. Nonmember Insured Banks, Insured State Branches of Foreign Banks, and insured state savings associations d. Federal Credit Unions	a. Office of the Comptroller of the Currency Customer Assistance Group 1301 McKinney Street, Suite 3450 Houston, TX 77010-9050 b. Federal Reserve Consumer Help Center P.O. Box 1200 Minneapolis, MN 55480 c. FDIC Consumer Response Center 1100 Walnut Street, Box #11 Kansas City, MO 64106 d. National Credit Union Administration Office of Consumer Protection (OCP) Division of Consumer Compliance and Outreach (DCCO) 1775 Duke Street Alexandria, VA 22314
3. Air carriers	Asst. General Counsel for Aviation Enforcement & Proceedings Aviation Consumer Protection Division Department of Transportation 1200 New Jersey Avenue, S.E. Washington, DC 20590
4. Creditors Subject to the Surface Transportation Board	Office of Proceedings, Surface Transportation Board Department of Transportation 395 E. Street, S.W. Washington, DC 20423
5. Creditors Subject to Packers and Stockyards Act, 1921	Nearest Packers and Stockyards Administration area supervisor
6. Small Business Investment Companies	Associate Deputy Administrator for Capital Access United States Small Business Administration 409 Third Street, SW, 8th Floor Washington, DC 20416
7. Brokers and Dealers	Securities and Exchange Commission 100 F St., N.E. Washington, DC 20549
8. Federal Land Banks, Federal Land Bank Associations, Federal Intermediate Credit Banks, and Production Credit Associations	Farm Credit Administration 1501 Farm Credit Drive McLean, VA 22102-5090
9. Retailers, Finance Companies, and All Other Creditors Not Listed Above	FTC Regional Office for region in which the creditor operates or Federal Trade Commission: Consumer Response Center – FCRA Washington, DC 20580 (877) 382-4357

New York Article 23-A Correction Law

§ 750. Definitions. For the purposes of this article, the following terms shall have the following meanings: (1) "Public agency" means the state or any local subdivision thereof, or any state or local department, agency, board or commission. (2) "Private employer" means any person, company, corporation, labor organization or association which employs ten or more persons. (3) "Direct relationship" means that the nature of criminal conduct for which the person was convicted has a direct bearing on his fitness or ability to perform one or more of the duties or responsibilities necessarily related to the license, opportunity, or job in question. (4) "License" means any certificate, license, permit or grant of permission required by the laws of this state, its political subdivisions or instrumentalities as a condition for the lawful practice of any occupation, employment, trade, vocation, business, or profession. Provided, however, that "license" shall not, for the purposes of this article, include any license or permit to own, possess, carry, or fire any explosive, pistol, handgun, rifle, shotgun, or other firearm. (5) "Employment" means any occupation, vocation or employment, or any form of vocational or educational training. Provided, however, that "employment" shall not, for the purposes of this article, include membership in any law enforcement agency.

§ 751. Applicability. The provisions of this article shall apply to any application by any person for a license or employment at any public or private employer, who has previously been convicted of one or more criminal offenses in this state or in any other jurisdiction, and to any license or employment held by any person whose conviction of one or more criminal offenses in this state or in any other jurisdiction preceded such employment or granting of a license, except where a mandatory forfeiture, disability or bar to employment is imposed by law, and has not been removed by an executive pardon, certificate of relief from disabilities or certificate of good conduct. Nothing in this article shall be construed to affect any right an employer may have with respect to an intentional misrepresentation in connection with an application for employment made by a prospective employee or previously made by a current employee.

§ 752. Unfair discrimination against persons previously convicted of one or more criminal offenses prohibited. No application for any license or employment, and no employment or license held by an individual, to which the provisions of this article are applicable, shall be denied or acted upon adversely by reason of the individual's having been previously convicted of one or more criminal offenses, or by reason of a finding of lack of "good moral character" when such finding is based upon the fact that the individual has previously been convicted of one or more criminal offenses, unless:

- (1) there is a direct relationship between one or more of the previous criminal offenses and the specific license or employment sought or held by the individual; or
- (2) the issuance or continuation of the license or the granting or continuation of the employment would involve an unreasonable risk to property or to the safety or welfare of specific individuals or the general public.

§ 753. Factors to be considered concerning a previous criminal conviction; presumption. 1. In making a determination pursuant to section seven hundred fifty-two of this chapter, the public agency or private employer shall consider the following factors: (a) The public policy of this state, as expressed in this act, to encourage the licensure and employment of persons previously convicted of one or more criminal offenses. (b) The specific duties and responsibilities necessarily related to the license or employment sought or held by the person. (c) The bearing, if any, the criminal offense or offenses for which the person was previously convicted will have on his fitness or ability to perform one or more such duties or responsibilities. (d) The time which has elapsed since the occurrence of the criminal offense or offenses. (e) The age of the person at the time of occurrence of the criminal offense or offenses. (f) The seriousness of the offense or offenses. (g) Any information produced by the person, or produced on his behalf, in regard to his rehabilitation and good conduct. (h) The legitimate interest of the public agency or private employer in protecting property, and the safety and welfare of specific individuals or the general public. 2. In making a determination pursuant to section seven hundred fifty-two of this chapter, the public agency or private employer shall also give consideration to a certificate of relief from disabilities or a certificate of good conduct issued to the applicant, which certificate shall create a presumption of rehabilitation in regard to the offense or offenses specified therein.

§ 754. Written statement upon denial of license or employment. At the request of any person previously convicted of one or more criminal offenses who has been denied a license or employment, a public agency or private employer shall provide, within thirty days of a request, a written statement setting forth the reasons for such denial.

§ 755. Enforcement. 1. In relation to actions by public agencies, the provisions of this article shall be enforceable by a proceeding brought pursuant to article seventy-eight of the civil practice law and rules. 2. In relation to actions by private employers, the provisions of this article shall be enforceable by the division of human rights pursuant to the powers and procedures set forth in article fifteen of the executive law, and, concurrently, by the New York city commission on human rights.



Alaska Gateway School District Background Check Verification Form

To be completed by Human Resources personnel upon completion of background check, and filed in the appropriate personnel file.

This background check was completed for:

First Middle Last Suffix

Aliases/Maiden Name: _____

Criminal History:

- ☐ NO Criminal History
☐ YES - (attach documentation)
 Previous criminal history within the last
 ☐ 5 years
 ☐ 10 years
 ☐ More than 10 years

Sex Offender History:

- ☐ NO listing in national sex offender registry
☐ YES a registration as a sex offender was found (attach documentation)
☐ OTHER: _____

Listing of other sources completed for background check (attach necessary documentation):

Background check completed by:

Printed Name

Signature

Date



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

Ph: 907.883.5151 Fax: 907.883.5154

Scott MacManus, Superintendent of Schools

Date: September 21th, 2020

To: Regional School Board Members

From: Scott MacManus, Superintendent

RE: Superintendent's July and August Board Report

Current and on-going district project status:

- **Student enrollment** numbers are up by nearly 20 as of this second week of school. Staffing is good, however, we did lose a teacher from Tetlin in the first week to family emergency.
- **District office phone system** – Our new phones are now installed, and are working! This is a project that has taken far too long, but a big thanks to Tech-Director Brenda Overcast for getting this done. Thank you!
- **Student Classroom Furniture** - New student classroom furniture (student desks and chairs) is expected to be here any day, having shipped from Tacoma. It will be put in Tetlin and Tanacross schools, as the priority schools having the greatest need for new furniture. There will be enough to go around to replace all the classroom furniture in all the classrooms of those schools, with new chairs for the teachers too. Now, just to get new teacher desks.
- **Biomass** - The district has working on an application to the Alaska Energy Authority for a biomass heating project in Northway, and are currently collecting community letters of support. The biomass project is estimated to have a full payback of under 8 years, which is quite to positive result. It will be a much simpler heating system than the Tok project, that will heat the whole Northway complex.
- **Replacement Case 721D Loader** – We now have both of our loaders at the Plant has been delivered and is on site at the Biomass. The biomass crew will soon be looking at fall biomass harvesting. We have several harvest options this fall, in dedicated areas of a wildfire remediation program, and on the leased cut.
- **Calendar Waiver** – The district applied for a waiver from DEED to allow additional training days off the standard term calendar, that were to be used for In service training that focused on the deployment of our instructional LMS. (see letter)
- **General Operating Fund** – The budget submitted to DEED has been accepted and pending receipt of the district's FY20 Audit will be approved. (see letter)
- **FY20 Audit** – Altman-Rogers, our new auditing firm had a team in the district for a week in August, and they did a very thorough review, and we expect that they will
- present to the Board at the October meeting on the results. In their exit meeting with myself and Board Vice-President Titus, the Business Office was commended and we were told that the audit was "Gold Star", which of course is good to hear. At this point there are no "Findings", and we don't expect that to change.
- **Accounting System Software** - The Business Office is in the beginning phases of their transition to our new accounting system, Black Mountain. Now that the business office has completed their successful audit with our new Auditing firm, they will begin the process of recruiting an Accountant I to train on the new software system.

"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

- **Instructional Design Project** – In an effort to ensure that we are able to keep our students on track with their learning, regardless of the COVID-19 status we may be in, our teaching staff have been working on refining a synchronous LMS platform (Canvas) to facilitate their instruction, with the intent being able to transition students seamlessly from the live classroom to an online virtual classroom, and back, with consistent and effective learning. The article below was submitted to the “Mukluk insert” this month, on that topic.

Page 10a, Mukluk News, September 17, 2020



EDUCATING ALL OUR STUDENTS TO REACH THEIR FULL POTENTIAL AS RESPONSIBLE CITIZENS

FROM OUR SUPERINTENDENT



The deepest and most impactful student learning happens when it is rooted in a real-world situation, and our current “Age of COVID” pandemic is about as real as it gets. This has shown us many things... among them how great our students are with the imposition of PPE in their schools. Too, It brings into focus how fortunate we are to have the incredible staff who work with our kids, both teachers and support staff, who collectively are doing an amazing job of keeping the focus on students and learning. I’m very proud of everyone of our staff who have gone above and beyond their “normal” jobs, seeing what needs to be done and doing it. That is the kind of teamwork that makes systems work well.

Aside from “everything COVID all the time”, the real issue at hand is teaching kids. For the past several years AGSD has been developing a “Blended Learning” instructional framework for teaching, with the goal of making learning more relevant and meaningful for students. That framework is now turning out to be ideal for the highly fluid situation we find ourselves in, and has allowed us to initiate our HomeLink virtual-classroom program for families without too much difficulty. The COVID pandemic has created the need to move toward that goal even sooner than anticipated. Now, instead of slow and steady progress down that pathway, we have had to adapt very quickly, in order to adjust to the new situation for our students.

The AGSD Blended Learning instructional framework is intended to be “synchronous”, meaning that instruction can be delivered effectively either in person, or through an on-line format via a virtual classroom,

using an online LMS, or a “Learning Management System”. For the past several years, many of our teachers have been using this method to design customized instruction that is intended to meet each student’s very specific interests. Now they all are.

Students today are learning with a range of nu-tech devices, using a variety of applications, and they will benefit from an instructional focus that is based on their personal preference. Blended learning, Flipped classrooms, and project based learning are becoming the norm. This means that in this new paradigm, our above average students will be challenged with harder tasks and more in-depth questions, and students who experience difficulties with a concept will have the opportunity for extra practice until it can be demonstrated that they are proficient. In the classrooms of the future, location will be less important than content delivery. The students of tomorrow will use project-based learning, and their skills will be assessed based on actual performance in the field. This means that students will have to learn to apply a range of new skills in a variety of real-life situations, and organizational, collaborative and time management skills will become basic expectations that every student will need in their future academic careers.

As technology is rapidly changing the world around us, some worry that it will also replace human intelligence, and might take over a lot of tasks and abilities that we have been teaching our students for decades. The thing is, it will. But that isn’t bad...and formal education itself will never disappear. It will just take on new and different forms, and events like the COVID-19 pandemic are one of the things that will drive that change. Our goal is pretty simple...just figure out the best way to teach kids.

Respectfully submitted, Scott MacManus, Superintendent

- **COVID-19 Risk Status Indicators –**

As a means for quick communication with district families, and to inform them of what the status of the district’s “Alert Status” is, the indicators to the right are posted on the home page of the district’s website, as shown below. All of our schools are currently “Green”. If the situation changes, they will too. Site COVID-19 SmartStart Plans follow the district’s framework, and all site plans are either done, or in review (two schools are in review. The

CURRENT SCHOOL RISK LEVELS						
Tok School	Walter Northway School	Tetlin School	Mentasta Lake Katie John School	Eagle Community School	Tanacross School	Dot Lake School
Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk
Face-to-Face Instruction	Face-to-Face Instruction	Face-to-Face Instruction	Face-to-Face Instruction	Face-to-Face Instruction	Face-to-Face Instruction	Face-to-Face Instruction

completed SmartStart plans for each site are included with each schools' Principal report. Students are following school guidelines and communities are being very supportive.

- **TCC MOU** – The district has worked out an agreement with TCC and also with the Family Clinic in Delta, that will enable our staff to access Rapid COVID-19 testing, as we may need to for the purpose of staff employment. Through this arrangement, the TCC Clinic will do Regular and Rapid testing at the District's request for \$120 and the Delta Clinic will do it for \$60. This access will be key to being able to keep our schools open, and our staff working, and our students learning.
- **Instructional Program Options:** (see enclosed HomeLink brochure that was) The district is offering two distance programs, one is our new HomeLink Virtual Classroom, and the other REACH Academy, the district's traditional correspondence program. Right, students work with staff during the 9th Grade Launch to plan out with their parents, their path to finishing high school.



- **Internet Service in the Age of COVID:** An AP&T/AGSD Internet Service Partnership Pilot called “**Helping Student Stay Connected**” has been worked out to help AGSD families receive low cost internet in their homes this year. The partnership will provide a total \$70 per month subsidy to AGSD families that is designed to ensure that if any of our schools has to close, for either a short or long term shut down, teachers will have ongoing access to students at home and will be able to continue their classes uninterrupted. Besides being needed for basic ISP equity and to be flexible to the pandemic situation, the total cost to the district of around \$40K, will be matched by APT, and will be made up by the increased enrollment that we are already seeing. Approval for ongoing funding of this program during the COVID Pandemic for the rest of the 20-21 school is being recommended at the upcoming Board mtg. See the enclosed flyer that was sent to all district families.

Facilities

- **Tok School Sprinkler Renovation Substantial Completion Inspection** – took place August 13th and 14th, and was on schedule. They tested the main surge pump for over an hour at over 500 gallons per minute, and came up with a final punch list as part of final completion. The project is currently on time, and under budget. We do have a potential control panel issue that we are working out. See letter from our Engineering firm, LCG, that reviews those punch-list items.
- **Board room ceiling collapse** – Stringers holding the ceiling in the Boardroom gave way after many years, likely because they were not properly fastened in the first place. Under years of the weight of the hanging ceiling in the Boardroom, it finally sagged and gave way. The maintenance crew did a great job cleaning up the mess, and redoing the entire ceiling. The timing was unfortunate, just as in-service was starting, but the room was made usable in record time. See photo below of the collapsed ceiling in the Board Room, and the larger photo in attached packet.



Teacher Support

- **AGSD Challenge Coins** – The AGSD Challenge Coin concept was rolled out this fall after a year of planning and design from the Superintendent's office. It is part of our teacher retention strategy to publicly recognize quality contributions to the school district and profession. Challenge Coins are awarded to staff for accomplishments and for longevity...staff who have been with the district for 10 or more years, for example, also receive a cherry display cabinet like the one below (left). Dinashay Easton from Tanacross, (middle photo below) is one of our new cooks, and she just got her first AGSD Challenge coin. Candy Thurneau, at the right, manages PowerSchool and the Resource Center, and is the longest working staff in the district. Candy received her very wise troll, all of her coins (8), and a beautiful cherry display case, as a small way for us to thank her for over 30 years of outstanding service to the students of AGSD.



- **AGSD Tenured Trolls**- These handmade Arensbak trolls are made especially for our AGSD staff, and are each one of a kind. They highlight the many vocations it takes to make a school district work, from teachers to cooks. An Arensbak troll represents wisdom, imagination, longevity, kindness, and a commitment to doing good things well....things that last a very long time...such as providing a high quality education for students that prepares them for a lifelong of learning. In AGSD, tenure status is earned by performance and service, and not because a teacher warmed a seat long enough. We want all of our teachers get their "Tenured Teacher Troll" and are committed to supporting them with the means to do that. When an AGSD teacher earns tenure, it is a milestone accomplishment with the district and that teacher become part of a family of committed educators. Support staff get their trolls too, (which are specific to the type of work they do, eg; Maintenance, Clerical, Instructional Support) after meeting a 6 – 9 month probationary period, and then 5 years of excellent service to students and their school.



- **Annual Cornhole Tournament** - Each year for the past 5 years during fall in-service, the district has hosted an annual Corn-hole tournament and potlatch picnic for staff and their families. This year we maintained our Social-distancing outside, while sharing a great BBQ'd meal prepared by Stephanie English, our Food Service Coordinator. Everyone had a lot of fun during the tournament too. This year the Young Brothers family unit won the grand prize, a weekend at Chena Hot Springs with the parents! Congratulations Riley and Dawson!



- Gateway Afterschool Program (GAP)** - GAP is off to a running start this fall, with some great new energy and new ideas for things that kids can learn how to do that can translate into careers. We all know that these kinds of programs in small school depend heavily on what local talent knows how to do. One example is what we do with someone on staff who has experience in Hollywood? Something fun some kids are doing, is to learn a little about movie and stage make up and special effects. Some of the kids in Lacy Shonenburg's FX class in Tok School were learning how to shock their teachers this week with card tricks! Yikes!



- Educational Support Program** – Emmanuel Baker, (seen below), is a teacher's aide at Mentasta Lake Katie John School. Emmanuel was accepted to the University of Alaska last fall, and is currently studying to become a teacher. The district is using a variety of funds to help support him take the classes he needs in the education program. We are expecting him to graduate from the School of Education as a certified teacher in a few years, and Emmanuel then take his place alongside the instructional staff of the district, making a big difference for the students in his village!





THE STATE
of **ALASKA**
GOVERNOR MICHAEL J. DUNLEAVY

**Department of Education &
Early Development**

OFFICE OF THE COMMISSIONER

801 West Tenth Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.2800
TTY/TDD: 907.465.2815
Fax: 907.465.4156

July 31, 2020

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

Superintendent MacManus,

This letter is in response to the Alaska Gateway School District request to waive the provision in AS14.03.03 that requires a school term to include at least 170 student days and 180 total days. The district is requesting to allow four (4) student contact days to be used to deliver guided professional development to teacher.

The district has clearly articulated a plan for supporting teachers and students in teaching and learning, on the basis of that plan the request for an altered school calendar for the 2020-2021 school year is approved.

Sincerely,

A handwritten signature in blue ink that reads "Karen Melin".

Karen Melin
Deputy Commissioner
907-465-1080

cc: Time Workman, Research Analyst



THE STATE
of **ALASKA**
GOVERNOR MIKE DUNLEAVY

**Department of Education
& Early Development**

FINANCE & SUPPORT SERVICES

801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.2800
@alaska.gov

September 1, 2020

Scott MacManus, Superintendent
Alaska Gateway School District
PO Box 226
Tok, AK 99780 0226

Dear Mr. MacManus:

In accordance with regulation 4 AAC 09.120, the Alaska Department of Education & Early Development (the department) has reviewed and approved your FY2021 School Operating Fund Budget. After receipt of the FY2020 school district annual audit, the budget will be reviewed again for compliance with 4 AAC 09.120(e), using prior year fund balance as revenue, and with 4 AAC 06.121 annual financial reporting requirements. If the FY2021 budgeted fund balance is found to be out of compliance with 4 AAC 09.120(e), the district will receive written notice of the budget rejection at that time.

The department will continue to provide information and support including directions for chart of account coding in order to maintain and improve consistent and comparative financial data from all of Alaska's school districts.

If you need further information, assistance is available from the Department of Education & Early Development, Division of Finance & Support Services. Please contact me at (907) 465-8665.

Sincerely,

A handwritten signature in blue ink that reads "Elwin Blackwell".

Elwin Blackwell
School Finance Manager

Traveling into Alaska? Follow these steps. Quarantine for 14 days, or:

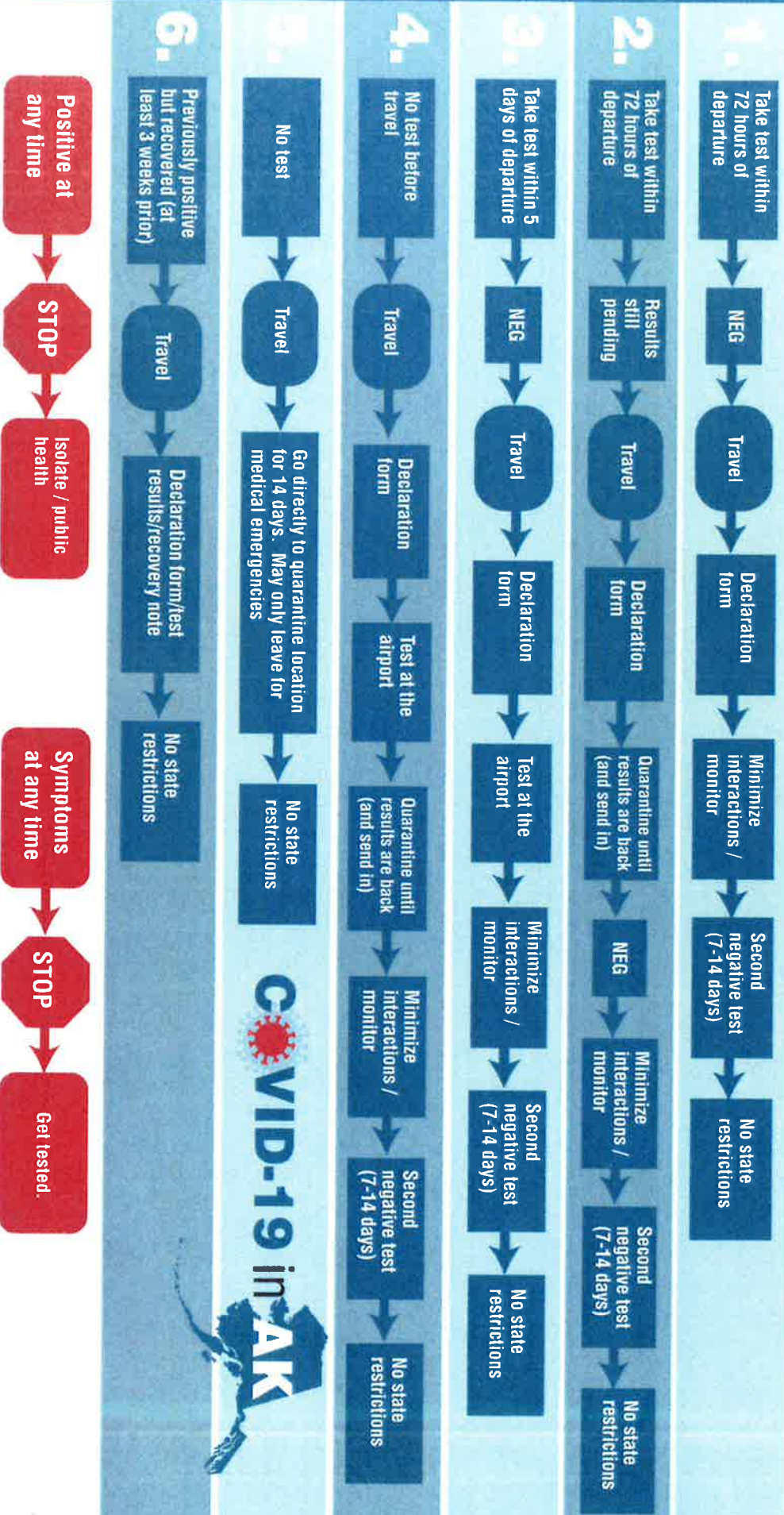


Exhibit A
RELEASE OF TEST RESULTS
AND WAIVER OF CLAIMS

Employee Name: _____ DOB: _____

Employee Address: _____

Employee Phone #: _____

Name of Employer: _____

Employer has requested that the Tanana Chiefs Conference (TCC) test Employee to determine if Employee is currently infected with the COVID-19 virus. Employee agrees that TCC may release the test results directly to Employee's employer ("Employer") named above, and understands that TCC may be required to report positive test results directly to the State of Alaska pursuant to 7 AAC 27.005(a)(20) and specific directives relating to the COVID-19 pandemic. Employee understands that this information is protected by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), but will no longer be protected by HIPAA once disclosed to Employer. Employee also understands that Employer may release the test results to the extent necessary for Employee to perform his or her customary job duties, and that TCC has no control over Employer's decisions regarding disclosure to others. This authorization will remain in effect for the duration of Employer's Testing Agreement with TCC or termination of Employee's employment with Employer, whichever occurs first. Employee has a right to revoke this authorization at any time by submitting a revocation request to TCC's Health Information Management System Division at 907-452-8251 extension 3630, and as also described in TCC's Notice of Privacy Practices.

Employee understands and agrees that TCC has the absolute discretion to choose the brand and type of test(s) used based on available supplies, patient and workforce demands, as well as any guidance currently in effect issued by the Food and Drug Administration or Centers for Disease Control and Prevention. Employee may request details about the type of testing used by TCC, and understands that TCC may interpret the test samples in-house or send the samples to outside labs for interpretation. Employee understands that test results may not be made available immediately after the test is performed, and may take several days or longer to arrive, depending on the availability of test analysis facilities, equipment, and supplies. TCC will provide a copy of the test results to Employee through the contact address above.

Employee understands that testing for the COVID-19 virus and interpretation of the test results is not perfect, and false positives or false negatives are possible. Employee further understands that nasal swab testing for COVID-19 may cause gagging, coughing, discomfort, or minor nosebleeds, that blood testing for COVID-19 may cause discomfort or bruising at the needle entrance site, and has some risk of causing infection.

TCC is not responsible for Employer's actions or decisions regarding workplace measures in response to COVID-19, or exclusion of certain employees from the workplace based on their test results. Employee voluntarily and on behalf of Employee and Employee's heirs and assigns, hereby waives, releases and forever discharges TCC, its officers, directors, trustees, board members, providers employees, agents, attorneys and assigns from all claims, demands, actions and causes of action whatsoever, of any sort, whether known or unknown, arising now, in the future, from or relating to in any manner whatsoever, TCC's testing of Employee pursuant to this Agreement, including TCC's negligence and any injury, illness

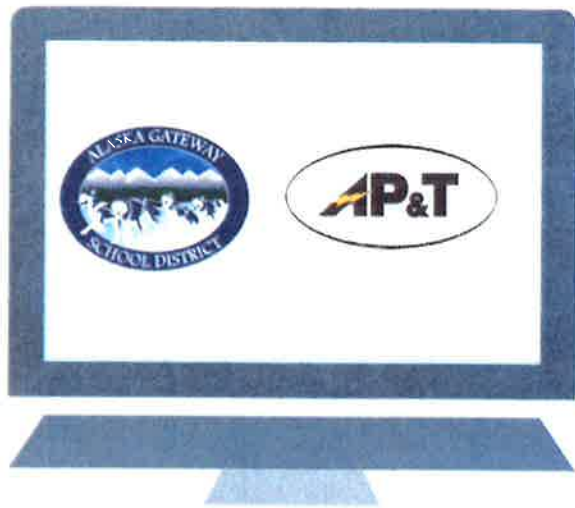
or death resulting from the testing or from TCC's negligence in administering the testing, TCC's disclosure of the test results to Employer in accordance with this authorization or any other disclosure made as otherwise required by law.

BY SIGNING THIS AGREEMENT, I AM REPRESENTING THAT I HAVE READ AND UNDERSTOOD THIS RELEASE OF TEST RESULTS AND WAIVER OF CLAIMS AND I AGREE TO BE BOUND BY ITS TERMS AND ASSUME ALL RISKS INHERENT IN OR ARISING FROM TESTING FOR COVID-19.

Employee Signature: _____

DATED _____, 2020.

Alaska Gateway School District & Alaska Power and Telephone



\$70 OFF Internet service

AP&T Service Areas

Helping Students Stay Connected

Alaska Gateway School District is pleased to announce a new partnership with Alaska Power and Telephone that will support AGSD students with internet service.



With the **Helping Students Stay Connected** program, AGSD families are able to sign up for the AP&T internet package that is right for you and your family, and apply for the student discount.



Each month, you'll see a discount on your monthly bill in the amount of \$35, as well as a matching credit of \$35 from AGSD. That's a total of **\$70 per month in discounts** to families with students!



High need for service

The Covid-19 pandemic has created a situation where students are more dependent than ever on internet service in the home to help ensure they can continue to have access to their school and learning, no matter what the risk levels are in our schools and communities!

Contact AP&T (907) 883-5101 for:

New internet service
Student discount questions
Technical Issues.

Broadband plans
Billing
Overages

AP&T/AGSD Helping Students Stay Connected discounts are only available for the months of August 2020 through May 2021, while school is in session. Families wishing to continue their service after the end of the school year will not receive the discount after May of 2021.

Contact Your School Principal for:

Members of Household updates - AGSD provides this information to AP&T when verifying accounts eligible for student discounts.

Due to possible unforeseeable technical difficulties, AP&T cannot guarantee that all homes in their service area will be able to receive internet service

Please note:

- Families who already have AP&T internet service as well as those who do not may apply for the AP&T/AGSD Helping Students Stay Connected student discount
- Neither AP&T nor AGSD will assist with overage fees. We strongly encourage families to prioritize the internet usage provided in their package for the academic access of students in their household
- By participating in the Helping Students Stay Connected program provided by AGSD and AP&T, you agree to provide your AP&T Telephone account number to AGSD.
- All eligible participants in the Helping Students Stay Connected program must be purchasing services from AP&T in excess of \$70.00 a month.
- Non-payment of monthly internet service will result in service being disconnected

SPECIAL EDUCATION SERVICES

Individualized Learning

Regular School: In-person special education services will be provided according to Individual Education Plans (IEP), in the school setting. Services from specialists will be provided in person or via distance as appropriate. Aides and teachers are scheduled so as to maximize contact time with your child. Aides will work with eligible students for the time scheduled at each level of the SmartStart Plan.

Homelink Classroom: Special education services will be provided at school and in-person, or via Zoom or other online platform that has a proven track record of success, in compliance with a student's IEP. Academic classes, and all other required support such as transitional training for students, will be provided as required by the student IEP. Services from our specialists will be provided as is determined in the IEP, either at school, or by digital contact.

INTERNET ACCESS

Alaska Gateway School District knows how important the internet is to ensure that your student succeeds, at school or at home. We also know how expensive it can be, and we are working on solutions that will support affordable access for all AGSD students and their families.



AGSD STAFF ARE HERE TO HELP
Do not hesitate to contact any one of our team below, to discuss your program options



Director of Curriculum
Tracie Weisz
Email: tweisz@agsd.us
Contact: 907-883-5151 ext: 113



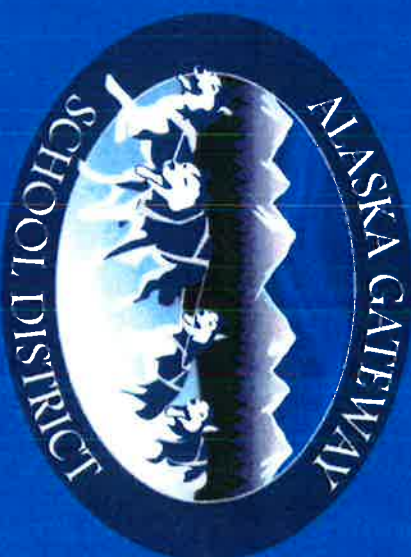
District-wide Counselor
Tad Dunning
Email: tdunning@agsd.us
Contact: 907-883-4347



High School Counselor
Jeff Deeter
Email: jdeeter@agsd.us
Contact: 907-883-5161



Alaska Gateway School District Office
Email: dsparks@agsd.us
Contact: 907-883-5151 ext: 101



**SUPPORTING
AGSD STUDENTS
TO SUCCEED IN
2020**



YOU HAVE OPTIONS!
The educational
choices with
Alaska Gateway

REGULAR SCHOOL

Personalized Collaborative Learning



- **In-person regular-school** is the preferred and most widely effective program we offer. This comprehensive, full service program is provided at all schools, in the classroom with all the resources needed to prepare our students for learning. This means holding students accountable for completing and grading their work, offering **dual-credit**, **student work study**, and **Vocational** classes, among the many other choices that enhance learning. Options include participation in Gateway After-school Programs (GAP), as well as sports and extra-curricular activities that take place in school.
- **Safety precautions** are in place, including masks, touchless thermometers, UV lighting and filtration systems, that follow CDC, AAP and "SmartStart2020" recommendations.
- **Certified teachers** provide instruction, guidance and assessment using a Learning Management System to guide learning goals. Instruction includes a range of innovative, learning strategies and tools designed to engage students and to curricular objectives.
- In the event of a short COVID closure, students will continue their classroom learning uninterrupted at home, using the same LMS used in the classroom, and in the Homelink program.

HOMELINK CLASSROOM

Managed Learning System



- **Homelink Classroom** is a hybrid home based program that mirrors regular classes and schedules in school. Homelink is intended for students who want to stay home, but who also wish to remain connected with the regular school program.
- In **Homelink**, a student learns at home from a **certified** teacher, who mirrors the instruction taking place at school, using the same LMS used in regular school. Teachers guide and support your student's progress with daily contact, monitoring and grading assignments, and adjusting instruction.
- In **Homelink**, parents have an expanded role in supporting their child's education.
- **Internet access is required** for Homelink to be effective, but instruction will not just be online. Assignments will be adapted to the student's needs in or out of class.
- The **Homelink** program uses a range of targeted learning strategies, for example, hands-on projects, team collaboration, along with digital strategies. It is adapted for both in-person and digital learning, designed by our certified teaching staff to engage students to meet their own learning goals.
- With "mirrored" instruction, a HOMELINK student would be able to move back into the classroom without having missed content.

REACH ACADEMY

Parent-lead Home School



- **REACH Academy** is Alaska Gateway School District's home school program. Coordinated by REACH personnel who will assist parents to select from a range of curriculum options that are appropriate to your family's needs, including the selection and ordering, and providing learning supports. With REACH, the **parent** is the primary teacher.
- **REACH** parents guide children through their curriculum and makes the decisions regarding what materials and instructional strategies to use. REACH staff are available to support our homeschool families as needed.
- **REACH** parents choose instructional methods and schedules that best fit their needs, and work with REACH staff to record grades, ensure eligibility, and assess student learning progress.



ROB FABIAN
REACH Principal
REACH Academy
907 882 2591
rfabian@agsd.us

August 17, 2020

LCG Lantech
250 H Street
Anchorage, AK 99501

ATTENTION: Mike Cooper

Dear Mike,

**REFERENCE: Alaska Gateway School District – Tok School Sprinkler Renovation
Substantial Completion Inspection**

On August 13 and 14 we visited the Tok School to inspect the fire protection sprinkler renovation project. The inspection was completed on the afternoon of August 13 and the morning of August 14. Present during the inspection were you, me, and Trevor Crow with Yukon Fire Protection Services. The sprinkler work was observed to be completed in a professional, workmanlike manner.

At the time of our visit, all of the sprinkler piping was installed and the contractor was in the process of starting up and commissioning the fire pump. I witnessed the initial start-up of the fire pump and it was operating and pumping water in a manner consistent with proper operation.

At this time, we consider the sprinkler piping installation to be substantially complete. However, the overall fire protection system cannot be considered substantially complete until the system is fully commissioned and tested.

Specific Fire Protection Sprinkler System punch list items.

1. Sprinkler head escutcheon missing in rooms 115, 117, 107, and 109.
2. Sprinkler head missing in room 303. There is an excessive gap between the heads on the south end of the middle sprinkler run in room 303.
3. Complete flow switch and tamper switch wiring.
4. Submit Closeout items including:
 - a. Project Record Drawings.
 - b. Operating and Maintenance Manuals.
 - c. Fire Pump test and commissioning results.
 - d. Completed NFPA 72 Inspection & Testing form for the fire alarm modifications.
 - e. Affidavit that the sprinkler system is complete.
 - f. Verify owner training is complete.

If you have any questions concerning the above, please do not hesitate to call me.

Sincerely,



Ralph R. DeStefano, P.E., LEED
Associate Principal

rrd/hhm
20-0368/L8235



THE STATE
of **ALASKA**
GOVERNOR MICHAEL J. DUNLEAVY

Department of Education & Early Development

OFFICE OF THE COMMISSIONER

801 West Tenth Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.2800
TTY/TDD: 907.465.2815
Fax: 907.465.4156

July 31, 2020

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

Superintendent MacManus,

This letter is in response to the Alaska Gateway School District request to waive the provision in AS14.03.03 that requires a school term to include at least 170 student days and 180 total days. The district is requesting to allow four (4) student contact days to be used to deliver guided professional development to teacher.

The district has clearly articulated a plan for supporting teachers and students in teaching and learning, on the basis of that plan the request for an altered school calendar for the 2020-2021 school year is approved.

Sincerely,

A handwritten signature in blue ink that reads "Karen Melin".

Karen Melin
Deputy Commissioner
907-465-1080

cc: Time Workman, Research Analyst

DATE: August 13, 2020

**TO: Scott McManus
Superintendent
AGSD School District
(907)**

**David Sodulund
Construction Manager
Johnson River
(907) 451-6997**

Date of Site Visit: August 13-14, 2020

Weather: Partly Sunny

Site Conditions: Dry

Temperature: Low = 45° F, High = 55° F

Site Contact: Trevor (Yukon River), Scott McManus (AGSD), Gary Dieter (AGSD)

This is the substantial completion observation report for the Fire Alarm and Sprinkler system installed in the Tok School for the Alaska Gateway School District. In general, the contractor's workmanship is of high quality. While on-site there were efforts underway to complete clean-up tasks on the exterior as well as the interior. The following are specific items of note:

1. Main Hallway (corridor at grid line 7) Several locations need patching where pilot holes were drilled for pipe bracing.
2. Corridor 171 (plan W), Replace water damaged tiles from previous sprinkler pressure test.
3. Corridor 171 (plan W), Reattach fire alarm strobe fixture at wall.
4. Corridor 128 (plan S), Replace/repair damaged ceiling tiles
5. Room 108, Needs ceiling patch added.
6. Room 201, entire drop ceiling panel missing at sprinkler head.
7. Room 116, Drywall damage at penetration, patch, and paint. (image 015)
8. Room 112, Patch missing at abandoned penetration. (image 016)
9. Escutcheon plate missing at Storage 137. (image 017)
10. All new ceiling hatches There are four cam locks per panel, only 2 of the access cams are fitted with a finish grommet. Add additional grommets to all panels.
11. Fan Room 301 Holes in GWB at ceiling. Patch and paint.
12. Fan Room 302 Holes in GWB at ceiling. Patch and paint.
13. Mech room 303 holes in GWB at ceiling, patch.
14. Mech room 321 holes in GWB at ceiling, patch.
15. Mech room 320 holes in GWB at ceiling, patch.

16. Mech/Sto at IMC Balcony need covers at wall penetrations.
17. Fan room 304, replace ceiling panel for attic access, vapor barrier, and caulk perimeter.
18. Fan Room 304, multiple holes in GWB at ceiling, patch.
19. Fan Room 323, multiple holes in GWB at ceiling, patch.
20. Conduct Magnetic roller sweeps at all areas where pipe threading and fitting took place.
21. Replace siding removed for attic access at gable end above Gym with vent, trim to match existing.

This report attempts to be comprehensive, but some work items may not be covered. Missing items in the report do not alter the contract requirements and all work must be performed. If additional items are realized, they will be provided in a supplemental report.

Prepared by,



Michael Cooper,

Attachments: RSA Substantial Completion report, Images

cc: Wallace Swanson, AIA, File

August 17, 2020

LCG Lantech
250 H Street
Anchorage, AK 99501

ATTENTION: Mike Cooper

Dear Mike,

**REFERENCE: Alaska Gateway School District – Tok School Sprinkler Renovation
Substantial Completion Inspection**

On August 13 and 14 we visited the Tok School to inspect the fire protection sprinkler renovation project. The inspection was completed on the afternoon of August 13 and the morning of August 14. Present during the inspection were you, me, and Trevor Crow with Yukon Fire Protection Services. The sprinkler work was observed to be completed in a professional, workmanlike manner.

At the time of our visit, all of the sprinkler piping was installed and the contractor was in the process of starting up and commissioning the fire pump. I witnessed the initial start-up of the fire pump and it was operating and pumping water in a manner consistent with proper operation.

At this time, we consider the sprinkler piping installation to be substantially complete. However, the overall fire protection system cannot be considered substantially complete until the system is fully commissioned and tested.

Specific Fire Protection Sprinkler System punch list items.

1. Sprinkler head escutcheon missing in rooms 115, 117, 107, and 109.
2. Sprinkler head missing in room 303. There is an excessive gap between the heads on the south end of the middle sprinkler run in room 303.
3. Complete flow switch and tamper switch wiring.
4. Submit Closeout items including:
 - a. Project Record Drawings.
 - b. Operating and Maintenance Manuals.
 - c. Fire Pump test and commissioning results.
 - d. Completed NFPA 72 Inspection & Testing form for the fire alarm modifications.
 - e. Affidavit that the sprinkler system is complete.
 - f. Verify owner training is complete.

If you have any questions concerning the above, please do not hesitate to call me.

Sincerely,



Ralph R. DeStefano, P.E., LEED
Associate Principal

rrd/hhm
20-0368/L8235

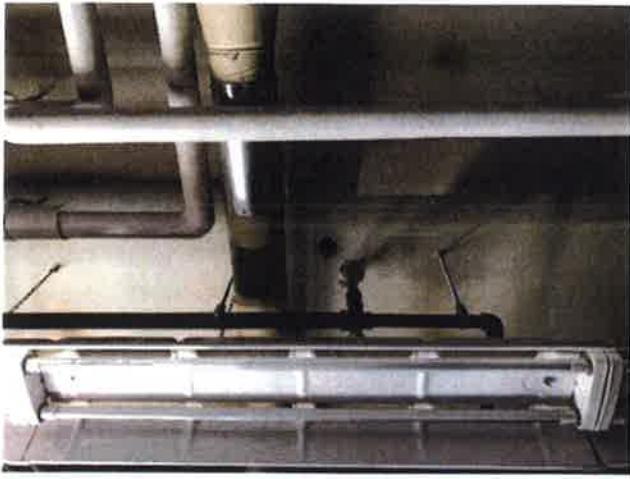


IMAGE 001

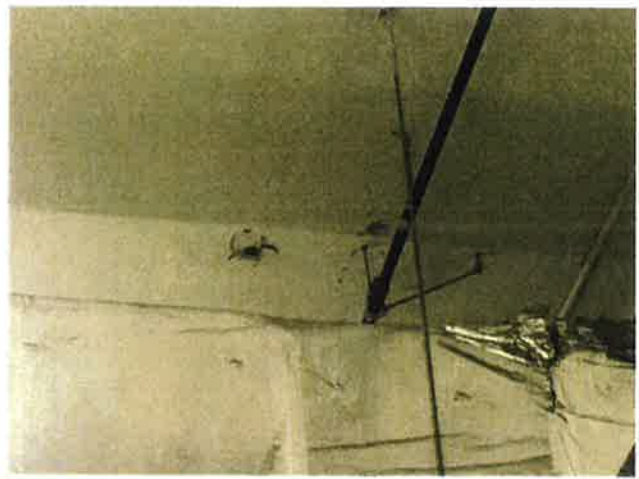


IMAGE 002



IMAGE 003



IMAGE 004



IMAGE 005



IMAGE 006



IMAGE 013



IMAGE 014



IMAGE 015



IMAGE 016



IMAGE 017

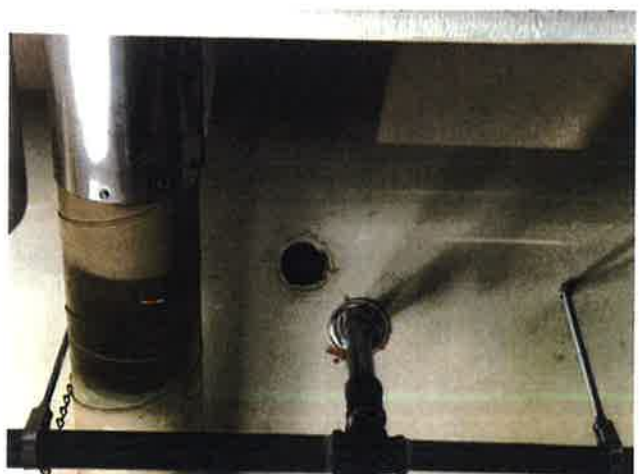


IMAGE 018



IMAGE 019



IMAGE 020



IMAGE 021



IMAGE 022



IMAGE 023



IMAGE 024





IMAGE 007



IMAGE 008



IMAGE 009



IMAGE 010



IMAGE 011



IMAGE 012



ALASKA GATEWAY SCHOOL DISTRICT

PO BOX 226, TOK, AK 99780

Ph: 907.883.5151 Fax: 907.883.5154

Scott MacManus – Superintendent of Schools

Date: August 27th, 2020

To: Kerry Boyd, YKSD Supt.

From: Scott MacManus, AGSD Supt.

RE: Letter of Support for "YKSD Interior CHOICES" Application

Dear Superintendent Boyd,

Alaska Gateway School District is pleased to be able to support the Yukon Koyukuk School District's proposed project *YKSD Interior CHOICES*. *CHOICES* will expand the Career and Technical Education (CTE) options as well as academic choices of our district's high school students along with hundreds of other students living in Interior Alaska by partnering with EXCEL Alaska, thereby expanding the currently limited options students have living in geographically challenging communities.

YKSD Interior CHOICES provides students in the interior region with the academic, technical, and employability skills needed for postsecondary or workplace success. *YKSD Interior CHOICES* project in partnership with EXCEL Alaska will provide CTE and other academic course choices that students are interested and need by expanding current offerings and through intensive academies to equip students with the resources they need while providing them opportunities to learn transitional skills, explore career options, and prepare them for entering the workforce or postsecondary education.

YKSD's Interior CHOICES will provide high-quality instruction through hands-on, experiential education in career fields through intensive academies for Interior students in Fairbanks, AK. *Interior CHOICES* focuses on significantly expanding the limited course offerings currently available to students living in the Interior.

We believe this investment in the Yukon-Koyukuk School District will help increase student achievement throughout the entire region including my school district. The goals of increasing our graduation rate, providing students with the opportunity to obtain industry recognized credentials, and increasing the rates at which students are prepared for college and careers is part of the AGSD strategic plan, and will benefit all students. We therefore enthusiastically urge the approval of this important project.

Sincerely,



Scott MacManus, Superintendent

"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

Ph: 907.883.5151 x 103 Fax: 907.883.4352

Scott MacManus, Superintendent of Schools

Tuesday, May 26th

Patricia Searles, TSL Program Manager
U.S. Department of Education
400 Maryland Ave. SW, room 3C122
Washington, DC 20202-5960

Dear Ms. Searles,

Alaska Gateway School District (AGSD) is very excited to be able to participate in *Increasing Performance and Retention in Alaska's Rural Schools (IPRARS)*, which we see as an important and potentially transformational project for our schools. The current political environment surrounding public education conspire to make recruiting and retaining quality staff difficult, and doubly so when it comes to Special Education teachers. AGSD spends significant time and energy each year identifying and recruiting staff who we can train-into the specialty areas that we need. We seek candidates who demonstrate the capacity and inclination to grow professionally and are able to fit into our organizational culture and philosophy, in the hopes of building internal instructional and administrative capacities that are sustainable. *IPRARS* will help us in developing systems of support for those staff.

The *IPARS* project will help take us in exactly in the direction that as a district we have been working toward. It will make possible our goal of supporting the professional growth and organizational integration of our certified teachers and administration, facilitating a clear sense of "team" and "purpose" based on the goals of our district's Strategic Plan. Staff will be more capable of taking on the leadership roles that provide capacity building opportunities, for example as a PLC Team Facilitator, or possibly as a member of the AGSD "Small Council" ...our districtwide leadership team, or on one of our site Management Teams. Here is where individual strengths can combine collectively and contribute to district level decisions that could, for example, improve evaluation design, calibration, and fidelity. We believe that creating a collective sense of mission and purpose is critical to retaining quality staff who became educators initially because they wanted to make a positive difference in the world.

IPRARS will give my district access to the world-class expertise that has long been out of our reach, helping to refine our teacher and administrator evaluation tools as identified through Hattie's Visible Learning work. It will bring together the resources that enable us to implement those tools with fidelity, making this project a game-changer for both our district and for the students whom we serve. From developing effective evaluative processes, and improving our capacity to institutionalize effective PLC practice across our district, to supporting our teaching staff to acquire National Board Certification, this important project has the potential of systemic transformation improvement. Therefore, it has the full support of our Board, our Teacher's Association, and of the district's leadership.

With hope,


Scott MacManus, Superintendent

"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

2020-2021 AGSD Assessment Calendar

Date	Assessment	Grade Levels
August 24 - September 25, 2020	Technology Proficiency Assessment (make up from spring 2020)	9th (last year's 8th), and new high school students who have not taken it
September - October, 2020	DIAL4 Preschool Screenings (Tok, Northway, Tetlin)	Ages 3-5 preschool
September 1-30, 2020	AIMSweb Fall Window	K - 2
September 14 - October 2, 2020	NWEA MAP Fall Window	2 - 12
TBA	WorkKeys Testing	11 - 12
TBA (usually in the fall)	ASVAB Testing	10-12
November 2020 (Due to EED)	Kindergarten Developmental Profile	K - 1 (1st grade only if student did not attend K)
Oct. 26 - Nov. 13, 2020	AGSD Fall Writing Assessment	1 - 12
January 11- Feb 5 2021	AIMSWeb Winter Window	K - 2
January 25 - February 12, 2021	NWEA MAP Winter	2 - 12
February 1 - March 31, 2021	LEP Testing Window	K - 12
April 19 - May 7, 2021	NWEA MAP Spring	2-12
February 22 - March 12, 2021	AGSD Spring Writing Assessment	1 - 12
April 26 - May 21, 2021	AIMSweb Spring	K - 2
May, 2021	AGSD Technology Proficiency Assessment	8th

**Testing windows can also be seen on District website under Instruction and Assessment - Assessments & Testing*

Number of Cases in US: **6,430,860 (+40,020)**
 Number of positive cases in Alaska: **6,113 (+89)**
 Number of cumulative cases hospitalized in Alaska: **250 (+1)**
 Number of Recovered Cases: **2,359 (+8)**
 Total Number of Nonresident Cases: **911 (+8)**
 Number of tests completed in Alaska: **394,586 (+1,509)**
 TCC Rural Patient tests completed: **3,728 (+51)**
 Cumulative # of positive TCC Patients: **207 (+4)**

Number of deaths associated to the virus: **192,616 (+1,004)**
 New Alaska cases in last 24hrs: **89**
 Number of current hospitalizations: **40 (+1)**
 Number of active cases: **4,622 (+100)**
 Number of deaths in Alaska: **43 (+1)**
 TCC Testing: Completed: **10,097 (+109)**
 TCC Pending tests: **51**
 Cumulative # of positive TCC Employees: **7 (+0)**

Source of Exposure in Alaska

Number of Travel related cases: **264**
 Number under investigation: **3,936**

Number of community cases: **796**
 Number of Secondary cases: **1,059**

+ Indicates the increase in the last 24 hours

Please note: TCC testing data is not available on the weekends

COVID-19: September 4th – September 11th

Friday 9/4	Saturday 9/5	Sunday 9/6	Monday 9/7	Tuesday 9/8	Wednesday 9/9	Thursday 9/10	Friday 9/11
121 8 Non Resident	91 3 Non Resident	97 2 Non Resident	33 1 Non Resident	35 0 Non Resident	65 1 Non Resident	111 1 Non Resident	89 8 Non Resident
21 Interior Cases	19 Interior Cases	19 Interior Cases	8 Interior Cases	5 Interior Cases	11 Interior Cases	33 Interior Cases	34 Interior Cases
14-Day Average Testing Turnaround Time = 2.8 days							

Active Interior Cases			
Fairbanks North Star Borough	589	Southeast Fairbanks Census Area	9
Yukon-Koyukuk Census Area	44	Denali Borough	2

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

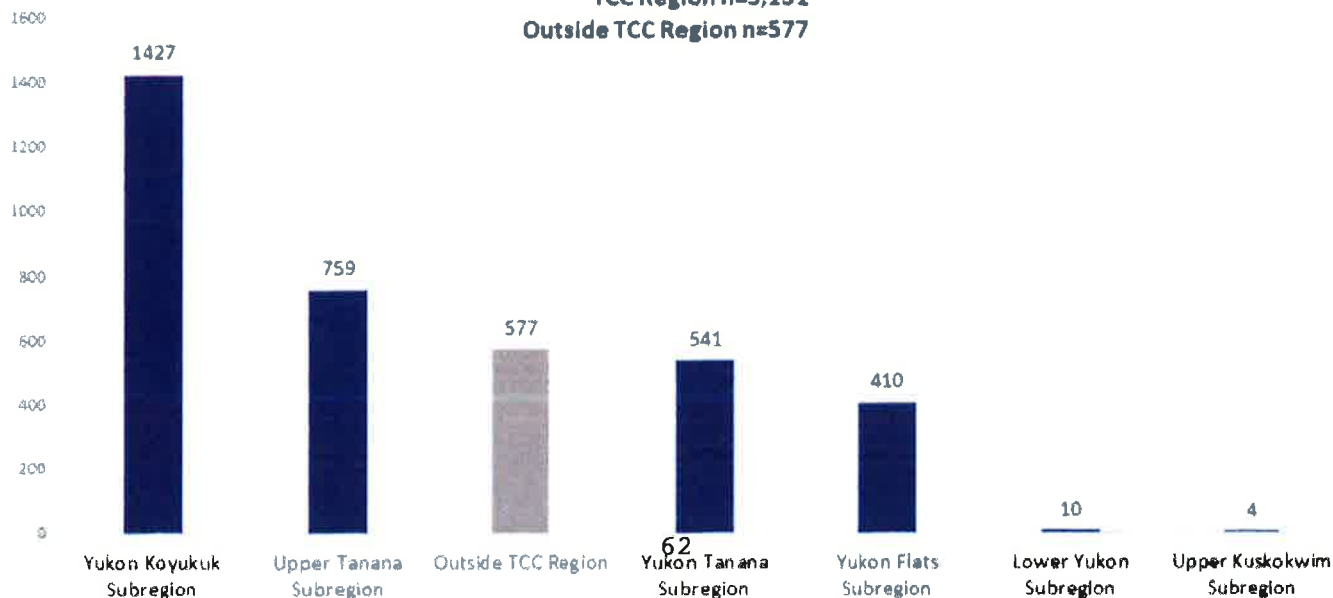
Situation overview: 97 new cases of COVID-19 were reported today across the State including 8 nonresident case and 89 resident cases. Anchorage (35), Kenai-Other North (1), Fairbanks (27), North Pole (5), Delta Junction (1), Yukon-Koyukuk Census-Other (1), Palmer (4), Wasilla (5), Nome-Census Other (1), Utqiagvik (2), Douglas (1), Juneau (4), Bristol Bay plus Lake-Other (1), and Kusilvak Census-Other (1) raising the total cases for Alaska to 6,113 with an additional 911 nonresident cases. The total cases within the interior region has risen to 933 with the state reporting a total of 2,359 recovered cases.

COVID-19 Tests for Rural Areas through 9/11/20

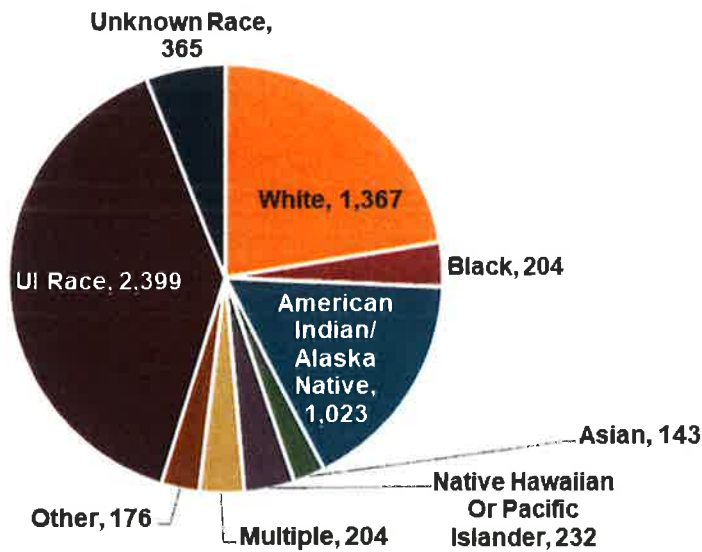
All Rural n=3,728

TCC Region n=3,151

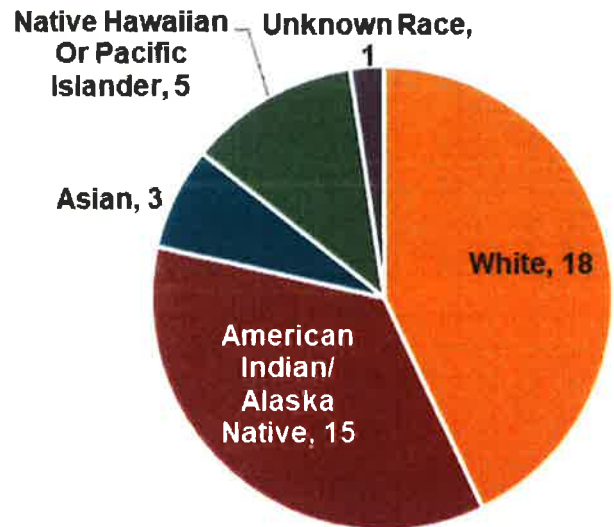
Outside TCC Region n=577



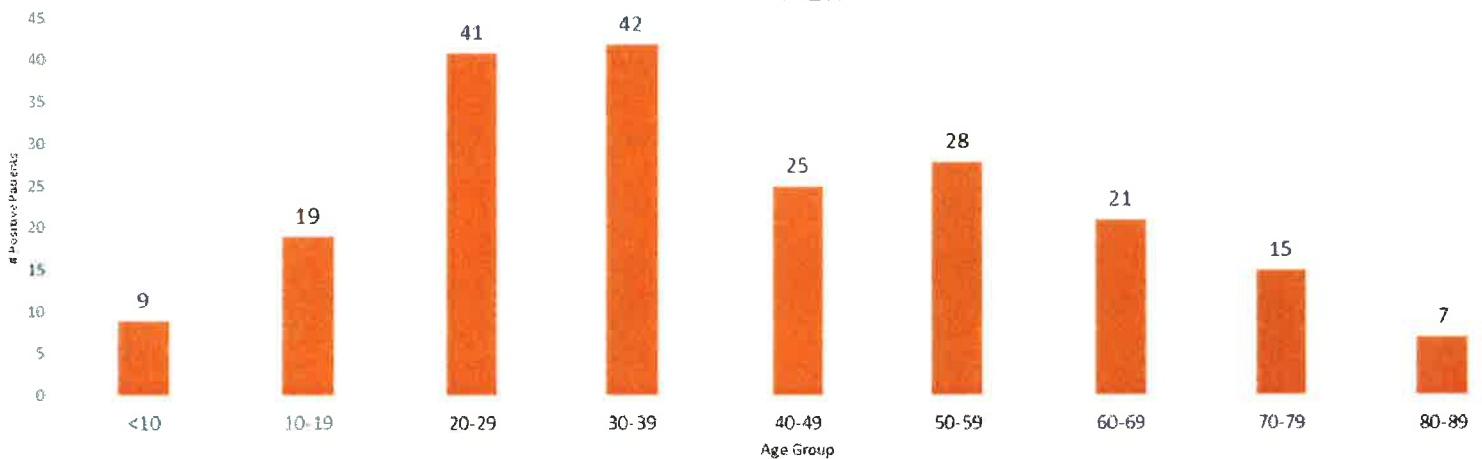
COVID-19 Cases by Race Alaska Residents - 9/11/20



COVID-19 Deaths by Race Alaska Residents - 9/11/20

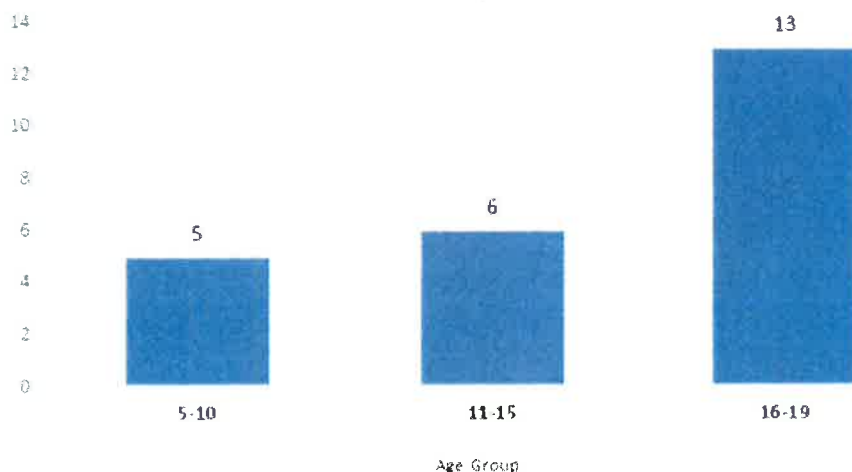


TCC COVID-19 Positive Patients by Age Group 9/11/20*
n=207

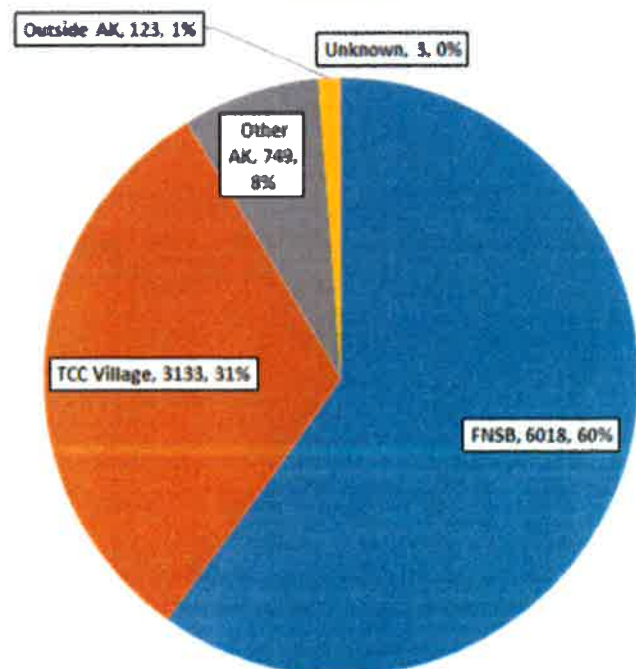


*Includes 4 Patients tested outside of TCC and cases that may no longer be active.

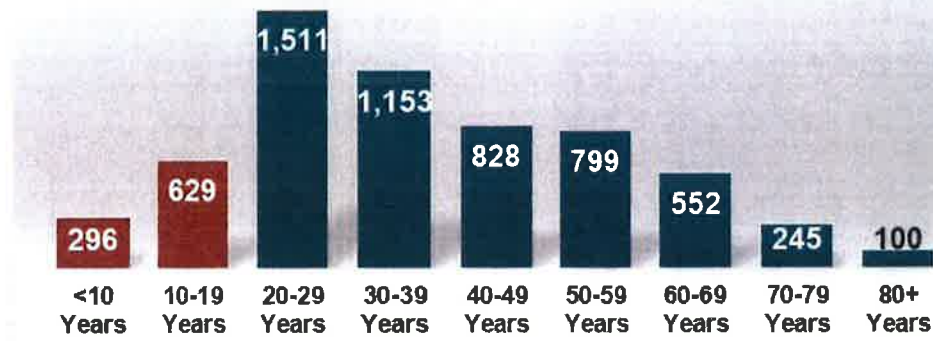
TCC COVID-19 Positive Youth Patients by Age Group through 9/11/20
n=24



TCC COVID19 Tests through 9/11/20 by Area
n=10,026

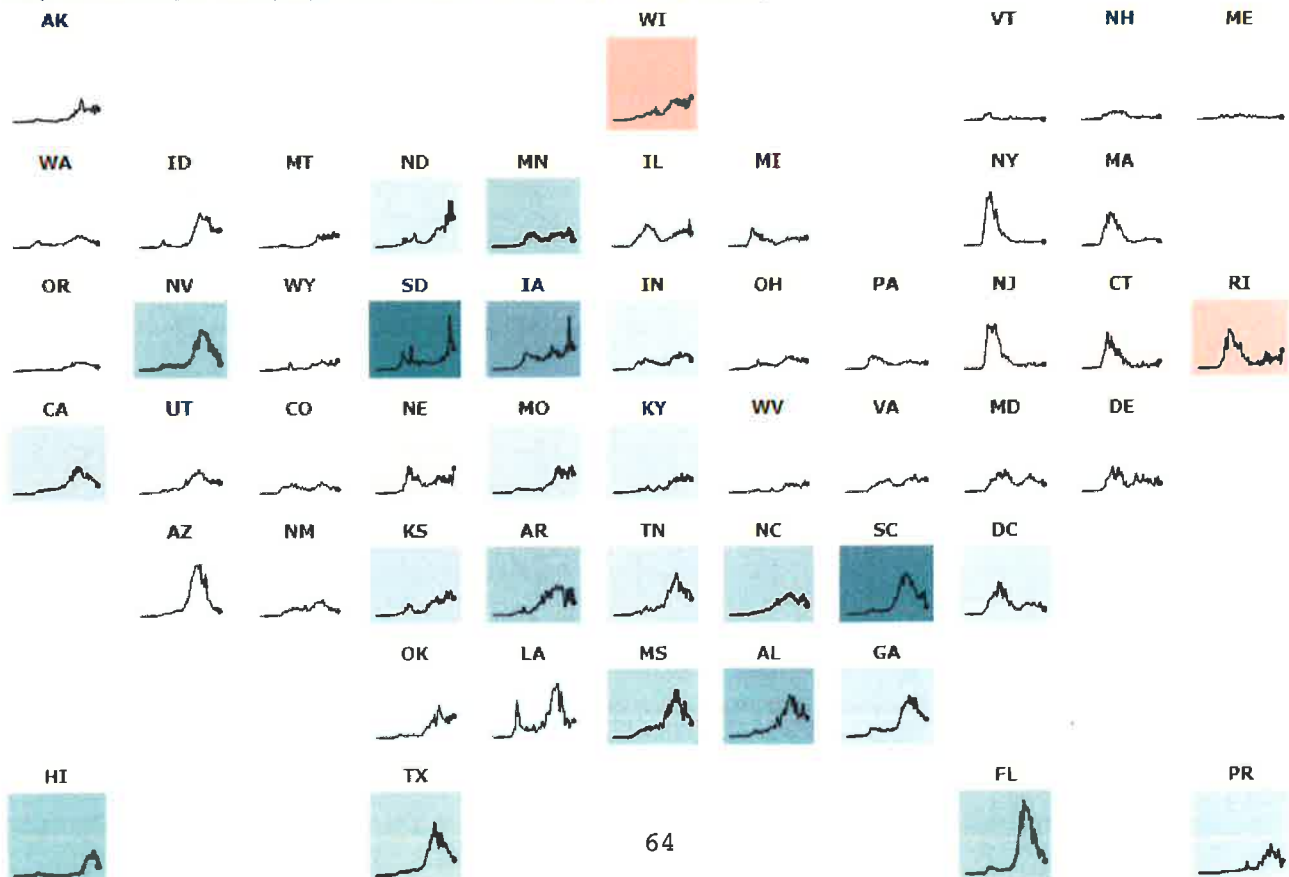


COVID-19 Cases by Age Group Alaska Residents 9/11/20



County	Total Cases	Percent of State's Cases	Cases per 100,000	Total Deaths
Anchorage	3,313	56.8%	1,150	25
Fairbanks North Star	761	13%	786	<20
Matanuska-Susitna	514	8.8%	475	<20
Kenai Peninsula	423	7.3%	721	<20
Juneau	197	3.4%	616	<20
Valdez-Cordova	75	1.3%	815	0
Yukon-Koyukuk	72	1.2%	1,377	<20
Northwest Arctic	72	1.2%	945	0
Bethel	71	1.2%	386	<20
North Slope	54	0.9%	549	0
Ketchikan Gateway	47	0.8%	338	0
Nome	46	0.8%	460	0
Sitka	39	0.7%	459	0
Prince of Wales-Hyder	28	0.5%	451	0
Hoonah-Angoon	21	0.4%	978	0

Daily New Cases per 100k people. Data shown from 1/22/20 to 9/10/20.





For a complete list of all cases by residency type for the State of Alaska:
<https://coronavirus-response-alaska-dhss.hub.arcgis.com/>

Who to contact:

- For all COVID-19 questions, comments or concerns please e-mail Safety@tananachiefs.org
- TCC is requiring all employees contact the employee health program at employeehealth@tananachiefs.org or ext. 2060
 - o Prior to travel and who are returning from or have been in contact with individuals who have traveled out of state or out of country travel within the last two weeks
 - o Who have been in contact with someone suspected of having or under investigation for having COVID-19
 - o Experiencing any symptoms associated with COVID-19

Testing Guidelines:

TCC Laboratory continues to make progress on increasing testing availability and reducing the processing time for COVID-19 testing.

- **Patient Testing:** Patients are given an appointment to better serve our beneficiaries and ensure a smooth and efficient process
- For additional questions please email: Stephen.Duprey@tananachiefs.org

Additional Resources:

- Alaska Coronavirus response hub: <https://coronavirus-response-alaska-dhss.hub.arcgis.com/>
- CDC COVID-19 Daily Update: <https://www.cdc.gov/coronavirus/2019-ncov/cases-updates/cases-in-us.html>
- ANTHC COVID-19 Information page: <https://anthc.org/covid19/>
- Alaska Division of Homeland Security & Emergency Management info page: <https://ready.alaska.gov/covid19>
- TCC Website: <https://www.tananachiefs.org/>
- Alaska DHESM Daily Situation Report: <https://ready.alaska.gov/sitrep>
- COVID-19 Alaska Travel Information: <https://covid19.alaska.gov/travelers/>
- The COVID Tracking Project: <https://covidtracking.com/data>
- Our World in Data: <https://ourworldindata.org/coronavirus#cases-of-covid-19-background>
- Johns Hopkins Coronavirus Resource Center: <https://coronavirus.jhu.edu/data/new-cases>



ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

PO BOX 226, Tok, AK 99780

Ph: 907.883-5151 Ext 109 Fax: 907.883.5154

Business Office, Robbie MacManus, Chief Financial Officer

Date: September 11th, 2020

To: Scott MacManus, Superintendent

From: Robbie MacManus, Chief Financial Officer

RE: Business Office September Regional School Board Report

With the new school year started, we have been busy with purchase orders for each of the schools and Administration, entering grant budgets, adding new hires and watching the student enrollment.

This Year's audit with Altman, Rogers, was a refreshing experience! They helped clean up accounts that have been issues for a while. Their audit team was very friendly, knowledgeable and very patient with me and my questions. After last year's audit I was feeling a little defeated and questioning my job title. As it turns out the yearly account rollover issues were not my fault, it was the software that had issues. That was a relief. This should not be an issue again. We should have the preliminary audit report by the October board meeting.

We are just getting back on track with "Black Mountain" to start the implementation of their financial software. With going down to a 2 person office, getting ready for the audit and the start of the new fiscal year we put them on hold.

Student count; we currently have 398 students enrolled, including; 23 intensive and 62 fulltime REACH students. We based our FY21 budget on 380 students, including 25 intensive and 41 FT REACH students.

	Current	Estimated	up/ (down)
Eagle	20	(16)	4
Dot Lake	8	(10)	(2)
Mentasta Lake	33	(31)	2
Northway	54	(52)	2
Tok School	171	(170)	1
Tanacross	13	(13)	0
Tetlin	37	(35)	2
REACH	62	(53)	9
	398	380	18

Numbers in parenthesis are the numbers given last spring by the schools, these are the numbers used to build the FY 21 budget. The current count is higher than anticipated by 18 students, REACH seeing the highest increase. These numbers will still change. There are still students that have not been entered into power school and of course families are still moving around and settling in.

Impact Aid cards will be sent out to the schools the first week of October; the count period begins on September 28th and continues for 20 days, ending on October 23rd. The Impact Aid cards are used to verify where each student lives and whether their parents work or live on Native or Federal Lands. We cross reference student information with Power School to ensure accuracy of birth dates and other information. The cards serve a dual purpose for our Impact Aid report and verifying Power School information.

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

Dot Lake 907-882-2663 Fax: 907-882-2112	Eagle 907-547-2210 Fax: 907-547-2302	Mentasta 907-291-2327 Fax: 907-291-2325	Northway 907-778-2287 Fax: 907-778-2221	Tok 907-883-5161 Fax: 907-883-5165	Tanacross 907-883-4391 Fax: 907-883-4390	Tetlin 907-324-2104 Fax: 907-324-2114
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DATE - 9/11/20
TIME - 17:27:21
PROG - GNL.570
REPT - TLW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

PAGE 1

September 30, 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	123,869	20,644.83	0	103,224	16.67 %
100.XXX.XXX.XXX.313 PRINCIPAL	224,123	34,697.08	0	189,426	15.48 %
100.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	120,400	11,282.68	0	109,117	9.37 %
100.XXX.XXX.XXX.315 TEACHER	2,090,511	174,948.50	0	1,915,563	8.37 %
100.XXX.XXX.XXX.316 EXTRA DUTY PAY/CERTIFIED	10,000	.00	0	10,000	.00 %
100.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	259,688	47,660.19	0	212,028	18.35 %
100.XXX.XXX.XXX.322 AIDES	678,613	37,901.67	0	640,711	5.39 %
100.XXX.XXX.XXX.324 SUPPORT STAFF	302,394	42,847.39	0	259,547	14.17 %
100.XXX.XXX.XXX.325 MAINTENANCE/CUSTODIAL	424,594	62,293.26	0	362,301	14.67 %
100.XXX.XXX.XXX.326 FOOD SERVICE STAFF	0	2,455.75	0	2,456-	9999.99 %
100.XXX.XXX.XXX.328 CONSTRUCTION LABOR	224,950	5,684.06	0	23,806	19.27 %
100.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	224,950	16,348.65	0	208,601	7.27 %
100.XXX.XXX.XXX.331 EXTRA DUTY PAY/CLASSIFIED	20,900	.00	0	20,900	.00 %
100.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	1,262,189	156,392.86	0	1,105,796	12.39 %
100.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	67,461	12,133.05	0	55,328	17.99 %
100.XXX.XXX.XXX.363 WORKER'S COMPENSATION	172,386	14,238.17	0	158,148	8.26 %
100.XXX.XXX.XXX.364 FTCA/MEDICARE	174,621	19,881.37	0	154,740	11.39 %
100.XXX.XXX.XXX.365 TRS	682,950	83,982.77	0	598,967	12.30 %
100.XXX.XXX.XXX.366 PERS	506,314	68,527.36	0	437,787	13.53 %
100.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	305,000	33,826.76	0	271,173	11.09 %
100.XXX.XXX.XXX.412 AUDIT	40,000	.00	0	40,000	.00 %
100.XXX.XXX.XXX.414 LEGAL SERVICES	7,000	711.75	0	6,288	10.17 %
100.XXX.XXX.XXX.420 STAFF TRAVEL	140,187	10,631.37	824	128,732	8.17 %
100.XXX.XXX.XXX.425 STUDENT TRAVEL	28,781	.00	0	28,781	.00 %
100.XXX.XXX.XXX.431 WATER & SEWER	19,500	3,485.00	0	16,015	17.87 %
100.XXX.XXX.XXX.432 GARBAGE	25,514	3,887.00	0	21,627	15.23 %
100.XXX.XXX.XXX.433 COMMUNICATIONS	1,311,025	238,347.38	2,610	1,070,068	18.38 %
100.XXX.XXX.XXX.435 ENERGY	327,000	8,495.75	0	318,504	2.60 %
100.XXX.XXX.XXX.436 ELECTRICITY	413,000	.00	0	413,000	.00 %
100.XXX.XXX.XXX.440 CONTR.BLD. REPAIR & MAINT	10,000	.00	0	10,000	.00 %
100.XXX.XXX.XXX.442 EQUIPMENT REPAIR & MAINT.	14,500	.00	0	14,500	.00 %
100.XXX.XXX.XXX.444 CONTR.SITE REPAIR/MAINT	22,250	8,143.83	0	14,106	36.60 %
100.XXX.XXX.XXX.445 INSURANCE & BOND PREMIUMS	105,000	.00	0	105,000	.00 %
100.XXX.XXX.XXX.446 PROPERTY INSURANCE	65,000	173,503.00	0	68,503-	165.24 %
100.XXX.XXX.XXX.447 LIABILITY INSURANCE	370,008	22,148.00	0	42,852	34.07 %
100.XXX.XXX.XXX.450 SUPPLIES/MATERIALS & MED.	157,500	47,319.29	40,498	282,191	23.73 %
100.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES	30,000	.00	1,764	155,736	1.12 %
100.XXX.XXX.XXX.453 JANITORIAL SUPPLIES	30,000	7,566.96	17,887	4,546	84.85 %
100.XXX.XXX.XXX.458 GAS AND OIL	10,000	.00	0	10,000	.00 %
100.XXX.XXX.XXX.480 TUITION	4,500	.00	0	4,500	.00 %
100.XXX.XXX.XXX.490 OTHER EXPENSES	100,000	.00	0	100,000	.00 %
100.XXX.XXX.XXX.491 DUES AND FEES	90,000-	9,998.90	1,070	88,931	11.07 %
100.XXX.XXX.XXX.495 INDIRECT COSTS	20,000	.00	0	20,000	.00 %
100.XXX.XXX.XXX.510 EQUIPMENT	290,000	.00	0	290,000	.00 %
100.XXX.XXX.XXX.552 TRANSFER TO SPECIAL REV.	0	.00	0	0	.00 %
100.XXX.XXX.XXX.554 TRANSFER TO CAPITAL FUNDS	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	11,101,713	1,379,984.63	64,653	9,657,075	13.01 %

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100.XXX.XXX.XXX GENERAL FUND	11,101,713	1,379,984.63	64,653	9,657,075	13.01 %
FUND 202 PROFESSIONAL DEVELOPMENT					
EXPENSE ACCOUNTS					
202.XXX.XXX.XXX STAFF TRAVEL	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
202.XXX.XXX.XXX PROFESSIONAL DEVELOPMENT	0	.00	0	0	.00 %
FUND 205 STUDENT TRANSPORTATION					
EXPENSE ACCOUNTS					
205.XXX.XXX.XXX PROFESSIONAL & TECHNICAL	0	22,947.85	0	22,948-	9999.99 %
205.XXX.XXX.XXX STUDENT TRAVEL	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
205.XXX.XXX.XXX STUDENT TRANSPORTATION	0	22,947.85	0	22,948-	9999.99 %
FUND 208 BROADBAND FUNDING					
EXPENSE ACCOUNTS					
208.XXX.XXX.XXX COMMUNICATIONS	131,669	10,972.39	0	120,696	8.33 %
EXPENSE ACCOUNTS					
208.XXX.XXX.XXX COMMUNICATIONS	131,669	10,972.39	0	120,696	8.33 %
FUND 220 A-CHILL					
EXPENSE ACCOUNTS					
220.XXX.XXX.XXX DIRECTOR/COORDINATOR/CERT	4,662	1,705.44	0	2,957	36.58 %
220.XXX.XXX.XXX TEACHER	47,744	7,732.72	0	40,012	16.20 %
220.XXX.XXX.XXX DIRECTOR/COORD. CLASS.	5,370	.00	0	5,370	.00 %
220.XXX.XXX.XXX AIDES	8,520	.00	0	8,520	.00 %
220.XXX.XXX.XXX SUPPORT STAFF	3,493	4,854.71	0	1,362-	138.98 %
220.XXX.XXX.XXX SUBSTITUTE/TEMPORARY	24,727	14,685.35	0	10,041	59.39 %
220.XXX.XXX.XXX HEALTH/LIFE INSURANCE	15,171	5,616.62	0	9,555	37.02 %
220.XXX.XXX.XXX UNEMPLOYMENT INSURANCE	641	746.56	0	105-	116.41 %
220.XXX.XXX.XXX WORKER'S COMPENSATION	252	869.34	0	618-	345.57 %
220.XXX.XXX.XXX FICA/MEDICARE	2,139	1,538.69	0	601	71.93 %
220.XXX.XXX.XXX TRS	3,618	1,185.43	0	2,432	32.77 %
220.XXX.XXX.XXX PERS	4,487	1,068.03	0	3,419	23.80 %
220.XXX.XXX.XXX PROFESSIONAL & TECHNICAL	30,540	23,720.00	1,500	5,320	82.58 %
220.XXX.XXX.XXX STAFF TRAVEL	33,158	4,277.20	75	28,806	13.12 %
220.XXX.XXX.XXX STUDENT TRAVEL	9,304	2,250.00	0	7,054	13.12 %
220.XXX.XXX.XXX SUPPLIES, MATERIALS & MED.	66,078	10,026.81	0	54,825	17.03 %
220.XXX.XXX.XXX DUES AND FEES	14,420	12,750.00	1,227	1,670	88.42 %
220.XXX.XXX.XXX INDIRECT COSTS	13,135	.00	0	13,135	.00 %
EXPENSE ACCOUNTS	287,459	93,026.90	2,801	191,631	33.34 %

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220.XXX.XXX.XXX.A-CHILL	287,459	93,026.90	2,801	191,631	33.34 %
FUND 230 CARES ACT					
EXPENSE ACCOUNTS					
230.XXX.XXX.XXX.329.SUBSTITUTE/TEMPORARY	0	799.56	0	800-	9999.99 %
230.XXX.XXX.XXX.361.HEALTH/LIFE INSURANCE	0	4.68	0	5-	9999.99 %
230.XXX.XXX.XXX.362.UNEMPLOYMENT INSURANCE	0	6.31	0	6-	9999.99 %
230.XXX.XXX.XXX.363.WORKER'S COMPENSATION	0	23.99	0	24-	9999.99 %
230.XXX.XXX.XXX.364.FICA/MEDICARE	0	61.18	0	61-	9999.99 %
230.XXX.XXX.XXX.366.PERS	0	37.59	0	38-	9999.99 %
230.XXX.XXX.XXX.420.STAFF TRAVEL	0	377.20	0	377-	9999.99 %
230.XXX.XXX.XXX.450.SUPPLIES,MATERIALS & MED.	0	9,993.88	35,037	45,031-	9999.99 %
EXPENSE ACCOUNTS					
230.XXX.XXX.XXX.XXX.CARES ACT	0	11,304.39	35,037	46,341-	9999.99 %
230.XXX.XXX.XXX.XXX.XXX.CARES ACT	0	11,304.39	35,037	46,341-	9999.99 %
FUND 234 FASD					
EXPENSE ACCOUNTS					
234.XXX.XXX.XXX.420.STAFF TRAVEL	0	777.09	0	0	9999.99 %
234.XXX.XXX.XXX.450.SUPPLIES,MATERIALS & MED.	0	777.09	0	777-	9999.99 %
EXPENSE ACCOUNTS					
234.XXX.XXX.XXX.XXX.FASD	0	777.09	0	777-	9999.99 %
FUND 235 SCHOOL IMPROVEMENT					
EXPENSE ACCOUNTS					
235.XXX.XXX.XXX.315.TEACHER	7,000	.00	0	7,000	.00 %
235.XXX.XXX.XXX.323.AIDES	39,092	.00	0	39,092	.00 %
235.XXX.XXX.XXX.324.SUPPORT STAFF	32,482	2,380.00	0	30,102	7.33 %
235.XXX.XXX.XXX.329.SUBSTITUTE/TEMPORARY	1,000	.00	0	1,000	.00 %
235.XXX.XXX.XXX.361.HEALTH/LIFE INSURANCE	13,410	10.48	0	13,400	.08 %
235.XXX.XXX.XXX.362.UNEMPLOYMENT INSURANCE	1,179	71.40	0	1,107	6.06 %
235.XXX.XXX.XXX.363.WORKER'S COMPENSATION	1,179	71.40	0	1,107	6.06 %
235.XXX.XXX.XXX.364.FICA/MEDICARE	5,577	182.06	0	5,395	3.26 %
235.XXX.XXX.XXX.365.TRS	0	.00	0	0	.00 %
235.XXX.XXX.XXX.366.PERS	15,746	523.60	0	15,223	3.33 %
235.XXX.XXX.XXX.410.PROFESSIONAL & TECHNICAL	0	.00	0	0	.00 %
235.XXX.XXX.XXX.420.STAFF TRAVEL	41,899	.00	0	41,899	.00 %
235.XXX.XXX.XXX.450.SUPPLIES,MATERIALS & MED.	23,185	1,152.25	350	21,682	6.48 %
235.XXX.XXX.XXX.491.DUES AND FEES	8,251	.00	0	8,251	.00 %
EXPENSE ACCOUNTS					
235.XXX.XXX.XXX.XXX.SCHOOL IMPROVEMENT	190,000	4,391.19	350	185,259	2.50 %
235.XXX.XXX.XXX.XXX.XXX.SCHOOL IMPROVEMENT	190,000	4,391.19	350	185,259	2.50 %
FUND 236 YOUTH RISK BEHAVIOR SURV					
EXPENSE ACCOUNTS					
236.XXX.XXX.XXX.450.SUPPLIES,MATERIALS & MED.	0	49.24	0	49-	9999.99 %

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EXPENSE ACCOUNTS					
236.XXX.XXX.XXX.YOUTH RISK BEHAVIOR SURVY	0	49.24	0	49-	9999.99 %
FUND 245 LITERACY GRANT					
EXPENSE ACCOUNTS					
245.XXX.XXX.XXX.314.DIRECTOR/COORDINATOR/CERT	0	1,503.38	0	1,503-	9999.99 %
245.XXX.XXX.XXX.315.TEACHER	44,495	8,545.66	0	35,950	19.21 %
245.XXX.XXX.XXX.323.AIDES	4,064	1,939.28	0	2,125	47.72 %
245.XXX.XXX.XXX.329.SUBSTITUTE/TEMPORARY	500	2,784.23	0	2,284	56.85 %
245.XXX.XXX.XXX.361.HEALTH/LIFE INSURANCE	12,578	2,834.67	0	9,743	22.54 %
245.XXX.XXX.XXX.362.UNEMPLOYMENT INSURANCE	0	389.80	0	390-	9999.99 %
245.XXX.XXX.XXX.363.WORKER'S COMPENSATION	1,511	433.19	0	1,078	28.67 %
245.XXX.XXX.XXX.364.FICA/MEDICARE	1,094	502.25	0	592	45.92 %
245.XXX.XXX.XXX.365.TRS	6,045	1,220.31	0	4,824	20.19 %
245.XXX.XXX.XXX.366.PERS	1,038	426.64	0	611	41.10 %
245.XXX.XXX.XXX.420.STAFF TRAVEL	10,976	.00	0	10,976	100.00 %
245.XXX.XXX.XXX.450.SUPPLIES, MATERIALS & MED.	6,416	.00	951	5,465	14.82 %
245.XXX.XXX.XXX.495.INDIRECT COSTS	4,028	.00	0	4,028	100.00 %
EXPENSE ACCOUNTS					
245.XXX.XXX.XXX.XXX.LITERACY GRANT	92,743	20,579.41	951	71,213	23.22 %
FUND 255 FOOD SERVICE					
EXPENSE ACCOUNTS					
255.XXX.XXX.XXX.321.DIRECTOR/COORD. CLASS.	0	10,625.00	0	10,625-	9999.99 %
255.XXX.XXX.XXX.326.FOOD SERVICE STAFF	0	9,596.27	0	9,596-	9999.99 %
255.XXX.XXX.XXX.329.SUBSTITUTE/TEMPORARY	0	6,442.12	0	6,442-	9999.99 %
255.XXX.XXX.XXX.361.HEALTH/LIFE INSURANCE	0	5,935.07	0	5,935-	9999.99 %
255.XXX.XXX.XXX.362.UNEMPLOYMENT INSURANCE	0	558.79	0	559-	9999.99 %
255.XXX.XXX.XXX.363.WORKER'S COMPENSATION	0	893.02	0	893-	9999.99 %
255.XXX.XXX.XXX.364.FICA/MEDICARE	0	2,039.74	0	2,040-	9999.99 %
255.XXX.XXX.XXX.366.PERS	0	4,770.67	0	4,771-	9999.99 %
255.XXX.XXX.XXX.410.PROFESSIONAL & TECHNICAL	0	.00	0	0	0.00 %
255.XXX.XXX.XXX.420.STAFF TRAVEL	0	486.97	0	487-	9999.99 %
255.XXX.XXX.XXX.433.COMMUNICATIONS	0	138.74	0	139-	9999.99 %
255.XXX.XXX.XXX.437.BOTTLED GAS	0	474.71	0	475-	9999.99 %
255.XXX.XXX.XXX.443.EQUIPMENT REPAIR & MAINT.	0	.00	0	0	0.00 %
255.XXX.XXX.XXX.450.SUPPLIES, MATERIALS & MED.	0	20.12	0	20-	9999.99 %
255.XXX.XXX.XXX.459.FOOD	0	16,505.65	0	16,506-	9999.99 %
255.XXX.XXX.XXX.491.DUES AND FEES	0	.00	0	0	0.00 %
255.XXX.XXX.XXX.510.EQUIPMENT	0	.00	0	0	0.00 %
EXPENSE ACCOUNTS					
255.XXX.XXX.XXX.XXX.FOOD SERVICE	0	58,486.87	0	58,487-	9999.99 %
FUND 256 FRESH FRUIT AND VEGETABLE					
EXPENSE ACCOUNTS					
256.XXX.XXX.XXX.329.SUBSTITUTE/TEMPORARY	0	283.34	0	283-	9999.99 %

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256.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	8.97	0	9-	9999.99 %
256.XXX.XXX.XXX.363 WORKER'S COMPENSATION	0	8.50	0	9-	9999.99 %
256.XXX.XXX.XXX.364 FICA/MEDICARE	0	21.68	0	22-	9999.99 %
256.XXX.XXX.XXX.366 PERS	0	.00	0	0	.00 %
256.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	2,393.30	0	2,393-	9999.99 %
256.XXX.XXX.XXX.459 FOOD	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
256.XXX.XXX.XXX.FRESH FRUIT AND VEGETABLE	0	2,715.79	0	2,716-	9999.99 %
FUND 259 SHI ACTION PLAN TOK					
EXPENSE ACCOUNTS					
259.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
259.XXX.XXX.XXX.SHI ACTION PLAN TOK	0	.00	0	0	.00 %
FUND 260 TITLE VI-B					
EXPENSE ACCOUNTS					
260.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	0	15,167.64	0	15,168-	9999.99 %
260.XXX.XXX.XXX.323 AIDES	0	.00	0	0	.00 %
260.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	4,713.48	0	4,713-	9999.99 %
260.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	0	379.19	0	379-	9999.99 %
260.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	455.04	0	455-	9999.99 %
260.XXX.XXX.XXX.363 WORKER'S COMPENSATION	0	219.94	0	220-	9999.99 %
260.XXX.XXX.XXX.364 FICA/MEDICARE	0	1,905.06	0	1,905-	9999.99 %
260.XXX.XXX.XXX.365 TRS	0	.00	0	0	.00 %
260.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
260.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	.00	0	0	.00 %
260.XXX.XXX.XXX.495 INDIRECT COSTS	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
260.XXX.XXX.XXX.XXX TITLE VI-B	0	22,840.35	0	22,840-	9999.99 %
FUND 261 TITLE I PART A					
EXPENSE ACCOUNTS					
261.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	0	852.72	0	853-	9999.99 %
261.XXX.XXX.XXX.315 TEACHER	0	1,503.38	0	1,503-	9999.99 %
261.XXX.XXX.XXX.323 AIDES	0	2,217.75	0	2,218-	9999.99 %
261.XXX.XXX.XXX.324 SUPPORT STAFF	0	2,254.20	0	2,254-	9999.99 %
261.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	1,659.67	0	1,660-	9999.99 %
261.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	0	193.57	0	194-	9999.99 %
261.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	204.84	0	205-	9999.99 %
261.XXX.XXX.XXX.363 WORKER'S COMPENSATION	0	376.25	0	376-	9999.99 %
261.XXX.XXX.XXX.364 FICA/MEDICARE	0	295.92	0	296-	9999.99 %
261.XXX.XXX.XXX.365 TRS	0	764.44	0	764-	9999.99 %
261.XXX.XXX.XXX.366 PERS	0		0		

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261.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	.00	.00	0	0	0	.00 %
261.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	.00	0	0	0	.00 %
261.XXX.XXX.XXX.425 STUDENT TRAVEL	0	.00	.00	0	0	0	.00 %
261.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	3,252.11	3,252.11	776	4,028-	0	9999.99 %
261.XXX.XXX.XXX.491 DUES AND FEES	0	7,614.00	7,614.00	0	7,614-	0	9999.99 %
261.XXX.XXX.XXX.495 INDIRECT COSTS	0	.00	.00	0	0	0	.00 %
EXPENSE ACCOUNTS	0	21,188.85	21,188.85	776	21,964-	21,964-	9999.99 %
261.XXX.XXX.XXX.XXX.TITLE I PART A	0	21,188.85	21,188.85	776	21,964-	21,964-	9999.99 %
FUND 263 AK PRE ELEMENTARY							
EXPENSE ACCOUNTS							
263.XXX.XXX.XXX.315 TEACHER	3,000	.00	.00	0	3,000	3,000	.00 %
263.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	15,081	2,875.95	2,875.95	0	12,205	68,665	19.07 %
263.XXX.XXX.XXX.323 AIDES	71,130	2,464.65	2,464.65	0	6,700	6,700	3.47 %
263.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	6,700	.00	.00	0	.00	4,618	.00 %
263.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	5,803	1,185.45	1,185.45	0	1,273	8.16	20.43 %
263.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	1,410	136.73	160.19	0	1,803	5,895	9.70 %
263.XXX.XXX.XXX.363 WORKER'S COMPENSATION	1,964	408.55	.00	0	377	17,791	6.48 %
263.XXX.XXX.XXX.364 FICA/MEDICARE	6,303	.00	.00	0	4,275	9,850	.00 %
263.XXX.XXX.XXX.365 TRS	3,377	.00	.00	0	4,502	4,502	.00 %
263.XXX.XXX.XXX.366 PERS	18,966	1,174.92	.00	0	17,791	4,275	6.19 %
263.XXX.XXX.XXX.420 STAFF TRAVEL	4,275	.00	.00	0	4,275	3,67	.00 %
263.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	10,225	.00	.00	375	9,850	3,67	3.67 %
263.XXX.XXX.XXX.495 INDIRECT COSTS	4,502	.00	.00	0	4,502	.00	.00 %
EXPENSE ACCOUNTS	149,735	8,406.44	8,406.44	375	140,954	140,954	5.86 %
263.XXX.XXX.XXX.XXX.AK PRE ELEMENTARY	149,735	8,406.44	8,406.44	375	140,954	140,954	5.86 %
FUND 266 MIGRANT ED TITLE 1 PART C							
EXPENSE ACCOUNTS							
266.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	0	1,705.44	.00	0	1,705-	0	9999.99 %
266.XXX.XXX.XXX.315 TEACHER	0	.00	.00	0	0	0	.00 %
266.XXX.XXX.XXX.323 AIDES	0	12,596.97	12,596.97	0	12,597-	7,803-	9999.99 %
266.XXX.XXX.XXX.324 SUBSTITUTE/TEMPORARY	0	7,803.25	822.40	0	7,803-	822-	9999.99 %
266.XXX.XXX.XXX.329 HEALTH/LIFE INSURANCE	0	822.40	581.05	0	12,199-	581-	9999.99 %
266.XXX.XXX.XXX.361 UNEMPLOYMENT INSURANCE	0	581.05	687.85	0	688-	9999.99	9999.99 %
266.XXX.XXX.XXX.362 WORKER'S COMPENSATION	0	687.85	1,648.29	0	1,648-	214-	9999.99 %
266.XXX.XXX.XXX.363 FICA/MEDICARE	0	1,648.29	214.20	0	4,488-	0	9999.99 %
266.XXX.XXX.XXX.364 TRS	0	4,488.05	.00	0	0	0	.00 %
266.XXX.XXX.XXX.365 PERS	0	.00	.00	0	0	0	.00 %
266.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	.00	0	0	0	.00 %
266.XXX.XXX.XXX.425 STUDENT TRAVEL	0	.00	.00	0	0	0	.00 %
266.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	8,320	647.37	647.37	669	7,003	15.82	15.82 %
266.XXX.XXX.XXX.491 DUES AND FEES	0	.00	.00	2,833	2,833-	0	9999.99 %
266.XXX.XXX.XXX.495 INDIRECT COSTS	0	.00	.00	0	0	0	.00 %
EXPENSE ACCOUNTS	8,320	43,393.41	43,393.41	3,502	38,576-	563.65	563.65 %

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266.XXX.XXX.XXX MGRANT ED TITLE 1 PART C	8,320	43,393.41	3,502	38,576-	563.65 %
FUND 267 TITLE IIA TEACHER/PRIN TR					
EXPENSE ACCOUNTS					
267.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	18,206	1,503.38	0	16,703	8.26 %
267.XXX.XXX.XXX.315 TEACHER	6,000	.00	0	6,000	.00 %
267.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	14,400	.00	0	14,400	.00 %
267.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	5,688	474.19	0	5,214	8.34 %
267.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	5,579	45.10	0	5,534	7.79 %
267.XXX.XXX.XXX.363 WORKER'S COMPENSATION	579	45.10	0	534	7.79 %
267.XXX.XXX.XXX.364 FICA/MEDICARE	560	21.80	0	538	3.89 %
267.XXX.XXX.XXX.365 TRS	3,040	188.82	0	2,851	6.21 %
267.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	4,500	4,450.00	0	50	.00 %
267.XXX.XXX.XXX.420 STAFF TRAVEL	4,000	.00	0	4,000	.00 %
267.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	3,473	.00	1,839	1,634	52.94 %
267.XXX.XXX.XXX.491 DUES AND FEES	17,280	3,515.00	145	13,620	21.18 %
267.XXX.XXX.XXX.495 INDIRECT COSTS	2,427	.00	0	2,427	.00 %
EXPENSE ACCOUNTS	80,733	10,243.39	1,984	68,506	15.15 %
267.XXX.XXX.XXX.XXX TITLE IIA TEACHER/PRIN TR	80,733	10,243.39	1,984	68,506	15.15 %
FUND 277 RAVE					
EXPENSE ACCOUNTS					
277.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	14,298	6,305.80	0	7,992	44.10 %
277.XXX.XXX.XXX.315 TEACHER	12,223	20,364.25	0	8,141-	166.60 %
277.XXX.XXX.XXX.323 AIDES	0	9,605.68	0	9,606-	999.99 %
277.XXX.XXX.XXX.324 SUBSPORT STAFF	213	13,435.13	0	13,222-	6308.17 %
277.XXX.XXX.XXX.361 SUBSTITUTE/TEMPORARY	48,165	5,950.00	0	42,215	12.35 %
277.XXX.XXX.XXX.362 HEALTH/LIFE INSURANCE	21,170	17,824.53	0	3,345	84.20 %
277.XXX.XXX.XXX.363 UNEMPLOYMENT INSURANCE	2,056	1,326.73	0	729	64.52 %
277.XXX.XXX.XXX.364 WORKER'S COMPENSATION	0	1,657.95	0	1,658-	4487.50 %
277.XXX.XXX.XXX.365 FICA/MEDICARE	2,635	2,453.05	0	182	93.09 %
277.XXX.XXX.XXX.366 TRS	3,909	3,312.60	0	597	84.74 %
277.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	1,677	5,068.96	0	3,392-	302.35 %
277.XXX.XXX.XXX.420 STAFF TRAVEL	16,033	14,750.00	0	1,283	92.00 %
277.XXX.XXX.XXX.425 STUDENT TRAVEL	46,242	1,521.60	148	44,572	3.61 %
277.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	1,925	.00	0	1,925	.00 %
277.XXX.XXX.XXX.491 DUES AND FEES	37,780	10,873.01	3,745	23,162	38.69 %
277.XXX.XXX.XXX.495 INDIRECT COSTS	3,280	18,325.00	0	15,045-	558.74 %
277.XXX.XXX.XXX.495 INDIRECT COSTS	18,327	.00	0	18,327	.00 %
EXPENSE ACCOUNTS	229,932	132,774.29	3,893	93,265	59.44 %
277.XXX.XXX.XXX.XXX RAVE	229,932	132,774.29	3,893	93,265	59.44 %
FUND 279 REAP - RLIS					
EXPENSE ACCOUNTS					
279.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	.00	0	0	.00 %

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ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

September 30, 2020

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
EXPENSE ACCOUNTS					
279.XXX.XXX.XXX REAP - RLIS	0	.00	0	0	.00 %
FUND 280 CARL PERKINS PROF DEV					
EXPENSE ACCOUNTS					
280.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	0	.00	0	0	.00 %
280.XXX.XXX.XXX.324 SUPPORT STAFF	0	.00	0	0	.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	0	.00	0	0	.00 %
280.XXX.XXX.XXX.364 FICA/MEDICARE	0	.00	0	0	.00 %
280.XXX.XXX.XXX.365 TRS	0	.00	0	0	.00 %
280.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
280.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	.00	0	0	.00 %
280.XXX.XXX.XXX.491 DUES AND FEES	0	.00	0	0	.00 %
280.XXX.XXX.XXX.495 INDIRECT COSTS	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	0	.00	0	0	.00 %
280.XXX.XXX.XXX.CARL PERKINS PROF DEV	0	.00	0	0	.00 %
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.425 STUDENT TRAVEL	4,500	.00	0	4,500	.00 %
286.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	7,365	163.00	0	7,202	2.21 %
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	464	.00	0	464	.00 %
EXPENSE ACCOUNTS	16,429	163.00	0	16,266	.99 %
286.XXX.XXX.XXX.CARL PERKINS BASIC	16,429	163.00	0	16,266	.99 %
FUND 287 RUS RURAL UTILITIES SERVI					
EXPENSE ACCOUNTS					
287.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	0	.00	0	0	.00 %
287.XXX.XXX.XXX.RUS RURAL UTILITIES SERVI	0	.00	0	0	.00 %
FUND 350 INDIAN EDUCATION					
EXPENSE ACCOUNTS					
350.XXX.XXX.XXX.315 TEACHER	1,000	.00	0	1,000	.00 %
350.XXX.XXX.XXX.323 AIDES	32,481	2,798.98	0	29,682	8.62 %
350.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	2,900	.00	0	2,900	.00 %
350.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	523	83.97	0	439	16.06 %
350.XXX.XXX.XXX.363 WORKER'S COMPENSATION	523	83.97	0	439	16.06 %
350.XXX.XXX.XXX.364 FICA/MEDICARE	2,669	214.13	0	2,455	8.02 %

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ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

September 30, 2020

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
EXPENSE ACCOUNTS					
350.XXX.XXX.XXX.366 PERS	7,146	615.78	0	6,530	8.62 %
350.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	1,000	.00	0	1,000	.00 %
350.XXX.XXX.XXX.420 STAFF TRAVEL	3,250	.00	0	3,250	.00 %
350.XXX.XXX.XXX.425 STUDENT TRAVEL	8,697	63.25	0	8,634	.73 %
350.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	32,466	853.94	1,616	29,996	7.61 %
350.XXX.XXX.XXX.491 DUES AND FEES	600	.00	0	600	.00 %
350.XXX.XXX.XXX.495 INDIRECT COSTS	4,663	.00	0	4,663	.00 %
EXPENSE ACCOUNTS	97,918	4,714.02	1,616	91,588	6.46 %
350.XXX.XXX.XXX.XXX INDIAN EDUCATION	97,918	4,714.02	1,616	91,588	6.46 %
FUND 352 GATEWAY AFTERSCHOOL PROG.					
EXPENSE ACCOUNTS					
352.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT	0	1,705.45	0	1,705-	9999.99 %
352.XXX.XXX.XXX.315 TEACHER	0	.00	0	0	.00 %
352.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS.	0	8,627.75	0	8,628-	9999.99 %
352.XXX.XXX.XXX.323 AIDES	0	8,237.09	0	8,237-	9999.99 %
352.XXX.XXX.XXX.324 SUPPORT STAFF	0	1,495.36	0	1,495-	9999.99 %
352.XXX.XXX.XXX.326 FOOD SERVICE STAFF	0	.00	0	0	.00 %
352.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	8,894.76	0	8,895-	9999.99 %
352.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	0	5,212.16	0	5,212-	9999.99 %
352.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	453.54	0	454-	9999.99 %
352.XXX.XXX.XXX.363 WORKER'S COMPENSATION	0	725.37	0	725-	9999.99 %
352.XXX.XXX.XXX.364 FICA/MEDICARE	0	2,109.78	0	2,110-	9999.99 %
352.XXX.XXX.XXX.365 TRS	0	214.22	0	214-	9999.99 %
352.XXX.XXX.XXX.366 PERS	0	4,530.83	0	4,531-	9999.99 %
352.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	2,000.00	0	2,000-	9999.99 %
352.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
352.XXX.XXX.XXX.425 STUDENT TRAVEL	0	1,608.01	1,653	3,261-	9999.99 %
352.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	400.00	0	400-	9999.99 %
352.XXX.XXX.XXX.491 DUES AND FEES	0	.00	0	0	.00 %
352.XXX.XXX.XXX.495 INDIRECT COSTS	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	0	46,214.32	1,653	47,867-	9999.99 %
352.XXX.XXX.XXX.XXX GATEWAY AFTERSCHOOL PROG.	0	46,214.32	1,653	47,867-	9999.99 %
FUND 370 DW TEACHER RENTAL					
EXPENSE ACCOUNTS					
370.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
370.XXX.XXX.XXX.431 WATER & SEWER	0	300.00	0	300-	9999.99 %
370.XXX.XXX.XXX.435 ENERGY	0	.00	0	0	.00 %
370.XXX.XXX.XXX.436 ELECTRICITY	0	76.04	0	76-	9999.99 %
370.XXX.XXX.XXX.441 RENTALS	0	3,600.00	0	3,600-	9999.99 %
370.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED.	0	.00	70	70-	9999.99 %
370.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES	0	.00	0	0	.00 %
370.XXX.XXX.XXX.552 TRANSFER TO SPECIAL REV.	0	.00	0	0	.00 %
EXPENSE ACCOUNTS	0	3,976.04	70	4,046-	9999.99 %

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ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT
September 30, 2020

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
370.XXX.XXX.XXX.XXX DW TEACHER RENTAL	0	3,976.04	70	4,046-	9999.99 %
FUND 372 COMMUNITY ENGAGEMENT					
EXPENSE ACCOUNTS					
372.XXX.XXX.XXX.450 SUPPLIES,MATERIALS & MED.	0	173.67	0	174-	9999.99 %
EXPENSE ACCOUNTS					
372.XXX.XXX.XXX.XXX COMMUNITY ENGAGEMENT	0	173.67	0	174-	9999.99 %
FUND 373 STUDENT ACTIVITIES					
EXPENSE ACCOUNTS					
373.XXX.XXX.XXX.331 EXTRA DUTY PAY/CLASSIFIED	0	.00	0	0	.00 %
373.XXX.XXX.XXX.363 WORKER'S COMPENSATION	0	.00	0	0	.00 %
373.XXX.XXX.XXX.364 FICA/MEDICARE	0	.00	0	0	.00 %
373.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	.00	0	0	.00 %
373.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
373.XXX.XXX.XXX.425 STUDENT TRAVEL	179	178.83	0	0	100.00 %
373.XXX.XXX.XXX.433 COMMUNICATIONS	0	.00	0	0	.00 %
373.XXX.XXX.XXX.440 OTHER PURCH.SER./ADV.PRIN	0	.00	0	0	.00 %
373.XXX.XXX.XXX.441 RENTALS	0	.00	0	0	.00 %
373.XXX.XXX.XXX.443 EQUIPMENT REPAIR & MAINT.	0	.00	0	0	.00 %
373.XXX.XXX.XXX.450 SUPPLIES,MATERIALS & MED.	740	740.05	0	0	100.00 %
373.XXX.XXX.XXX.458 GAS AND OIL	0	.00	0	0	.00 %
373.XXX.XXX.XXX.490 OTHER EXPENSES	0	.00	0	0	.00 %
373.XXX.XXX.XXX.491 DUES AND FEES	0	.00	0	0	.00 %
373.XXX.XXX.XXX.510 EQUIPMENT	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
373.XXX.XXX.XXX.XXX STUDENT ACTIVITIES	919	918.88	0	0	100.00 %
FUND 379 TETLIN PRE-SCHOOL					
EXPENSE ACCOUNTS					
379.XXX.XXX.XXX.420 STAFF TRAVEL	919	918.88	0	0	100.00 %
379.XXX.XXX.XXX.450 SUPPLIES,MATERIALS & MED.	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
379.XXX.XXX.XXX.XXX TETLIN PRE-SCHOOL	0	.00	0	0	.00 %
FUND 381 JANE TEAGUE CARR'S SAFETY					
EXPENSE ACCOUNTS					
381.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	.00	0	0	.00 %
381.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
381.XXX.XXX.XXX.491 DUES AND FEES	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
381.XXX.XXX.XXX.XXX JANE TEAGUE CARR'S SAFETY	0	.00	0	0	.00 %

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ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT
September 30, 2020

ACCOUNT NUMBER / TITLE	CURRENT BUDGET	YEAR TO DATE ACTIVITY	OUTSTANDING ENCUMBRANCES	UNCOMMITTED BALANCE	% OF BUDGET COMMITTED
FUND 502 SPECIAL CAPITAL PROJECTS					
EXPENSE ACCOUNTS					
502.XXX.XXX.XXX.328 CONSTRUCTION LABOR	0	34,980.86	0	34,981-	9999.99 %
502.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY	0	.00	0	0	.00 %
502.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE	0	3,551.04	0	3,551-	9999.99 %
502.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE	0	700.83	0	701-	9999.99 %
502.XXX.XXX.XXX.363 WORKER'S COMPENSATION	0	1,049.47	0	1,049-	9999.99 %
502.XXX.XXX.XXX.364 FICA/MEDICARE	0	2,676.03	0	2,676-	9999.99 %
502.XXX.XXX.XXX.366 PERS	0	1,569.61	0	1,570-	9999.99 %
502.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	.00	0	0	.00 %
502.XXX.XXX.XXX.420 STAFF TRAVEL	0	5,841.56	0	5,842-	9999.99 %
502.XXX.XXX.XXX.443 COMMUNICATIONS	0	.00	0	0	.00 %
502.XXX.XXX.XXX.443 EQUIPMENT REPAIR & MAINT.	0	4,503.50	0	9,862-	9999.99 %
502.XXX.XXX.XXX.444 CONTR.SITE REPAIR/MAINT	0	303.60	5,358	304-	9999.99 %
502.XXX.XXX.XXX.450 SUPPLIES MATERIALS & MED.	0	.00	0	0	.00 %
502.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES	0	29,599.04	13,686	43,285-	9999.99 %
502.XXX.XXX.XXX.458 GAS AND OIL	0	508.70	0	509-	9999.99 %
502.XXX.XXX.XXX.491 DUES AND FEES	0	.00	0	0	.00 %
502.XXX.XXX.XXX.510 EQUIPMENT	0	.00	0	0	.00 %
502.XXX.XXX.XXX.554 TRANSFER TO CAPITAL FUNDS	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
502.XXX.XXX.XXX.XXX SPECIAL CAPITAL PROJECTS	0	85,284.24	19,044	104,328-	9999.99 %
502.XXX.XXX.XXX.XXX.85,284.24	0	85,284.24	19,044	104,328-	9999.99 %
FUND 509 NORTHWAY BIOMASS PROJECT					
EXPENSE ACCOUNTS					
509.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	0	.00	0	0	.00 %
509.XXX.XXX.XXX.420 STAFF TRAVEL	0	.00	0	0	.00 %
509.XXX.XXX.XXX.433 COMMUNICATIONS	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
509.XXX.XXX.XXX.XXX NORTHWAY BIOMASS PROJECT	0	.00	0	0	.00 %
509.XXX.XXX.XXX.XXX.0	0	.00	0	0	.00 %
FUND 516 TOK SPRINKLER SYSTEM					
EXPENSE ACCOUNTS					
516.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL	1,555,940	6,016.74	0	1,549,923	.39 %
516.XXX.XXX.XXX.491 DUES AND FEES	0	.00	0	0	.00 %
516.XXX.XXX.XXX.528 DOE OVERHEAD	0	.00	0	0	.00 %
EXPENSE ACCOUNTS					
516.XXX.XXX.XXX.XXX TOK SPRINKLER SYSTEM	1,555,940	6,016.74	0	1,549,923	.39 %
516.XXX.XXX.XXX.XXX.1,555,940	1,555,940	6,016.74	0	1,549,923	.39 %
REPORT TOTAL	13,943,510	1,991,543.39	136,704	11,815,263	15.26 %



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

Ph: 907.883.5151 x 103 Fax: 907.883.4352

Scott MacManus, Superintendent of Schools

Memo: Regional School Board Report
To: Scott MacManus, Superintendent
From: LeAnn Young, Director of Special Programs
Date: September, 2020

Strategic Plan Progress

Student Engagement-AGSD will be implementing Success Night at all sites next school year. Success Night is an event that is hosted at each school site twice per year - at the end of semester 1 and the end of semester 2. At this evening event, parents and the community are invited into the school to view completed projects and performances that students have completed over the semester that are successful and show-off worthy. These evenings can be tied in with other things such as a musical or theatrical performance, or some other community performance. This should be billed as an exciting, festive, and celebratory event, in which the whole community comes together to celebrate what students are accomplishing. We will tie into this event the required benchmark projects students will be working on throughout the year as part of our districtwide CTE showcase. The whole school building becomes a show place for student projects and performances.

Teaching & Learning-AGSD hosted a three-day professional development camp for educators in AGSD, YKSD, CRSD and Tanana who are involved with the ACHILL and RAVE grants. The goal of the camps was to provide professional development for teachers focused on integrating academic learning with locally relevant/cultural activities. A total of 10 teachers attended this camp at Mari Hoe-Raitto's Fish Camp on the Yukon River. The camp was greatly successful and participants reported that they had gained useful skills and knowledge that they could take back to their classrooms.

Highlights-Migrant Summer Program- All migrant students in the district were given a family dice game and a family talk game to encourage family time and healthy communication throughout the summer. Migrant students are also being given backpacks full of school supplies to get the year started. Karla Champagne is the districtwide migrant coordinator again this year and will provide support to Migrant students and their parents in addition to hosting family math and literacy family nights at sites throughout the upcoming school year. We have some really great migrant activity bags for families that are available for checkout and this summer a curriculum committee put together some grab and go math, literacy and science family activity night kits.

Recent Event: AGSD hosted the third annual 9th grade LAUNCH event on Tuesday, September 1st. The Launch is for ALL district students who will be entering 9th grade in the fall. Topics included such things as graduation requirements, credit, scholarships, GPA, elective credit and much more that are important to being successful in high school. The district provided dinner and assist parents with travel costs. For those families unable to travel the two high school counselors will be traveling out to sites to meet with families and 9th grade students.

Successes-We received notice in late July that Alaska Gateway School District was a recipient of the Pre-Elementary grant award for our Gateway Ready pre-school programs. AGSD will receive \$149,647 for FY21, \$149,718 for FY22 and \$149,735 for FY23.

Challenges-For the first time, AGSD has 3 counselors serving our students. While this may not seem like a challenge, considerable work has gone into defining job descriptions and laying out a counseling program that will meet the needs of our students from K-12 in the areas of social emotional learning, career counseling, post-secondary guidance. We will be meeting during in-service to further clarify these roles and responsibilities and set up schedules for the school year ahead.

Grant Time:

ACHILL-3 days-course enrollment, FY21 budgeting, teacher training, FY20 budget review, No cost-extended, NYCP webinar, Yukon River hiring paperwork, Yukon River trip preparation, mtg with external evaluator, website changes for FY21.

RAVE-2 day- work study review and planning, data gathering, community survey distribution, FY21 budgeting, FY20 budget review, counseling meeting, AKCIS scope and sequence review, mtg. with external evaluator, update FY21 handbook

"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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Yukon River Camp Student trip 2020

This is the third year Alaska Gateway School District was able to arrange a student learning experience on the Yukon River. Students arrived via bus from Tok and were brought down to an authentic Fish camp located 10 miles below the Yukon Bridge north of Fairbanks.

Nine Tok school students in 8th-11th grade participated. The school district provided each student with a new Alaska guide model tent for the students to help all with following social distancing mandates.

Students got the opportunity to participate in many different activities. They learned how to set a net in the river and how to pick, filet and clean fish. They learned carpentry skills and made stools and toolboxes, they participated in outdoor leadership activities where students learned how to improve trails, made their own fires, made homemade jam, beaded, learned french, small engine repair, photography, boat safety and bear safety. All students helped out around camp doing small chores like bringing in firewood for the smokehouse and the campfire.

Blair Seawell, CTE Counselor: The woodworking activity, led by Alex Brede, was fun for all of us. He used these awesome woodworking tools that aren't even made any more, swedish saws and a good deal of patience to work with every camper. Every one of them finished that box and they all looked great. I hope to see him in all of our schools soon, doing the same with our students. French bingo was a bigger hit than I even hoped. I started the lesson all in French, which started the groaning and moaning I'm used to in the French classroom but I stuck to it. Pretty soon the students were understanding all of the numbers from 0-100 in French. Eric Nicolier shouted them out, saying "Prochain Numéro!" in between (that means next number) in his booming voice. The students were laughing, using these nice laminated number sheets I made for the activity. A few even asked if they could play a second time. My favorite thing about the activity was, I expected the number pages to be all over the "dance hall," as we call it, at the end, with no one super interested in them after Bingo was over. To my surprise, four or five of the students asked if they could keep their number sheets and bring them home.

Karla Champagne, Migrant Program Coordinator: The students learned about rose hips, which grew abundantly around the camp. They were amazed to know that it was a great source of vitamin C. After picking and taste testing, the students proceeded to learn how to make jelly out at camp. The recipe used was found from the UAF Cooperative Extension Site and was a great source for learning about the different berries that can be foraged outside our doors. The students also had beading in the evening. Many students jumped right in because they knew how and some were beginners. The mentorship, from the ones who knew how to bead and sew to the beginners, was awesome to see! It was a great time to settle down for the evening. The laughter and story telling of their days adventures were priceless! They were given an array of projects to try and many chose earrings and keychains. The earrings were made with bugle, seed, and shell beads while the key chains were made with tanned skin and seed beads that were tacked down. The bond that these students made with one another and the instructors will help them have a successful start to this new school year.

Mari Hoe-Raitto, ACHILL Teacher: The Outdoor leadership students helped improve a mile-long trail around camp. They also went on a longer hike along the shores of the mighty Yukon where they brought their own food to make on their own fires they started themselves. We explored an area that had been inhabited about a hundred years ago, and we found the remnants of the cabin and the homestead, and fields filled with mint and current bushes.

Students learned about picking the nets and getting the fish and putting them into the boat safely. They also learned boat and water safety. After we got back into the shore, fish was cut up and cleaned and ready for the smokehouse.

We had an amazing cook and help to keep everybody well fed and the area clean at all times. Students and teachers had their own dishes, and after every meal, they were asked to clean them and put them away for the next meal.

Overall, it was a great trip and we appreciate all the experience shared from visiting instructors.



MEMORANDUM

To: Scott MacManus, Superintendent

From: Tracie Weisz, Director of Curriculum & Instruction

RE: Board report for 9/21/2020 meeting

Summer Activities: Summer was spent creating new and updated SOP's for the Superintendent, attending DEED's Smart Start webinars, working on and submitting the District's Smart Start Plan, planning our extended fall inservice, creating PD materials for staff for online and hybrid instruction, creating plans for the HomeLink option, updating our course catalog, writing a new district one-to-one Chromebook agreement, writing our Online Academy course catalog and procedures, updating some school level procedures and forms, submitting our paperwork to UAF for our tech prep credit courses, working with our vendors to ensure we have solutions ready for teachers building hybrid/online courses, creating school safety templates for principals and staff, creating a principal events calendar, updating our website, updating our staff Covid information website, organizing summer curriculum committees, organizing parent surveys, sending orientation and login information to our new staff, monitoring new teacher progress through our online induction program, working with our counselors in selecting new SEL programs, and probably some other things I am forgetting here.

Fall Activities: The start of the school year is always a busy time for me, as there are all kinds of adjustments that need to be made once the kids are actually in class. This can mean everything from changing schedules, to adding students to rosters in our programs, to hunting down materials that teachers need. I am also trying to get to sites to visit classrooms, talk with teachers and meet with principals. Added this year is the requirement for all teachers to be utilizing an LMS for their courses. Many teachers are still needing support with this.

Recruitment and Retention: I corresponded with new staff throughout the summer, providing login information and orientation materials, monitoring their progress through our online induction program, and planning for their 2 days of new teacher inservice.

Teaching and Learning: Fall inservice was successful. There were 8 days of fall inservice this year, which included some standard yearly trainings, as well as professional development to support teachers building online/hybrid versions of their classrooms for HomeLink families, and to use in the event of student absences or intermittent school closures. We provided staff with support for teaching and learning in the form of fall trainings, as well as access to digital programs and curriculum that will help them to build out classroom learning experiences and not having to invent everything from scratch. We used a rubric for all classes to ensure teachers are incorporating best practices in both in-person and online teaching and learning as they plan for this year.

COVID planning: As part of our Smart Start fall planning, staff had time during inservice to hammer out the specifics of their school safety plans for low and medium risk scenarios.



ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

PO BOX 226, Tok, AK 99780

Ph: 907.883-5151.114

Districtwide, Wade Boney, Maintenance Director

Date: Sept 10th, 2020

To: Scott MacManus, Superintendent

From: Wade Boney, Maintenance Director

RE: September Building Maintenance Report

Startup this year has been very challenging and quite different from previous years, but we are moving ahead into a new normal. We have dedicated a great deal of time providing material and devices to keep our schools disinfected and safe. Now that the initial push is behind us we will be getting back to work on other tasks as we move into the first semester.



In **Eagle** we will be buttoning a few of the tasks we left undone from our earlier trip

- Weld up a new exhaust and install it on the backup generator
- Insulate the plumbing and heat chase for the hydroponics unit outside the school
- Complete new heat loop for the hydroponics unit
- Make changes to the glycol makeup system
- Train and work with our new Maintenance/Custodian on PMs and routine cleaning and maintenance tasks

At **Tok** our plans are to

- Continue repairs on the pneumatic lines used for HVAC control.
- Work on flooring and mats in entries
- Clean and prep hockey rink
- Service heating appliances

In **Northway**

- Continue removal of old pressure tank
- Make changes to plumbing in order to move washer and dryer
- Replace resin on water system and add filtration
- Complete exterior LED conversion

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Northway
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In **Mentasta** we will be working on some basic items

- Convert some of the lighting to LED in the entryway
- Rebuild older faucet valves in the kitchen and showers
- Work with the village on the bio system

In **Tetlin** our plans will be concentrated on

- Replacing a section of the cast sewer pipe with PVC
- Insulating the chase under the building
- Identification and removal of unnecessary control wiring
- Organize mechanical spaces

While in **Dot Lake** we plan on

- Completing some lighting repairs
- Boiler maintenance

In **Tanacross** our tasks will be to

- Work on exterior lighting
- Adjust and repair door hardware
- Eliminate old and unused controls and control wiring
- Complete window adjustment and repair



ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

PO BOX 226, Tok, AK 99780

Letitia Rhodes, Director Special Education

Date: August 18th, 2020

To: Scott MacManus, Superintendent

From: Letitia Rhodes, Special Education Director

RE: Special Education Board Report

Strategic Planning: *Student Engagement* is an important piece for students with special needs. We are training the aides this year on how they might help older students become more engaged in the lessons teachers are presenting. Often times it is up to the aide to follow through with the assignment, or to help the student complete the assignment. Aides often rely on just what is presented to them. We want students to become more independent, so such things as: manipulatives, text to speech and speech to text as well as study skills will help them engage more in the learning process and material presented. Older students rarely want the help as it stigmatizes them, so we want to teach them strategies they can use that will foster independence and further help them as functioning adults.

School Culture this year will also be a focus for this department. I feel as though some teachers are struggling more than I intend for them to. They need to feel comfortable reaching out to me and those in the department (teachers, aides) to get the support they need to succeed with the students who qualify for services. I also feel the inclusion mindset / philosophy is missing from some adults, so I would like to work on how we can better communicate that and develop it at the different sites. Not that they do not believe in it or not want it, just how to better achieve it: is the focus.

Successes: Summer school was a success this year. We teamed with GAP at all the sites. Most of the parents in Northway decided to forgo the traditional remedial services and instead wanted their children to participate in the GAP activities all day. THANKS LYNSAY for presenting such enticing material that they have absolutely no interest in ours. The other sites did half day GAP (with I am sure, equally enticing material), half day remedial services. The aides attended the in-service with teachers this year, which helps them stay on the same page with programs used and expectations reached in the classroom break.

Challenges: Communication is a challenge in our department at this time. Parents are not feeling as though they have enough information about programming in the schools. I also think there is some misinformation about the IEP components, grading and what services should look like. I am thinking of starting a monthly parent communication that will bring some of the concerns to the forefront and give me a way to communicate with them the obligations of Special Education services, how to get the best from them and how we can better serve kids in the program or put parents mind at ease that students are getting quality services.

Looking forward to a new year with unique challenges and the capacity within us to overcome them.

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ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

PO BOX 226, Tok, AK 99780

Ph: 907.883-5151 Fax: 907.883-5154

Districtwide, Pam Gingue, Program Coordinator

Date: September 9, 2020

To: Scott MacManus, Superintendent

From: Pam Gingue, Program Coordinator

RE: GAP/Preschool, etc. Activities Report for September

Preschool:

- Tok PreK program began Sept. 8th; 5 students currently enrolled in Tok;
- Developmental screenings completed on the 5 Tok students;
- Continuing partnership with TCC Head Start for preschool programs in Tanacross, Tetlin, and Northway;
- Shawna Sam recommended for hire in Mentasta as the Preschool Aide/GAP Coordinator;
- Dot Lake and Eagle do not have enough preschool aged children for a class at those sites;
- AGSD was selected by the Alaska Head Start Association as the recipient of the Community Partnership Award;
- Provided parent training materials to Tok Head Start for their online learning families;

GAP:

- Tok GAP began Sept. 8th
- Mentasta GAP Site Coordinator position hired as a dual Preschool/GAP position (see above);
- Tetlin GAP began Monday, August 31st; 19 students attended the first day;
- Tanacross GAP to begin Wednesday, Sept. 16th;
- Still need to hire Northway GAP Site Coordinator position;
- Site Coordinators participated in training for one of the site self assessment tools with the program evaluator;

Other:

- Provided some technical support for AIMSweb and MAP assessments;
- Completed vision screenings for several students per SpEd's request;
- Have 6 students in Tok and also working with 2 Tetlin high school students for "Intro. To Health Careers" class;
- Completed the refresher course and clinical to re-activate my nursing license;

Upcoming Activities:

- Start up preschool class and GAP program in Mentasta;
- Hopefully hire a Site Coordinator for GAP in Northway;
- Schedule GAP Site Coordinators meeting and training for September;
- Have all GAP and preschool program sites up and running!!

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ALASKA GATEWAY SCHOOL DISTRICT

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

Date: September 10th, 2020
To: Scott MacManus, Superintendent
From: Karla Champagne *Ke*
RE: Migrant Education Report

The State mandatory Migrant Education Training was held via Web based August 24-26th. This was the recruiter segment, which I attended along with Deb Spark and LeAnn Young. They discussed recruiting procedures and how to fill out the web based Certificate of Eligibilities and the No New Move form.

I set up the Hygiene Rack and school supply station in the new GAP Room at Tok School. The GAP Site Coordinator will help keep it stocked. I am in the process of setting up the other sites with their stations. On the first day of school, I had a table at Tok School with school supplies for Migrant students in grades 6-12th. Approximately 38 students stopped at the table to collect supplies.

From the preliminary look at potential Migrant Status of enrollments, there appears to be an increase in families that may qualify. I won't know those fine details until all interviews are done and submitted. Interviewing families has begun and will continue until it is all submitted to the State in November.

The Priority for Service student lists are being compiled and from that those students will have first priority to extra academic services provided in the school day and for tutoring.

I attended the Yukon River Camp to instruct beading and jam making. There were nine students from Tok, of which 44% were Migrant students. The students made rose hip jelly and harvested the rose hips right from the camp area. They beaded earrings and key chains.

For the next month and a half my focus will be on interviewing families as well as participating in Open Houses and Family Nights at the different sites. The first book distribution will also be taking place this coming month. There are four distributions of books throughout the year.

"Where Teachers Are The Gateway To Learning"

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Alaska Gateway School District

Migrant Education

NEWSLETTER Cont'd



Volume 2

Number 1

September 2020

SCIENCE MANIA

MOOSE

Alces alces
Inhabits forested areas of Canada, the northern US, Europe and Asia

Males - Bulls
Females - Cows
A group of moose is called a "herd"

Natural swimmers

They can paddle several miles at a time and stay underwater for 30 seconds or more.

Herbivorous, they eat willow, birch, and aspen leaves and twigs, along with sedges, pond weeds and grasses.

Mating Season:

September and October. Bulls and cows come together during only this period and go their separate ways for the remainder of the year. Cows give birth to one or two calves in the spring. Young moose are raised by their mothers until the following mating season.

The largest species of deer.

Weights up to 1,800 lbs.

5 to 6.5 ft in height.

Average lifespan of 15 to 20 years in the wild.

Antlers can spread six feet from end to end and they act as signaling devices for bulls to attract cows.

Only bulls grow antlers. They shed the antlers after mating season ends in autumn.

Antlers are the fastest growing mammal tissue, increasing in size by up to an inch a day.

Hooves act as snowshoes to support their weight in soft snow and in muddy or marshy ground.

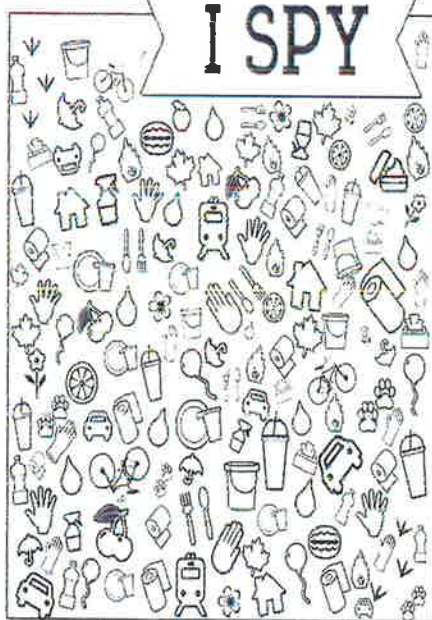
Can run up to 35 miles an hour over short distances.

Source: Alaska Department of Fish and Game, the American Museum of Natural History.



MIGHTY MATH

I SPY



2 4 4 2 4 5 7 4 6
1 6 7 1 3 6 7 4 7
3 2 4 6 2 7 3 9 6

Sudoku - Numbers

Every row, column and 3x3 grid must contain the numbers 1-9.

	3		4
2		1	3
4			1

86

Recipe Delights

Rose Hip Jelly

cespubs.uaf.edu/index.php/download_file/1266/



Ingredients:

4 cups rose hip juice
1 package powdered pectin (1 ounces)
6 cups sugar

Directions:

Sterilize pint or half-pint canning jars and prepare lids. Measure sugar and set aside. Measure the juice into a large saucepan. Add pectin and stir until dissolved. Bring to a full rolling boil that cannot be stirred down. Stir in the sugar. Boil hard for 1 minute, stirring constantly. Remove from heat. Skim off foam and immediately pour hot jelly into hot canning jars, leaving inch headspace. Wipe jar rims and add prepared two-piece lids. Process the filled jars for 5 minutes in a boiling water bath. Rose hip jelly may take up to one week to set.

Yield: 10 cups

Alaska Gateway School District

Migrant Education

MONTHLY NEWSLETTER

Volume 2

Number 1

September 2020



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



Karla Champagne
Migrant Ed. Coordinator
PO Box 226
Tok, AK 99780
907-883-5151
kchampagne@agsd.us

Upcoming Events

Hygiene supply racks for 6-12th graders are being installed at sites.

Interviews about fishing and berry picking will be starting.



Important Migrant Ed. Info

Dear Migrant Families,

Hope all is well and hope you had success with your harvests for this coming winter! I will be making my rounds and calling to interview your families about your migrant activities (fishing and berry picking). Families with 6-12th graders, if your child(ren) need hygiene items such as: deodorant, shampoo, soap, laundry detergent, etc., there will be a station set up at their school with items free of charge. Please encourage them to use this station responsibly so that we can keep it going for years to come. If your child did not receive school supplies and are in need of items please let me know and I will arrange for them to receive them. We still have Migrant Activity Bags available for checkout. Please message me if you would like more info on the bags. They are filled with themed learning activities that are fun for the whole family!

Kind regards,

Karla Champagne

Reading Zone

Apple Picking Word Search

apples
autumn
barrel
cider
ladder
picking
pie
wagon



z b w s h p z p e z
p o p t r b s y q n
l e f j m a l o p e
n s u e p r a p l f
g o r a l n d p h o
r n e u e d l i d e
e c e t k l e e d f
d g k u i r s e f
l a g m m r v l l
o w j n g d h p p e



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

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

Eligibility includes newborns - age 20

ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

PO BOX 226, AK 99780

Ph: 907.883.5151 Fax: 907.883.5154

RAVE Grant, District Office, Jane Teague

Date: September 10th, 2020
To: Scott MacManus, Superintendent
From: Jane Teague
RE: RAVE District Report

The start of this school year has a time of collaboration and hard work as I support teachers and their administrators to start a successful school year. The relationships I built with new teachers at inservice and at our summer institute ensures that we can work together to face all challenges the new school year brings.

The school year is a time of daily travel for me as I try to be a resource in each school. My travel enables me to support our teachers and staff across our district, puts a personal face on district resources, and is a great opportunity for me to get to know new colleagues better. Mr. Blair Seawell and Ms. Lillian Wise have been my traveling companions these past two weeks. Each day we load up with curriculum resources, food, paperwork, even office furniture, and head on out.

I am most grateful for the systems we have in place to allow me to be a resource in all of our schools. Ms. Deb Sparks takes my temperature and my colleagues before we leave the central office. My mask is in place when reaching the village checkpoint and I respectfully ask for another temperature check. I have introduced my new colleagues who will be offering their skills in the schools either weekly or on a regular basis to the staff at the checkpoints. Our temperature is taken again on arrival at the school and we wear our masks to protect the students we work with.

Under the leadership of Director of Curriculum Tracie Weisz, I have been glad to support teachers to set up learning management systems that will allow for seamless learning should students need to be at home for a few days. I did some individual sessions with teachers to help them navigate the building of their landing platforms and ran some training sessions for groups such as gap instructors.

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I am not able to give an update on Clever at this time. My focus needs to be on teachers and their students at this time. I envisage as my workload settles I will be in a position to complete the final rollout for Clever. I am confident that we can manage logins and program access for the short term due to the work I completed last spring to create districtwide log in cards.

As part of my purchasing role, we are working on a few grant-related projects. My colleague LeAnn Young and I purchased kits with beads, skins, fur, and patterns which will be a great resource for our cultural studies. We are about to purchase sturdy winter gear for students to utilize and am excited for our drone education program which is going to be offered district-wide as COVID-19 permits.

I have resumed teaching STEM, Makerspace, and Lego robotics this week in the Tok GAP program. I am personally delighted to reconnect with students and it seems my students feel the same way. While my robotics students will be taking on a new challenge, stem and makerspace students have let me know they want to repeat lessons they enjoyed before being isolated due to the pandemic. While my work in STEM and makerspace aims to challenge and offer ways that students can innovate I acknowledge that it may take some time for students to overcome the setbacks isolation caused. I will also be offering makerspace, stem, and robotic opportunities in may of our outlying schools with Northway, Tetlin, Mentasta already adding me to their schedules for these opportunities.

I was proud to work closely with Mr. MacManus to complete a flier that each family received outlining their school options in the district. We have also used the Mukluk newsletter as a way to communicate in yet another way with families.

Yours sincerely
Jane Teague



ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

PO BOX 226 Tok, AK 99780

Ph: 907.883.5151 bseawell@agsd.us

Blair Seawell, CTE Counselor

Date: September 9th, 2020
To: Scott MacManus, Superintendent
From: Blair Seawell, RAVE CTE Counselor/Program Coordinator
RE: CTE Program Report

By way of introduction, I am the new RAVE CTE counselor, Blair Seawell. I'm from Baton Rouge, Louisiana and I arrived in Alaska on July 15th. I have bachelor's degrees in English and French and a Masters of Arts in Teaching from Centenary College. I have experience with dual enrollment, Advanced Placement and am excited to bring students forward toward their career goals.

Current Projects:

Pathways: I'm helping to put together a database of all of the Pathways students' dates of birth, dates of enrollment, credits earned and other notes so that we may better organize and be cognizant of our Pathways students' progress.

Update: As of September 9th, 2020 the database has been finished is complete and is current up to this point.

9th Grade Launch: I'll be working on a plan with Jeff Deeter, the high school counselor, on a 9th grade launch that will both prepare and excite our 31 ninth grade students for their four years at Tok school and all of the career possibilities that they'll have in front of them. We will be keeping a careful eye on social distancing and any other COVID safety procedures that the state and the district require.

Update: 9th Grade Launch was a hit. Even with reduced numbers due to COVID, 16 attendees came, played games and learned about GPAs, Transcripts, Scholarships and Credits while social distancing and wearing masks.

TechPrep: I'll be working closely with Tracie Wiesz on getting our Techprep information out to the universities and the public at large so that we may better serve the community and get our students as much university credit as we can while they are still in high school. Also we'll be getting more info out to students and parents earlier so that we can design and implement potential new courses to serve students' goals and interests.

Update: Six Techprep classes received authorization from UAF and are now being offered. They are Applications in Entrepreneurship: Fine Arts, Welding 1, 2 and 3, Small Engines,

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and Survey of Emerging Technologies. We are currently working on Robotics, Broadcast Journalism, Food Products and Processing Systems and Vet Tech.

AKCIS: I've just recently submitted renewals for all of our schools and the district for AKCIS. We will be working with teachers and students across the district to utilize this program. It's a fantastic resource we'll be using to help students analyze their skills and preferences so they may envision their potential futures in the working world.

Update: All of our renewals went through without a hitch and I've begun working through AKCIS modules with our students. Currently, I'm working with our Special Programs Director on a travel schedule that will allow me to work with all of our schools' 9th -12th grade students on AKCIS so that we may help them envision their future career goals.

I'm very excited to be working with AGSD and I'm looking forward to helping our students prepare for their futures!

ECS Times

September 09, 2020



Elementary students return from recess



Families eat together



Counselor & student meet 6' apart

COVID-19 Eagle School Style

Eagle students returned to school this fall with a few adjustments. Students wear masks on the bus and in the building when they are in close proximity to one another. They wash hands frequently. They eat and play only with family members. They remain six feet apart as much as possible in the building. AGSD has provided our school with masks, air purifiers, and additional sanitizing materials.

Open House Breakfast

Our annual *Open House Breakfast* was held on Sept. 4. Cook, Michelle Ashley, served up biscuits and gravy while parents were welcomed back in the building by Kristy Robbins. Zach Sanders distributed the 2019-2020 Yearbooks. Taylor Beaucage received a gift from AGSD for perfect attendance last school year. Finally, students showed off their virtual skills by demonstrating to their parents how they participate in a daily Zoom Morning Meeting with our HomeLink families. They also showed their parents how they access their new online learning platform. While learning is a little different this year, Eagle students prove they can adapt!



Welcome Ryan Becker

Helping to keep our school clean and sanitized is new staffer, Ryan Becker. Ryan was hired recently as our custodian. He moved to Eagle over the summer from Tok where he was a teacher and basketball coach. Ryan brings over 20 years of teaching experience with him and is a positive role model for our students.



HomeLink Happiness by Mattie Volkheimer

I live In Prince Of Wales, AK. I like to walk on the beach when the tide is low and take pictures of the sunsets, crabs, shells, and starfish. I really enjoy this place because it's beautiful here, the weather is nice and there's good people here. Sometimes in our front yard where the ocean is we would see whales jumping out of the water or spraying water up in the air. We would see sea lions swimming around in the front when we go swimming or if we are fishing. This past summer we set out our crab pot and our shrimp pot. We didn't get any luck with the crabs, but we did with the shrimp. We got only one shrimp and my mom was the one who got to eat it! This school year we are enrolled back into Eagle through HomeLink, and when my mom told me I was super excited because I get to see my old teacher and friends every day on our Zoom meetings.

EAGLE COVID SCHOOL SAFETY PLAN 2020/2021

Low Risk

Where	K-2	3-5	6-12
Busses	Mask required	Mask required	Mask required
Masks Use (adults/students)	Distance desks - students can wear masks (optional)	Distance desks - students can wear masks (optional)	Distance desks - students can wear masks (optional)
Arrival	Temperature taken by staff member with "no touch thermometer". Turn in mask worn on bus and get new mask for the day	Temperature taken by staff member with "no touch thermometer". Turn in mask worn on bus and get new mask for the day	Temperature taken by staff member with "no touch thermometer". Turn in mask worn on bus and get new mask for the day
Travel to lockers in the morning	Students follow the tape/arrows and go to	Students follow the tape/arrows and go to	Students follow the tape/arrows and go to
Travel to breakfast	Breakfast in the cafeteria with students sitting in groups based on family affiliation.	Breakfast in the cafeteria with students sitting in groups based on family affiliation.	Breakfast in the cafeteria with students sitting in groups based on family affiliation.
Travel to classroom	Students follow taped arrows to classroom	Students follow taped arrows to classroom	Students follow taped arrows to classroom
Arrival in classroom	Students proceed to assigned seats (seats are 6 feet apart)	Students proceed to assigned seats (seats are 6 feet apart)	Students proceed to assigned seats (seats are 6 feet apart)
Screening in classroom	Monitor for symptoms throughout the day	Monitor for symptoms throughout the day	Monitor for symptoms throughout the day
Social distancing in classroom	Students encouraged to stay 3-6 feet apart (airplane wings)	Students encouraged to stay 3-6 feet apart (airplane wings)	Students encouraged to stay 3-6 feet apart (airplane wings)
Passing in the hallway	Students will follow taped arrows when traveling in the hallways - student class lines will be	Students will follow taped arrows when traveling in the hallways - student class lines will be	Students will follow taped arrows when traveling in the hallways - try to maintain 3-6 foot

	"airplane wings" apart	"airplane wings" apart	distance from others
Lunch	Lunch in the cafeteria with students sitting in groups based on family affiliation.	Lunch in the cafeteria with students sitting in groups based on family affiliation.	Lunch in the cafeteria with students sitting in groups based on family affiliation.
Recess/Gym	Remain 6 feet apart for activities	Remain 6 feet apart for activities	Remain 6 feet apart for activities
Departure	Load bus wearing the mask from that day	Load bus wearing the mask from that day	Load bus wearing the mask from that day
After school activities	Case by case - Activities on campus will require masks, if 6' distancing can't be maintained	Case by case - Activities on campus will require masks, if 6' distancing can't be maintained	Case by case - Activities on campus will require masks, if 6' distancing can't be maintained
Sanitizing in Common Areas	After use - sanitize hard surfaces		
Sanitizing in Classrooms	Sanitize common and individual surfaces before lunch and before loading the bus	Sanitize common and individual surfaces before lunch and before loading the bus	Sanitize common and individual surfaces before lunch and before loading the bus
Handwashing, Sanitizing	Wash hands after sneezing, coughing, blowing noses - or anything that might spread mucus from one individual to another. Wash masks daily.	Wash hands after sneezing, coughing, blowing noses - or anything that might spread mucus from one individual to another. Wash masks daily.	Wash hands after sneezing, coughing, blowing noses - or anything that might spread mucus from one individual to another. Wash masks daily.
Symptomatic person: Notification, Isolation, Departure procedures	Isolate in the Library; Symptomatic must wear a mask. Call parent/guardian for student pickup. Record symptoms, the time of identification, and time of departure.	Isolate in the Library; Symptomatic must wear a mask. Call parent/guardian for student pickup. Record symptoms, the time of identification, and time of departure.	Isolate in the Library; Symptomatic must wear a mask. Call parent/guardian for student pickup. Record symptoms, the time of identification, and time of departure.

Procedures for visitors	Check in with the site administrator and wear a mask in the building.
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MEDIUM RISK

Where	K-2	3-5	6-12
Busses	Masks required.	Masks required.	Masks required.
Arrival	Temperature taken by staff member with “no touch thermometer”. Turn in mask worn on bus and get new mask for the day	Temperature taken by staff member with “no touch thermometer”. Turn in mask worn on bus and get new mask for the day	Temperature taken by staff member with “no touch thermometer”. Turn in mask worn on bus and get new mask for the day
Masks	Adult mask use required, student mask use encouraged. If K-2 parents want their child(ren) wearing masks we will do our best to support it	Adult mask use required, student mask use encouraged. If 3-5 parents want their child(ren) wearing masks we will do our best to support it	Adult and student mask use required
Screening upon arrival	Students stop at screening stations near entry for touchless thermometer and questionnaire	Students stop at screening stations near entry for touchless thermometer and questionnaire	Students stop at screening stations near entry for touchless thermometer and questionnaire
Travel to lockers in the morning	Lockers assigned 6 feet apart, rotate individual visits to lockers or cubbies	Lockers assigned 6 feet apart, rotate individual visits to lockers or cubbies	Lockers assigned 6 feet apart, rotate individual visits to lockers or cubbies
Travel to breakfast	Breakfast served in the classroom	Breakfast served in the classroom	Breakfast served in the classroom
Travel to classroom	Wear mask, follow taped arrows to classroom	Wear mask, follow taped arrows to classroom	Wear mask, follow taped arrows to classroom
Arrival in classroom	Encouraged to wear masks; Students	Wear masks; Students proceed to	Wear masks; Students proceed to

	proceed to assigned seats (seats are 6 feet apart)	assigned seats (seats are 6 feet apart)	assigned seats (seats are 6 feet apart)
Social distancing in classroom	Students will stay 6 feet apart (airplane wings) at all times	Students will stay 6 feet apart (airplane wings) at all times	Students will stay 6 feet apart (airplane wings) at all times
Passing in the hallway	Students will follow taped arrows and stay 6 feet apart (airplane wings) at all times	Students will follow taped arrows and stay 6 feet apart (airplane wings) at all times	Students will follow taped arrows and stay 6 feet apart (airplane wings) at all times
Lunch	Lunch delivered to classrooms	Lunch delivered to classrooms	Lunch delivered to classrooms
Recess/Gym	Remain 6 feet apart at all times, wear masks and participate in low impact activities	Remain 6 feet apart at all times, wear masks and participate in low impact activities	Remain 6 feet apart at all times, wear masks and participate in low impact activities
Departure	Load bus wearing the mask from that day	Load bus wearing the mask from that day	Load bus wearing the mask from that day
After school activities	Cancelled	Cancelled	Cancelled
Sanitizing in Common Areas	After every use sanitize surfaces		
Sanitizing in Classrooms	Sanitize common and individual surfaces before lunch and before loading the bus	Sanitize common and individual surfaces before lunch and before loading the bus	Sanitize common and individual surfaces before lunch and before loading the bus
Handwashing, Sanitizing	Wash hands after sneezing, coughing, blowing noses - or anything that might spread mucus from one individual to another. Wash masks daily. Individual hand	Wash hands after sneezing, coughing, blowing noses - or anything that might spread mucus from one individual to another. Wash masks daily. Individual hand	Wash hands after sneezing, coughing, blowing noses - or anything that might spread mucus from one individual to another. Wash masks daily. Individual hand

	sanitizers at every desk.	sanitizers at every desk.	sanitizers at every desk.
Symptomatic person: Notification, Isolation, Departure procedures	Isolate in the Library; Symptomatic must wear a mask. Call parent/guardian for student pickup. Record symptoms, the time of identification, and time of departure.	Isolate in the Library; Symptomatic must wear a mask. Call parent/guardian for student pickup. Record symptoms, the time of identification, and time of departure.	Isolate in the Library; Symptomatic must wear a mask. Call parent/guardian for student pickup. Record symptoms, the time of identification, and time of departure.
Procedures for visitors	No visitors allowed admittance into the building.		

Dot Lake School

Home of the Eagles

September 2020

Another school year has begun, and we are thrilled to have smiling faces at our student desks again! Although it is not “business as usual,” we are getting used to a new normal and learning new ways to do things. For the first time in a few years, we are using two separate classrooms for our 1st grade-12th grade students. This ensures that students and staff have ample space to navigate the classroom while maintaining adequate social distancing. Masks, hand sanitizer, and sanitation supplies are available in each classroom, and students have been instructed in how and when to use these.

Another change has been the implementation of a new learning management system. Our older students are using Agilix BUZZ to access course materials offered through Alaska Statewide Virtual School. Our younger students are using a Blended Learning model with a mix of teacher instruction, guided and independent online practice sessions, and supplemental programs.

In the midst of learning new protocols and reviewing school and classroom expectations, our students enjoyed some



outdoor activities. They were challenged to gather sticks and use them to create a raft that would float. Once these were complete, the students walked to Dot Lake to test them. We are pleased to report that all rafts floated; however, some held together a little better than others. ☺ Students also participated in a nature scavenger hunt—using reading, critical thinking, and observation skills.



Thanks to the diligence of the summer work crews and maintenance workers, our school building and grounds are in great shape and ready for winter. We greatly appreciate how well the grounds were tended over the summer months! It was a great

improvement compared to previous years.



ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools
PO Box 6039, Mentasta Lake, AK 99780
Ph: 907.291.2317
Mentasta, Pepper Good-Principal Teacher

Date: 09/10/2020
To: Scott MacManus, Superintendent
From: Pepper Good- Principal Teacher
RE: Mentasta School Activities Report for September

These kids have been great the first month of school, and we are so proud of them.

Safety

Every day the students enter through the front door, follow floor 6 foot markers, and are greeted by a friendly face to have temperatures checked, new masks on, and then off to class they go. The migrant ed program and teachers have made sure that each student has their own set of supplies and their own space in which to keep those supplies.

In addition, sanitation is happening regularly with students sanitizing their desks between classes and a whole school wipe down several times a day. Lunches and breakfast are being eaten in the classroom to further help with social distancing.

Overall, everyone has been doing a great job at keeping masks on in the hallways and in small group settings. Social distancing is hard but all students are doing a nice job of keeping that distance and reminding each other of the new expectations.

Academically

K2 have been reviewing letter names and sounds, reading Bob Books, and enjoying story time. During Math, students made name tags in order to compare length of names. Flex Time (Social Studies, Science, and Art) has been working hard with learning how rocks are formed and joying art time with painting the rocks.

Our 3rd-5th grade class is working on persistence as they work on challenging math problems to review their math skills. In reading, they are sharing adventure with James and the Giant Peach. Their Flex time has centered around discussing time.

Middle schoolers practice map reading skills in Social Studies, identifying scale in Science, grit in their writing, and perseverance in math. For Electives Time, they are working on film editing by creating bathroom etiquette films for the new kindergarteners.

High School students review Newton's Laws in the morning and Alaskan mythology in the afternoon. In between, they are learning about algebraic thinking, how the government was formed, and how to count in Spanish.

During this last week, we have been working on MAP testing with exciting results. After nearly 5 months outside the school building, many students are still matching or exceeding their previous scores with others are only a few points behind. While all our tests are still not complete, I am very proud of these students.

"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

MENTASTA COVID SCHOOL SAFETY PLAN 2020/2021

Low Risk

Where	K-2	3-5	6-12
Busses	<ul style="list-style-type: none"> - All Masks - 2 people to a bench - 3 different bus runs 	<ul style="list-style-type: none"> - All Masks - 2 people to a bench - 3 different bus runs 	<ul style="list-style-type: none"> - All Masks - 2 people to a bench - 3 different bus runs
Masks Use (adults/students)	<ul style="list-style-type: none"> - Students are recommended - Adults required - New every day 	<ul style="list-style-type: none"> - Students are recommended - Adults required - New every day 	<ul style="list-style-type: none"> - Students are recommended - Adults required - New every day
Arrival	<ul style="list-style-type: none"> - Students follow the tape/arrows and go to table - Deposit old masks - Sanitize hands - New mask - Temp check 	<ul style="list-style-type: none"> - Students follow the tape/arrows and go to table - Deposit old masks - Sanitize hands - New mask - Temp check 	<ul style="list-style-type: none"> - Students follow the tape/arrows and go to table - Deposit old masks - Sanitize hands - New mask - Temp check
Travel to lockers in the morning	N/A	N/A	N/A
Travel to breakfast	In Classroom	In Classroom	In Classroom
Travel from breakfast to gym	N/A	N/A	N/A
Morning gym recess	- Classroom or outside	- Classroom or outside	- Classroom or outside
Travel to classroom	- Students travel to assigned classroom	- Students travel to assigned classroom	- Students travel to assigned classroom
Arrival in classroom	- Students sanitize then proceed to assigned seats (seats are at least 4 feet apart)	- Students sanitize then proceed to assigned seats (seats are at least 4 feet apart)	- Students sanitize then proceed to assigned seats (seats are at least 4 feet apart)
Screening in classroom	- If needed	- If needed	- If needed

Social distancing in classroom	Students encouraged to stay 3-6 feet apart (airplane wings)	Students encouraged to stay 3-6 feet apart (airplane wings)	Students encouraged to stay 3-6 feet apart (airplane wings)
Passing in the hallway	- Students will wear masks and maintain safe distance.	- Students will wear masks and maintain safe distance.	- Students will wear masks and maintain safe distance.
Lunch	- Lunch delivered to classrooms - Sanitize hands	- Lunch delivered to classrooms - Sanitize hands	- Lunch delivered to classrooms - Sanitize hands
Recess/Gym	- Stations - Rotations - Sanitize	- Stations - Rotations - Sanitize	- Stations - Rotations - Sanitize
Departure	- Students will be dismissed based on the bus route - See bus rules	- Students will be dismissed based on the bus route - See bus rules	- Students will be dismissed based on the bus route - See bus rules
After school activities	- Safe social distance - Masks are recommended	- Safe social distance - Masks are recommended	- Safe social distance - Masks are recommended
Sanitizing in Common Areas	MARVIN!!!! X3		
Sanitizing in Classrooms	- Before snacks - Before lunch	- Before snacks - Before lunch	- Before snacks - Before lunch
Handwashing, Sanitizing	- Enter - Exit - Eat - Bathroom	- Enter - Exit - Eat - Bathroom	- Enter - Exit - Eat - Bathroom
Symptomatic person: Notification, Isolation, Departure procedures	- Call home - Stay isolated until adult picks up student - Designated area - Flyer home with options and how to return (Negative test OR 3 days without symptoms)	- Call home - Stay isolated until adult picks up student - Designated area - Flyer home with options and how to return (Negative test OR 3 days without symptoms)	- Call home - Stay isolated - Leaves with parent discretion. - Designated area - Flyer home with options and how to return (Negative test OR 3 days without symptoms)

Procedures for visitors	<ul style="list-style-type: none"> - Designated check in/wait area - Masks - Sanitize - Temperature Check
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MEDIUM RISK- Students will be split into an afternoon and morning class and only half of the students will be inside the building at one time

Where	K-2	3-5	6-12
Busses	<ul style="list-style-type: none"> - All Masks - 2 people to a bench - 3 different bus runs 	<ul style="list-style-type: none"> - All Masks - 2 people to a bench - 3 different bus runs 	<ul style="list-style-type: none"> - All Masks - 2 people to a bench - 3 different bus runs
Arrival	<ul style="list-style-type: none"> - Students follow the tape/arrows and go to table - Deposit old masks - Sanitize hands - New mask - Temp check 	<ul style="list-style-type: none"> - Students follow the tape/arrows and go to table - Deposit old masks - Sanitize hands - New mask - Temp check 	<ul style="list-style-type: none"> - Students follow the tape/arrows and go to table - Deposit old masks - Sanitize hands - New mask - Temp check
Masks	Adult mask use required, student mask use encouraged. If K-2 parents want their child wearing masks we will do our best to support it	Adult mask use required, student mask use encouraged. If 3-5 parents want their child wearing masks we will do our best to support it	Adult and student mask use required
Screening upon arrival	Students stop at screening stations near entry for touchless thermometer and questionnaire	Students stop at screening stations near entry for touchless thermometer and questionnaire	Students stop at screening stations near entry for touchless thermometer and questionnaire
Travel to lockers in the morning	N/A	N/A	N/A
Travel to breakfast	In Classroom	In Classroom	In Classroom

Travel from breakfast to gym	N/A	N/A	N/A
In Morning gym recess	- In class	- In class	- In class
Travel to classroom	- Students travel to assigned classroom	- Students travel to assigned classroom	- Students travel to assigned classroom
Arrival in classroom	- Students sanitize then proceed to assigned seats (seats are at least 6 feet apart) - Dividers set between students	- Students sanitize then proceed to assigned seats (seats are at least 6 feet apart) - Dividers set between students	- Students sanitize then proceed to assigned seats (seats are at least 6 feet apart) - Dividers set between students
Social distancing in classroom	Students encouraged to stay 6 feet apart (MORE than airplane wings)	Students encouraged to stay 6 feet apart (MORE than airplane wings)	Students encouraged to stay 6 feet apart (MORE than airplane wings)
Passing in the hallway	- Students will wear masks and maintain safe distance. -Tape 6 ft intervals	- Students will wear masks and maintain safe distance. -Tape 6 ft intervals	- Students will wear masks and maintain safe distance. -Tape 6 ft intervals
Lunch	- Lunch delivered to classrooms - Sanitize hands	- Lunch delivered to classrooms - Sanitize hands	- Lunch delivered to classrooms - Sanitize hands
Recess/Gym	- in Classroom	- in Classroom	- in Classroom
Departure	- Students will be dismissed based on the bus route. - See bus rules	- Students will be dismissed based on the bus route. - See bus rules	- Students will be dismissed based on the bus route. - See bus rules
After school activities	-TBD	-TBD	-TBD
Sanitizing in Common Areas	MARVIN!!!!!! X3 - Lunch sanitization will be all school staff		
Sanitizing in Classrooms	- Before & after snacks - Before & after lunch	- Before & after snacks - Before & after lunch	- Before & after snacks - Before & after lunch

Handwashing, Sanitizing	<ul style="list-style-type: none"> - Enter - Exit - Eat - Bathroom - When high touch events happen (i.e. sneezing, touching face, etc.) 	<ul style="list-style-type: none"> - Enter - Exit - Eat - Bathroom - When high touch events happen (i.e. sneezing, touching face, etc.) 	<ul style="list-style-type: none"> - Enter - Exit - Eat - Bathroom - When high touch events happen (i.e. sneezing, touching face, etc.)
Symptomatic person: Notification, Isolation, Departure procedures	<ul style="list-style-type: none"> - Call home - Stay isolated until adult picks up student - Designated area - Flyer home with options and how to return (Negative test OR 3 days without symptoms) 	<ul style="list-style-type: none"> - Call home - Stay isolated until adult picks up student - Designated area - Flyer home with options and how to return (Negative test OR 3 days without symptoms) 	<ul style="list-style-type: none"> - Call home - Stay isolated until adult picks up student - Designated area - Flyer home with options and how to return (Negative test OR 3 days without symptoms)
Procedures for visitors	<ul style="list-style-type: none"> - No visitors during school hours 	<ul style="list-style-type: none"> - No visitors during school hours 	<ul style="list-style-type: none"> - No visitors during school hours

Walter Northway School

Home of the Warriors!

PO Box 519, Northway, AK 99764

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



TO: Scott MacManus
FROM: Joe Krause, Principal@Northway School
DATE: September 10, 2020
RE: September Northway Principal Report

- COVID-19:

- Students and staff have been doing a great job with masking protocols.
- Students receive a clean mask every day. These masks are washed each evening and ready to go the next morning.
- Touchless hand sanitizer stations are helpful and placed strategically throughout the building
- Teachers and staff are diligently cleaning surfaces several times a day and custodial staff have been provided hands-on training about cleaning expectations each evening so the building can be “reset” and ready for students in the morning.
- Northway’s teachers are working hard to make sure their LMS’s are up-to-date and are ready to engage students in person, or online, should the need arise.
- Northway currently has all their students attending school in person.



- Facility Issues:

- Boilers are up and running. Wade Boney and Northway’s maintenance staff have been diligent to make sure the systems in Northway School are operational and winterized.
- The principal uses SchoolDude to submit work orders.
- Mr. Boney and Mr. MacManus have been appropriately responsive to Northway’s needs and the building appears to be ready for winter.

- Events:

- The community held a Meet and Greet BBQ for the staff on August 24. We had everything from grilled hot dogs to duck soup. A good portion of the community showed up!
- We are working to get our girl’s competing in intermural volleyball.
- Moose Days are upon us. We have a sizable number of absences this week.

Walter Northway School

Home of the Warriors!

PO Box 519, Northway, AK 99764

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



- Academics:

- Fall MAP testing and AIMSweb testing is taking place.
- I'm impressed with what I'm seeing from teachers. In addition to CHAMPS, teachers are stressing a "growth mindset" with students. This helps foster a positive educational environment at Northway School.
 - "I can't do it" becomes "I can't do it...yet".
 - Adults and students all benefit when a growth mindset is cultivated in a school and/or workplace. People are more willing to take risks and initiative when they know they're allowed to be bad at something before they get better.
- Micki Adgate is working on getting Battle of the Books together
- In addition to a growth mindset, we are stressing that, *"The person who does the work is the only person who learns."* At Northway School, the expectation is for students to learn. The best way to accomplish this is to teach students how to work, how to persevere, and how to demonstrate *grit*.



Tok School

Jon Summar Dr., Tok, AK 99780

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

Drew Larrabee, Principal

Date: September 9, 2020

To: Scott MacManus, Superintendent

From: Drew Larrabee

RE: Tok School Report

1. ASB Sept. 25 @ 5:15
2. Student Photos
 - a. Sept. 23rd - retakes 29th Michele Flagen Photography
3. Tok school staffing:
 - a. Advertising for a cook, and 1 Aide
4. Current Projects:
 - a. To combat the increase in the number of underaged students participating in the vape trend Tok school will be testing a newer product. The Halo Vape detector can detect even small amounts of the chemicals used in Vapes. This product also detects THC, Smoke, and even aggression level events as well as being equipped with a tamper alarm. It can be programmed to send an email or text message to notify staff when an event occurs.
 - b. GAP teen room is coming along very well
 - c. Currently, the plans and procedures for opening Tok school seem to be working very well and have required very few adjustments. The HAT committee is working well to prevent and deal with any COVID concerns.
 - d. One COVID Event - Handled very well: district office, Tok school, TCC, and the families involved worked smoothly to isolate the situation and ensure that school services continued
5. The Sprinkler upgrade has been completed and the cleanup and organization of the school are coming along well.
6. School Activities:
 - a. Summer reading program final activity held outside by the greenhouse
 - b. Kindergarten Roundup
 - c. 6th Grade/ New middle school student open house
 - d. 9th Grade Launch
 - e. Moon Lake Elementary Field Trip.
 - f. Yukon River Trip -ACHILL (9 Students) Participated in this culture trip.
 - g. First day of GAP Sept 8th
 - h. Tok School Open house Sept 30th
 - i. Parent Teacher Conferences Sept 30th - No School

Serving you,

Drew Larrabee

Principal, AGSD-Tok School



Tok School

Jon Summar Dr., Tok, AK 99780

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

Drew Larrabee, Principal

Dear Parents,

First, let me take the time to introduce myself, my name is Drew Larrabee and I will be serving the community as the principal of Tok School. I can't wait to get to know you all through the many exciting events in our School District and community. I'm sure we will have more time later for better introductions, but today we have other important things to cover.

This has been a trying year for all of us, as a nation and community, and unfortunately things have not returned completely to "normal". This unprecedented invasion of COVID-19 virus has turned many things upside down, including the education of our children. I am very proud of the way our Alaskan students, parents, employees, and community leaders have handled the demands we were faced with to protect everyone as we continued to educate our students during the most unusual of circumstances. As you know, there continues to be concerns and questions related to how schools plan to reopen in August 2020. While we are in the business of educating, our first priority is the safety of our students and our employees. We have been working diligently on our 2020- 2021 Smart Start Plans. Due to all the factors and information needed to plan as COVID-19 issues unfold, the comprehensive Smart Start Plan will be released on or before Friday, July 24. Our desire is to return to school as normal (traditional) with enhanced safety and cleaning procedures. However, we must be proactive and be prepared during these ever-changing times to continue educating our students if and when circumstances change.

Current guidance from the State of Alaska, Department of Early Education & Development (DEED), has schools opening in the Low Risk scenario. This means regular face-to-face instruction, social distancing, enhanced safety, and cleaning measures will be in place in school buildings and on buses. Should risk levels change and learning shift partially or fully to online learning, student attendance in online class meetings is required, and students will be regularly assessed and graded, just as in their face-to-face classrooms. Every employee in the district is here for one goal and that is to educate our students. The school is a central part of our community and much more than just academic education; housing sports, activities of many of the community's key events. Through grants and volunteerism the district provides so much more that we can't measure. Like other parts of our lives recently, there has been an adjustment period to deal with Covid, but we have been working hard to create the best opportunities for your children. Now we also need your support to help the district continue to serve the community in the same capacity. We rely on the enrollment of students to fund these many services. Home schooling may seem like an appealing option right now, but it is a huge decision for a family to make and should not be taken lightly. If you choose to move your family to home school the district can provide services through our **REACH** program but please

understand that puts the responsibility for educating your students in the families hands and reduces the resources the district has to fulfill our obligations to the community. Our capable educators have created an alternative online option that more closely aligns with our traditional school model but allows the student to work from home but still remain part of the school system and receive the benefits of teacher involvement. Our new **HomeLink** program allows us to ensure that your students get the best education possible from the safety of your home. It too has considerations to think about but will likely prove to be less of a strain on your family than correspondence.

I understand that many families are apprehensive about sending their children to the school building this year and that is understandable. Our priority is to keep everyone safe while making the education of our students as robust and accessible. We fully understand your varied concerns about health and safety, distance learning, the importance of face-to-face instruction, parents needing to work, the economy, and all of the other unexpected consequences of not being in a traditional school model. Each family situation is unique and different even in our small community, and though we may not be able to address every need we believe that we have developed a model that will work for most. Included in this letter you will find an outline of the **three school models we are offering for your students this year.**

As a parent of four kids myself I understand just how difficult it will be to make these decisions about how to best care for your child's wellbeing. Though I don't yet know all the families in this beautiful community of Tok, it is my desire to begin developing a lasting relationship with you all. I would like to offer my help in navigating these difficult times, so please contact me with any questions or concerns you may have. My personal cell phone is (907)885-7321. As I too have a family, I ask only that you limit your appropriate conversations to the hours of 8am to 8pm. **United** we can navigate these difficult times.

Serving you,

Drew Larrabee
Principal of Tok School
Alaska Gateway School District

TOK COVID SCHOOL SAFETY PLAN 2020/2021

Low Risk

Where	K-2	3-5	6-12
Busses	Students wear masks on busses	Students wear masks on busses	Students wear masks on busses
Masks	<p>Adult mask use is encouraged. Student masks required during small group work (2 or more people).</p> <p>Masks are worn in common areas.</p>	<p>Adult mask use is encouraged. Student masks required during small group work (2 or more people).</p> <p>Masks are worn in common areas.</p>	<p>Adult mask use is encouraged. Student masks required during small group work (2 or more people).</p> <p>Masks are worn in common areas.</p>
Arrival	<p>All students enter through front office doors.</p> <p>Students arriving by vehicles will enter through the front door.</p> <p>Staff can use other doors, but their children must use the front office doors to train this habit if we have to move to medium risk.</p> <p>Sanitize hands upon arrival.</p>	<p>All students enter through front office doors.</p> <p>Students arriving by vehicles will enter through the front door.</p> <p>Staff can use other doors, but their children must use the front office doors to train this habit if we have to move to medium risk.</p> <p>Sanitize hands upon arrival.</p>	<p>All students enter through front office doors.</p> <p>Students arriving by vehicles will enter through the front door.</p> <p>Staff can use other doors, but their children must use the front office doors to train this habit if we have to move to medium risk.</p> <p>Sanitize hands upon arrival.</p>
Movement around the school in the morning; to and from breakfast, lockers, gym, and classrooms	<p>Students encouraged to maintain social distance while moving to their locker.</p> <p>Students required to wear masks in the hallway.</p>	<p>Students encouraged to maintain social distance while moving to their locker.</p> <p>Students required to wear masks in the hallway.</p>	<p>Students encouraged to maintain social distance while moving to their locker.</p> <p>Students required to wear masks in the hallway.</p>

Recess/ Gym Time	<p>The schedule has been designed to reduce the number of students in the Gym.</p> <p>Elementary students start the day in the Library while the secondary use the gym.</p>	<p>Students play in the supervised gym. No masks required.</p> <p>Sanitize as they leave the gym</p>	<p>Students play in the supervised gym. No masks required.</p> <p>Sanitize as they leave the gym</p>
Travel to classroom	Students maintain social distancing while traveling to their classroom and required mask use.	Students maintain social distancing while traveling to their classroom and required mask use.	Students maintain social distancing while traveling to their classroom and required mask use.
Arrival in classroom	<p>Students proceed to assigned seats (seats are 3 feet apart)</p> <p>mask worn during small groups.</p> <p>*wash/sanitize hands</p> <p>*Check temp as needed</p>	<p>Students proceed to assigned seats (seats are 6 feet apart)</p> <p>*mask worn during small groups.</p> <p>*wash/sanitize hands</p> <p>*Check temp as needed</p>	<p>Students proceed to assigned seats (seats are 6 feet apart)</p> <p>*mask worn during small groups.</p> <p>*wash/sanitize hands</p> <p>*Check temp as needed</p>
Screening in classroom	<p>Temps taken as needed?</p> <p>Observe student behaviors and symptoms.</p> <p>(Ex. extra tired, just not acting normal, runny nose, etc.)</p>	<p>Temp taken as needed.</p> <p>Observe student behaviors and symptoms.</p> <p>(Ex. extra tired, just not acting normal, runny nose, etc.)</p>	<p>Temperature taken as needed.</p> <p>Observe student behaviors and symptoms.</p> <p>(Ex. extra tired, just not acting normal, runny nose, etc.)</p>
Lunch	<p>Elementary and PreK lunch from 11-12</p> <p>Lunch is 30 minutes.</p> <p>Students wash/sanitizer hands before lunch.</p>	<p>MPR - separated Staggered Lunch?</p> <p>Example:</p> <p>11:10-11:50 K-2</p> <p>11:15-12:00 3-5</p> <p>12:10-12:40 6-8</p> <p>12:25-1:05 9-12</p> <p>Staggered seats</p>	<p>Students sit spaced out at tables.</p> <p>Required masks while in line for food until seated.</p> <p>Use hand sanitizer</p>

	PreK -11 K-11:10 1-11:14 2-11:19 3-11:23 4-11:27 5-11:30	Masks on while in the food line and when transitioning to common areas.	before they get tray and after eating food.
Departure	Each class has their separate time to walk to the bus. K at 3:15, and staggered after that.	Masks on. Social distance. From classroom to bus, and while on the bus.	Masks on. Social distance. From classroom to bus, and while on the bus
After school activities	Will follow procedures established for school days	Will follow procedures established for school days	Will follow procedures established for school days
Sanitizing in Common Areas	Should be done by custodians. Each teacher will have a bleach bottle. Meal supervisors clean tables after each meal period.		
Sanitizing in Classrooms	Teacher trains students to safely clean all common surfaces (light switches, faucet, counters, desks, chairs, door handles, etc.). Teacher handles chemicals, provides gloves for students. Sanitize frequently. Example: prior to handling food i.e. snacks	Teacher trains students to safely clean all common surfaces (light switches, faucet, counters, desks, chairs, door handles, etc.). Teacher handles chemicals, provides gloves for students. Sanitize frequently. Example: prior to handling food i.e. snacks	Teacher trains students to safely clean all common surfaces (light switches, faucet, counters, desks, chairs, door handles, etc.). Teacher handles chemicals, provides gloves for students. Sanitize frequently. Example: prior to handling food i.e. snacks

Handwashing, Sanitizing	Students will wash hands before & after lunch, after returning from the bathroom, or re-entering the classroom.
Symptomatic person: Notification, Isolation, Departure procedures	Students with symptoms should be sent to the office, and the teacher follows up with a call to the secretary. Office staff Isolates the student (masks on). Office will contact the family to pick up the child and bring them home. School Letter outlining return procedures will be provided to the family.
Procedures for visitors	Masks are required at all times for visitors. Masks will be provided for the first week, then visitors will be required to bring their own. Visitors will not be allowed in without a mask.

MEDIUM RISK

Where	K-2	3-5	6-12
Busses	Students wear masks on busses	Students wear masks on busses	Students wear masks on busses
Masks	<p>Adult mask use is required. Student masks required during small group work (2 or more people).</p> <p>Masks are worn in common areas.</p>	<p>Adult mask use is Required. Student masks required during small group work (2 or more people).</p> <p>Masks are worn in common areas.</p>	<p>Adult mask use is required. Student masks required anytime closer than 6 feet.</p> <p>Masks are worn in common areas.</p>
Arrival	<p>All students enter through front office doors.</p> <p>Screened</p> <p>Students arriving by vehicles will enter through the front door.</p> <p>Staff can use other doors, but their children must use the front office doors to train this habit if we have to move to medium risk.</p> <p>Sanitize hands upon arrival.</p>	<p>All students enter through front office doors.</p> <p>Screened</p> <p>Students arriving by vehicles will enter through the front door.</p> <p>Staff can use other doors, but their children must use the front office doors to train this habit if we have to move to medium risk.</p> <p>Sanitize hands upon arrival.</p>	<p>All students enter through front office doors.</p> <p>Screened</p> <p>Students arriving by vehicles will enter through the front door.</p> <p>Staff can use other doors, but their children must use the front office doors to train this habit if we have to move to medium risk.</p> <p>Sanitize hands upon arrival.</p>
Movement around the school in the morning; to and from breakfast, lockers, gym, and classrooms	<p>Students encouraged to maintain social distance while moving to their locker.</p> <p>Students required to wear masks in the hallway.</p>	<p>Students encouraged to maintain social distance while moving to their locker.</p> <p>Students required to wear masks in the hallway.</p>	<p>Students encouraged to maintain social distance while moving to their locker.</p> <p>Students required to wear masks in the hallway.</p>

Recess/ Gym Time	Group gym time cancelled, small group use scheduled. Recess outside as usual for little kids. Mask use encouraged.		
Travel to classroom	Students maintain social distancing while traveling to their classroom and required mask use.	Students maintain social distancing while traveling to their classroom and required mask use.	Students maintain social distancing while traveling to their classroom and required mask use.
Arrival in classroom	Students proceed to assigned seats (seats are 3 feet apart) mask worn during small groups. *wash/sanitize hands *Check temp as needed	Students proceed to assigned seats (seats are 6 feet apart) *mask worn at all times. *wash/sanitize hands *Check temp as needed	Students proceed to assigned seats (seats are 6 feet apart) *mask at all times *wash/sanitize hands *Check temp as needed
Screening in classroom/ upon entry to building.	Temperatures taken when entering the building to prevent time infect other students. Observe student behaviors and symptoms. (Ex. extra tired, just not acting normal, runny nose, etc.)	Temperatures taken when entering the building to prevent time infect other students. Observe student behaviors and symptoms. (Ex. extra tired, just not acting normal, runny nose, etc.)	Temperatures taken when entering the building to prevent time infect other students. Observe student behaviors and symptoms. (Ex. extra tired, just not acting normal, runny nose, etc.)
Lunch	Lunches eaten in classrooms. Lunches Delivered to the classroom. Elementary and PreK lunch from 11-12 Lunch is 30 minutes. Students wash/sanitizer hands before lunch.	Lunches eaten in classrooms. Staggered pickup of lunch trays and return to the classroom. Staggered pick up? Example: 11:15-11:20 3rd 11:20-11:25 4th 11:30-11:35 5th	Lunches eaten in Homeroom classrooms. Staggered pickup of lunch trays and return to the classroom. Staggered pick up? Example: 12:10-12:15 6 and 7 12:15-12:20 8, 9 12:20-12:25 10, 11

	Lunch entertainment and activity provided in room	Masks on and distancing while in the food line and when transitioning to common areas. Lunch entertainment and activity provided in room	12:25-12:30 12 Masks on and distancing while in the food line and when transitioning to common areas. Lunch entertainment and activity provided in room
Departure	Each class has their separate time to walk to the bus. K at 3:15, and staggered after that.	Masks on. Social distance. From classroom to bus, and while on the bus.	Masks on. Social distance. From classroom to bus, and while on the bus
After school activities	Will follow procedures established for school days	Will follow procedures established for school days	Will follow procedures established for school days Additional procedures may apply for sports based on AASA recommendations.
Sanitizing in Common Areas	Should be done by custodians. Each teacher will have a bleach bottle. Meal supervisors clean tables after each meal period.		
Sanitizing in Classrooms	Teacher trains students to safely clean all common surfaces (light switches, faucet, counters, desks, chairs, door handles, etc.). Teacher handles chemicals, provides gloves for students.	Teacher trains students to safely clean all common surfaces (light switches, faucet, counters, desks, chairs, door handles, etc.). Teacher handles chemicals, provides gloves for students.	Teacher trains students to safely clean all common surfaces (light switches, faucet, counters, desks, chairs, door handles, etc.). Teacher handles chemicals, provides gloves for students.

	Sanitize frequently. Example: prior to handling food i.e. snacks	Sanitize frequently. Example: prior to handling food i.e. snacks	Sanitize frequently. Example: prior to handling food i.e. snacks
Handwashing, Sanitizing	Students will wash hands before & after lunch, after returning from the bathroom, or re-entering the classroom.		
Symptomatic person: Notification, Isolation, Departure procedures	<p>Students with symptoms should be sent to the office, and the teacher follows up with a call to the secretary.</p> <p>Office staff Isolates the student (masks on). Office will contact the family to pick up the child and bring them home. School Letter outlining return procedures will be provided to the family.</p>		
Procedures for visitors	No visitors permitted.		



Tanacross School

Suzanne Bell, Principal
PO Box 76030
Tanacross, AK 99776
Office: 907-883-4391

Date: September 10, 2020
To: Scott MacManus, Superintendent
From: Suzanne Bell, Principal/Teacher
RE: Tanacross Report

Superintendent MacManus,

I am excited to be returning for my second year as principal/teacher in Tanacross. This year will present new challenges, but we will meet them head on as a school and will think outside of the box as we look for solutions.

We just filled two teacher's aide positions last week. Marlene Griffith and Marrin Peet joined the staff here in Tanacross. This allows us to have two staff members in each classroom throughout most of the day.

We are excited have new furniture on the way! These additions will allow us to spread out in the classroom and have rotations. While this was my plan prior to COVID, it will work perfectly for carrying out our social distancing protocols.

Abruptly moving to an online platform last year definitely had its challenges and I learned quite a lot. The first two weeks of school this year included teaching our new safety protocols for masks, distancing, and cleaning, as well as protocols and expectations for at-home learning should we change as a district or if the family makes the decision. We will be using Google Classroom and Google Sites as our platforms. Tanacross students in the 5th grade and up are already familiar with the Google Classroom platform from last year.

Our main focus this year will be reading and writing. We were making huge gains in reading last year and were recognized by the district for that growth. Our representatives from Lexia recognized that Tanacross always met our weekly goals for time on the program. This year, we are going to work on reading fluency and comprehension, as well as our writing skills on all levels.

The community of Tanacross is currently closed to those do not live in the village. They are making an exception to school staff that live in Tok and district employees that support us. Temperatures are being taken of everyone as they enter the gate and when anyone enters the school.

The 2020-2021 school year will be unique to say the least. We at Tanacross School will stay flexible and positive as we take on the year.

Suzanne Bell
Principal/Teacher Tanacross School

From the Principal

I am so impressed with our students here at Tanacross School. They have handled the start of this unique school year with flexibility and patience. We have two new teacher's aides they have welcomed with open arms and they have hit the ground running in all of our subjects.

It is a pleasure to get to work with these students and we're looking forward to a great year!

Open House

Come see what your student(s) have been up to so far this year on Wednesday, September 16th from 3:15-4:00. They will have the opportunity to teach you how they get to their online programs (which will be handy in case we have to move to home-link.)

Family Activity Night

Tuesday, September 29th from 6-7 will be our first Family Activity Night! We will be kicking off the year with Literacy Night. Come join us for food and fun with books!

GAP

Our Gateway After-School Program (GAP) starts Wednesday, September 16th! GAP will be held on Mondays, Wednesdays, and Thursdays from 3:00 – 5:00. The month of September we will explore baking and start exploring languages.

UPCOMING DATES:

9/7	Labor Day (No School)
9/11 – 9/14	Moose Days (No School)
9/16	Open House (3:15-4:00)
9/16	GAP Begins
9/29	Family Activity Night (6:00 – 7:00)

REMINDER

School Hours are:

Monday – Thursday 9:00 – 3:00

Doors open at 8:30 for breakfast

Friday – 10:00 – 3:00 (Late start so the teacher and aides can meet) Doors open at 9:50.

Current
Level



IF YOUR CHILD IS SICK, PLEASE KEEP THEM HOME!

WE WILL BE DOING DAILY TEMPERATURE CHECKS ON STUDENTS AND STAFF.

Our Four Goals

It has been six months since we were last in person at school. That is a long time! Last year, we had made great growth in our reading. Reading growth is still one of our goals, along with filling in some gaps we have in math. Our third goal this year is to learn some cultural crafts and traditions. The fourth goal is to learn a language! We will highlight one in our newsletter each month.

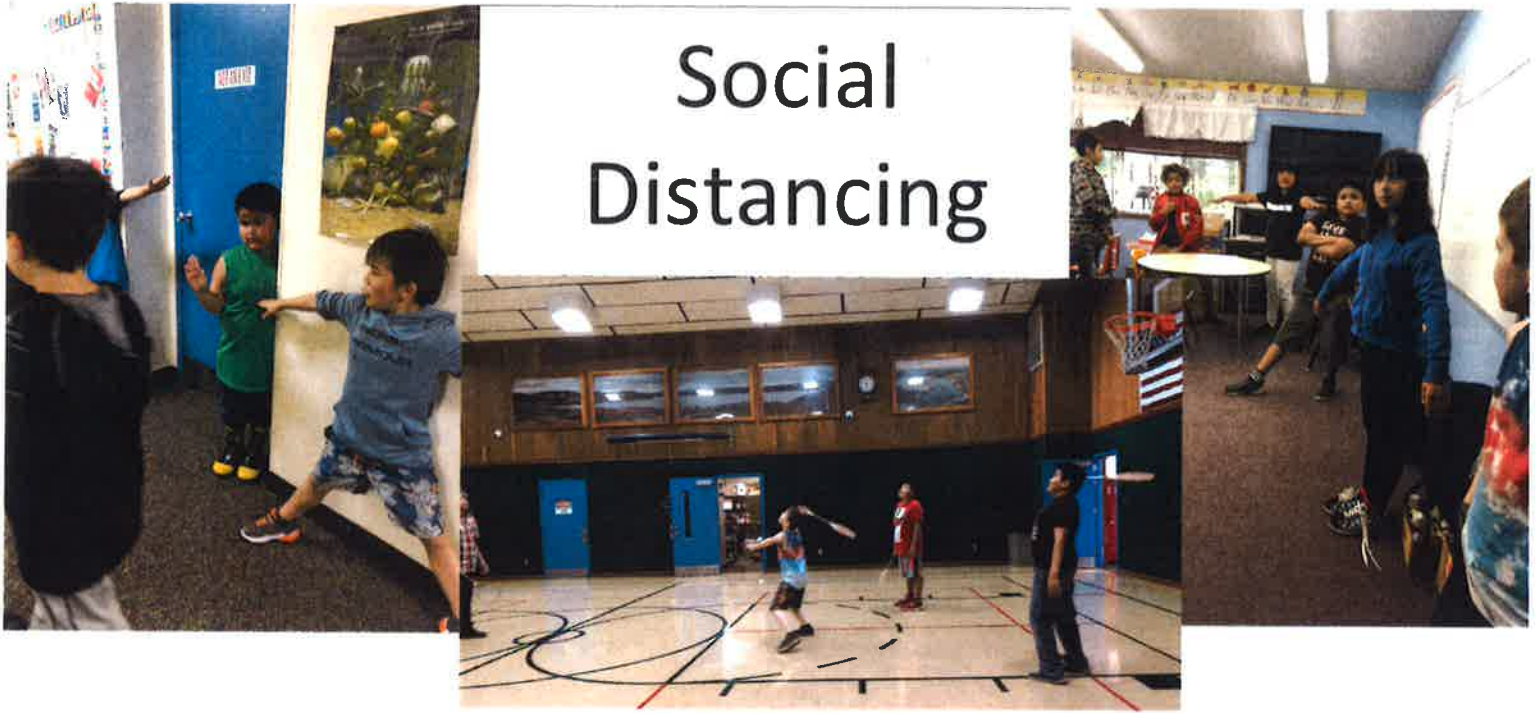
Reading

What's the best way to improve your reading? READ!! And we read a lot. Soon, your student will be bringing home a reading log. Except on a rare occasion, this will be their only homework. So far, our K-3 class has read *A Bad Case of Stripes* and *Giraffes Can't Dance*. We read each book for 5-6 days, each day focusing on something different. (prediction, vocabulary, characters, plot, setting,...) On the last day, they get to take the book home! Our 4-8 class is reading and listening to *Artemis Fowl* and each student has their own book they are reading as well.

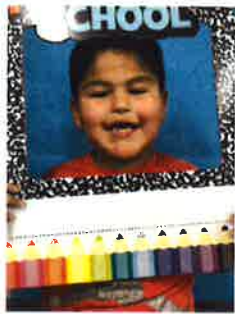
How to help at home?

Besides making sure the reading log is complete, BE AN EXAMPLE. Set aside 20-30 minutes when everyone is reading. You can even read aloud to your family. Don't have anything interesting to read? Check out a book from the school. There will be a variety of books in the hallway you can sign out!

Social Distancing



The Gang's All Here!



TANACROSS COVID SCHOOL SAFETY PLAN 2020/2021

Low Risk

Where	Actions
Masks Use (adults/students)	In class, only use if wanted, or if sinus problems, etc. exist.
Arrival at school	8:30, put things away in lockers, eat breakfast in the middle school classroom
Travel to lockers in the morning	Students will go to their lockers as they enter the school to put away their things.
Travel to breakfast	After putting away their things in their locker, students will pick up their breakfast tray and eat in their classroom.
Travel from breakfast to gym	N/A
Morning gym recess	N/A
Travel to classroom	Any classroom travel from room to room will be spaced out at a minimum of 3 feet for elementary students and a minimum of 6 feet for older students.
Arrival in classroom	Students proceed to assigned seats (seats are 3 feet apart in the elementary classroom and 6 feet apart in the middle school classroom.)
Screening in classroom	Daily temperature checks
Social distancing in classroom	Students encouraged to stay 3-6 feet apart (airplane wings)
Passing in the hallway	No more than 2 students will be in the hallway at one time unless lining up for lunch. Proper spacing will be used in the lines.
Lunch	Elementary students will properly space to get their trays and proceed to their classroom to eat lunch. The middle school students will follow.
Recess/Gym	While the weather is good, we will be outside as much as possible. When in the gym, games that do NOT require contact

	will be played and we will have a focus on individual fitness.
Departure	Departure will be by families. Students in the same family will be dismissed to their locker to gather their things and when that family leaves another family will be dismissed.
After school activities	GAP activities will be held in the middle school classroom or the gym. If the kitchen is needed for an activity, no more than 2 students will be in there at a time and masks will be worn.
Sanitizing in Common Areas	There will be a scheduled sanitizing of door knobs, faucets, etc throughout the school day.
Sanitizing in Classrooms	As students rotate to their new station, they will wipe down and dry their work area before they begin working.
Handwashing, Sanitizing	Handwashing will be mandatory upon entering the classroom, and before each meal and after blowing their nose. Sanitizers will be encouraged any time students move to a new area.
Symptomatic person: Notification, Isolation, Departure procedures	When a student or staff member is showing symptoms, their parents/guardians will be immediately notified and they will be isolated in the office until they are picked up.
Procedures for visitors	Random visitors will be discouraged. Parents and community members will be encouraged to call the school ahead of their visit. Upon entering the building, visitors will use hand sanitizer or wash their hands. Their temperature will also be taken.

MEDIUM RISK

Where	K-2
Arrival at school	8:30, put things away in lockers, eat breakfast in the middle school classroom
Masks	Adult mask use required, student mask use encouraged. If K-2 parents want their child wearing masks we will do our best to support it
Screening upon arrival	Students stop at screening stations near entry for touchless thermometer and questionnaire
Travel to lockers in the morning	Students will go to their lockers as they enter the school to put away their things.

Travel to breakfast	After putting away their things in their locker, students will pick up their breakfast tray and eat in the middle school classroom
Travel from breakfast to gym	N/A
In Morning gym recess	N/A
Travel to classroom	Students will sit 3 to 6 feet apart when traveling from room to room.
Arrival in classroom	Students proceed to assigned seats (seats are 3 feet apart in the elementary classroom and 6 feet apart in the middle school classroom.)
Social distancing in classroom	Students and teachers will keep a 3 foot distance from each other in the K-4 classroom and a 6 foot distance from each other in the 5-8 classroom.
Passing in the hallway	No more than 2 students will be in the hallway at one time.
Lunch	Lunch delivered to classrooms
Recess/Gym	While the weather is good, we will be outside as much as possible. When in the gym, activities will include games with personal equipment and appropriate distances will be maintained. Personal fitness will be a focus.
Departure	Departure will be by families. Students in the same family will be dismissed to their locker to gather their things and when that family leaves another family will be dismissed.
After school activities	GAP activities will be held in the middle school classroom or the gym. If the kitchen is needed for an activity, no more than 2 students will be in there at a time and masks will be worn.
Sanitizing in Common Areas	There will be a scheduled sanitizing of door knobs, faucets, etc throughout the school day.
Sanitizing in Classrooms	As students rotate to their new station, they will wipe down and dry their work area before they begin working.
Handwashing, Sanitizing	Handwashing will be mandatory upon entering the classroom, and before each meal and after blowing their nose. Sanitizers will be encouraged any time students move to a new area.

Symptomatic person: Notification, Isolation, Departure procedures	When a student or staff member is showing symptoms, their parents/guardians will be immediately notified and they will be isolated in the office until they are picked up.
Procedures for visitors	Outside visitors will be highly discouraged. Parents will be strictly screened before entering the building.

ALASKA GATEWAY SCHOOL DISTRICT

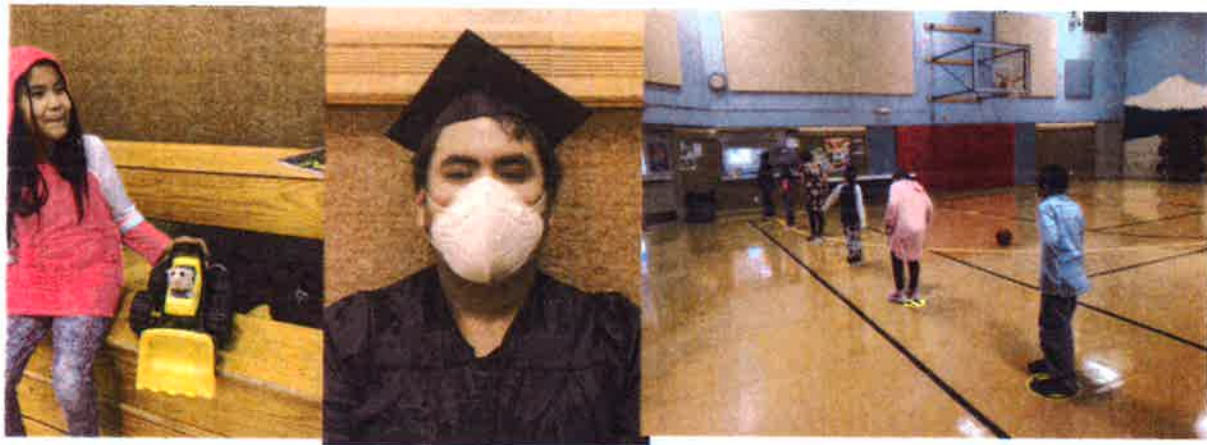
Scott MacManus – Superintendent of Schools

PO BOX 227, Tetlin, AK 99780

Ph: 907.324.2104

Tetlin School, Benjamin Glover M. Ed., Principal/Teacher

Date: 9/20/2020
To: Scott MacManus, Superintendent
From: Benjamin Glover M. Ed.
RE: Tetlin Activities Report for September 2020



The Tetlin School sprang into action on August 25th with all protocols in place and a staff excited to have students in the building for the first time in over five months. Contrary to the trend at most schools both in the state and the nation, the number of students walking through the doors of the Tetlin School. While one student has chosen Home Link, all of the other children in the village have attended school. The Tetlin School has welcomed two new staff: Emily Alexander and Chris Kunz. Unfortunately, Mr. Kunz will not be able to complete the year and we are aggressively searching for a replacement.

“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

One of the goals for this school year was to focus on indigenizing the school as much as possible. To that end the school will be going and picking berries on September 10th and inviting families to come in on the night of September 16th for sewing as part of a Family Activity Night. Also, the classified staff will be purchasing skins and other materials to begin working with students through our Indian Education money. On September 3rd, our high schoolers met with Isaac Bettis of the Tanana Chiefs Conference about opportunities and funding for both dual credit and post-secondary. The staff was able to have their first meeting with Chris Wilkens, our SSoS coach. One change from last year is that we will be meeting with our SSoS Coach virtually this year.

One exciting development is that both our students and staff are pursuing college credit this semester. Two of our high school students are taking Introduction to Health Careers and our Principal is taking 6 credits through UAS in pursuit of his Superintendent Certificate.



TETLIN COVID SCHOOL SAFETY PLAN 2020/2021

Low Risk

Where	K-3	4-12
Busses	NA	NA
Masks Use (adults/students)	In the hallway and in the gym while retrieving food.	In the hallway and in the gym while retrieving food.
Arrival	Temperatures will be taken by Amanda before they are allowed in the gym	Temperatures will be taken by Amanda before they are allowed in the gym
Travel to lockers in the morning	Students follow the tape/arrows and go to	Students follow the tape/arrows and go to
Travel to breakfast	Students will grab their breakfast and head directly to their room.	Students will grab their breakfast and head directly to their room.
Travel from breakfast to classroom	Masks required	Masks required
Morning gym recess	No mask required unless sitting on the bleachers	No mask required unless sitting on the bleachers
Travel to classroom	Students follow taped arrows gym to classroom	Students follow taped arrows gym to classroom
Arrival in classroom	Students proceed to assigned seats (seats are 4 feet apart)	Students proceed to assigned seats (seats are 4 feet apart)
Screening in classroom	No	No
Social distancing in classroom	Students encouraged to stay 3-6 feet apart (airplane wings)	Students encouraged to stay 3-6 feet apart (airplane wings)
Passing in the hallway	Students will enter, go to lunch, and exit school in a staggered fashion so there shouldn't be passing in the hallway.	Students will enter, go to lunch, and exit school in a staggered fashion so there shouldn't be passing in the hallway.

Lunch	Lunch delivered to classrooms	Lunch delivered to classrooms
Recess/Gym	Will be done separately from other classes.	Will be done separately from other classes.
Departure	Staggered by class	Staggered by class
After school activities	GAP will continue with social distancing	GAP will continue with social distancing
Sanitizing in Common Areas	The ability to sanitize will be available to all students and employees.	
Sanitizing in Classrooms	Sanitation stations are available in all classrooms.	Sanitation stations are available in all classrooms.
Handwashing, Sanitizing	Students will be required to wash their hands before and after lunch and asked to wash them at other times as well. Students will be required to sanitize their hands every time they enter the class.	Students will be required to wash their hands before and after lunch and asked to wash them at other times as well. Students will be required to sanitize their hands every time they enter the class.
Symptomatic person: Notification, Isolation, Departure procedures	If a student has any symptoms whatsoever their parents will be called and the student will be sent home.	If a student has any symptoms whatsoever their parents will be called and the student will be sent home.
Procedures for visitors	The only visitors that are allowed are AGSD employees who will be required to follow the same expectations as all Tetlin Schools employees.	

MEDIUM RISK

Where	K-3	4-12
Busses	NA	NA
Arrival	Temperatures will be taken by Amanda before they are allowed in the gym	Temperatures will be taken by Amanda before they are allowed in the gym

Masks	Adult mask use required, student mask use encouraged. If K-2 parents want their child wearing masks we will do our best to support it	Adult mask use required, student mask use encouraged. If 3-5parents want their child wearing masks we will do our best to support it
Screening upon arrival	Students stop at screening stations near entry for touchless thermometer and questionnaire	Students stop at screening stations near entry for touchless thermometer and questionnaire
Travel to lockers in the morning	NA	NA
Travel to breakfast	Students will grab their breakfast and head directly to their room.	Students will grab their breakfast and head directly to their room.
Travel from breakfast to gym	Masks required	Masks required
In Morning gym recess	Masks required	Masks required
Travel to classroom	Masks required	Masks required
Arrival in classroom	Masks required	Masks required
Social distancing in classroom	No less than 3 feet between desks	No less than 3 feet between desks
Passing in the hallway	Students will enter, go to lunch, and exit school in a staggered fashion so there shouldn't be passing in the hallway.	Students will enter, go to lunch, and exit school in a staggered fashion so there shouldn't be passing in the hallway.
Lunch	Lunches will be delivered to the classroom .	Lunches will be delivered to the classroom
Recess/Gym	All recesses and lunches will be done in the classroom.	All recesses and lunches will be done in the classroom.
Departure	Students will be dismissed one class at a time.	Students will be dismissed one class at a time.

After school activities	GAP is canceled during medium risk	GAP is canceled during medium risk
Sanitizing in Common Areas	The ability to sanitize will be available to all students and employees.	
Sanitizing in Classrooms	Sanitation stations are available in all classrooms.	Sanitation stations are available in all classrooms.
Handwashing, Sanitizing	Students will be required to wash their hands before and after lunch and asked to wash them at other times as well. Students will be required to sanitize their hands every time they enter the class.	Students will be required to wash their hands before and after lunch and asked to wash them at other times as well. Students will be required to sanitize their hands every time they enter the class.
Symptomatic person: Notification, Isolation, Departure procedures	If a student has any symptoms whatsoever their parents will be called and the student will be sent home.	If a student has any symptoms whatsoever their parents will be called and the student will be sent home.
Procedures for visitors	There will not be ANY visitors when we are in yellow.	



ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus, Superintendent of Schools
Rob Fabian, Principal/Teacher
REACH Academy, PO Box 454, Tok, AK 99780
Ph: 907-883-2591/Fax: 907-883-5777

Date: September 9, 2020
To: Scott MacManus, Superintendent
From: Rob Fabian REACH Academy Principal Teacher
RE: REACH Academy Report for September 2020

The 2020 school year is off to a busy start. As many had anticipated with our current situation, we have seen an increase in our enrollment over this time last year. As of this writing our enrollment stands at sixty-two students. Additionally, several families that will be moving to Tok within the next few weeks and would like to enroll their students in our program have contacted us. As might be expected, there had been some issues with curriculum and materials being on backorder as large numbers of students across the country are in remote or hybrid learning conditions. However, we have now received most of our outstanding orders and most students have the resources and materials they need to begin the school year. The Home Link option developed by the district this summer has provided a better option for those families that have chosen remote learning but were not ready to take on the commitment required of traditional homeschooling and has relieved some of the anticipated pressure on REACH this year.

With all of the uncertainty we are presented with this year our goal is to provide as many of the unique experiences and opportunities to our families as we have in the past. We were fortunate to be able to gather for a beginning of the year kickoff at Mukluk on September 3. Over fifty students and family members joined us for an afternoon of fun and games.

Our first Parent Advisory Committee meeting is scheduled for September 24th. Parents will have the opportunity to meet in person at the REACH office or Zoom in. One of the main topics on the agenda will be planning activities and short field trips that will allow us to remain and follow guidelines to mitigate the spread of COVID- 19.

“Where Teachers Are The Gateway To Learning”

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