



Regular Meeting
AGENDA¹
ALASKA GATEWAY SCHOOL DISTRICT
REGIONAL SCHOOL BOARD MEETING
Monday, October 19, 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

Spanish Club Students regarding Student Travel to Peru

ACTION ITEMS - ROUTINE MATTERS

President

1. Approval of Agenda
2. Approval of 09.21.2020 RSB Meeting Minutes

ACTION ITEMS - OLD BUSINESS

President

3. BP 4310 and AR 4310 Background Checks (Second Reading)

ACTION ITEMS - NEW BUSINESS

President

4. Personnel Actions
5. CloseUp Travel for Migrant Students
6. 4-Year Career and Technical Education Plan
7. Gifted & Talented Program
8. Title VII Policies and Procedures
9. Designation of Impact Aid Authorized Representative
10. BP5050 – Attendance (First Reading)

REPORTS/INFORMATION/DISCUSSION

President

Administrative Reports

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

Correspondence/Miscellaneous

Superintendent

Chief Financial Officer

Directors & Principals

Superintendent

HEARING OF VISITORS ON NON-AGENDA ITEMS¹

President

EXECUTIVE SESSION – Superintendent's Evaluation

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

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

Regional School Board Meeting
September 21, 2020
AGSD Boardroom
Tok, Alaska

The meeting was called to order at 6:06 PM

Roll Call: Peter Talus, Mike Cronk, Daisy Northway, and Ann Eskmailka. Also present via teleconference was Steve Robbins, Fran Cook and Erica Burnham. Absent was Lorraine Titus.

Pledge of Allegiance

Hearing of Visitors on Agenda Items

Receiving of Delegations & Presentation

Action Items – Routine Matters.

1. Approval of Agenda.

Daisy Northway moved to approve the agenda with an addition.

Seconded by Mike Cronk.

Roll Call Vote: Yes – Frank Cook, Steve Robbins, Ann Eskmailka, Daisy Northway, Peter Talus and Mike Cronk. Motion Carried Unanimously.

2. Approval of 9.21.2020 RSB Meeting.

Anne Eskmailka moved to approve the agenda of 6.15.20.

Seconded by Daisy Northway.

Roll Call Vote: Yes – Frank Cook, Steve Robbins, Ann Eskmailka, Daisy Northway, Peter Talus and Mike Cronk. Motion Carried Unanimously.

3. Executive Session.

Anne Eskmailka moved to go into executive session at 6:30 PM.

Seconded by Daisy Northway.

Roll Call Vote: Yes – Frank Cook, Steve Robbins, Ann Eskmailka, Daisy Northway, Peter Talus and Mike Cronk. Motion Carried Unanimously.

Out of executive session at 7:15 PM.

Fran Cook moved to approve the Early Admission. Seconded by Mike Cronk.

Roll Call Vote: Yes – Daisy Northway, Mike Cronk, Steve Robbins, Frank Cook/

No – Peter Talus and Anne Eskmailka. Motion Passed.

4. Personnel Actions.

Mike Cronk moved to approve the personnel actions as presented.

Seconded by Anne Eskmailka.

Roll Call Vote: Yes – Frank Cook, Steve Robbins, Ann Eskmailka, Daisy Northway, Peter Talus and Mike Cronk. Motion Carried Unanimously.

5. FY21 Strategic Planning Goals.

Anne Eskmailka moved to approve the FY21 Strategic Planning Goals as presented.

Seconded by Daisy Northway.

Roll Call Vote: Yes – Frank Cook, Steve Robbins, Ann Eskmailka, Daisy Northway, Peter Talus and Mike Cronk. Motion Carried Unanimously.

6. FY21 District Organization.

Frank Cook moved to approve the FY21 District Organization as presented.
Seconded by Mike Cronk.

Roll Call Vote: Yes – Frank Cook, Steve Robbins, Ann Eskmailka, Daisy Northway, Peter Talus and Mike Cronk. Motion Carried Unanimously.

7. Human Reproduction and Sexuality Instructor Approval as per AS14.30.36.

Anne Eskmailka moved to approve the Human Reproduction and Sexuality Instructors and Curriculum as presented.

Seconded by Frank Cook.

Roll Call Vote: Yes – Frank Cook, Steve Robbins, Ann Eskmailka, Daisy Northway, Peter Talus and Mike Cronk. Motion Carried Unanimously.

8. FY21 Textbook Approval.

Daisy Northway moved to approve the FY21 Textbook list as presented.

Seconded by Anne Eskmailka.

Roll Call Vote: Yes – Frank Cook, Steve Robbins, Ann Eskmailka, Daisy Northway, Peter Talus and Mike Cronk. Motion Carried Unanimously.

9. District Course Catalogue and Curriculum Approval.

Daisy Northway moved to approve the district course catalogue and curriculum list as presented.

Seconded by Steve Scott.

Roll Call Vote: Yes – Frank Cook, Steve Robbins, Ann Eskmailka, Daisy Northway, Peter Talus and Mike Cronk. Motion Carried Unanimously.

10. Approval of Gifts & Grants.

Anne Eskmailka moved to approve the Gifts & Grants as presented.

Seconded by Mike Cronk.

Roll Call Vote: Yes – Frank Cook, Steve Robbins, Ann Eskmailka, Daisy Northway, Peter Talus and Mike Cronk. Motion Carried Unanimously.

11. AP&T Internet Partnership.

Frank Cook move to approve the AP&T Internet Partnership as presented.

Seconded by Mike Cronk.

Roll Call Vote: Yes: Anne Eskmailka, Frank Cook, Mike Cronk, Peter Talus/No – Daisy Northway, Steve Robbins.

Motion Passed.

12. Policy Updates – Background Checks.

Mike Cronk moved to approve the Policy Updates – Background checks as presented.

Seconded by Anne Eskmailka.

Roll Call Vote: Yes – Frank Cook, Steve Robbins, Ann Eskmailka, Daisy Northway, Peter Talus and Mike Cronk. Motion Carried Unanimously.

13. Resolution – Northway BioMass Project.

Frank Cook moved to approve the Northway BioMass Project Resolution.

Seconded by Mike Cronk.

Roll Call Vote: Yes – Frank Cook, Steve Robbins, Ann Eskmailka, Daisy Northway, Peter Talus and Mike Cronk. 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: October 19th, 2020 at District Boardroom.

Suggested Meeting Agenda Items: Audit, Eagle Internet, Indian Policies & Procedures, PreK Grant.

Adjournment

Anne Esmailka moved to adjourn the meeting at 8:22. Seconded by Mike Cronk.

Roll Call Vote: Yes – Frank Cook, Anne Esmailka, Mike Cronk, Daisy Northway, Peter Talus, Steve Robbins. 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 September 21st, 2020 meeting.

Secretary/Treasurer

To: Regional School Board

Date: October 19th, 2020

From: Superintendent's Office

Agenda Item: 3

Issue: Policy Updates on Background Check BP4310 and AR4310

Background Information

Second reading of the proposed revision of BP4310 and AR4310 to improve our system of doing background checks for anyone who works with district students, including staff, chaperones, coaches, and other volunteers. This does not impose any costs on new staff or volunteers, and will better enable the district to make informed decisions about who is working with our kids. Enclosed are the forms that staff and volunteers will agree to prior to working with kids. This policy will apply to all staff, and all volunteers, effective immediately.

Administrative Recommendation:

Approve this second reading of the revision of the board policy and Administrative Regulation on Background Check BP4310 and AR4310

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 offence, 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

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.

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

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.

To: Regional School Board

Date: October 19th, 2020

From: Superintendent's Office

Agenda Item: 4

Issue: Personnel Actions

Background Information

The personnel below have been through a complete hiring process, have been properly interviewed and recommended by a hiring committee, and are now being recommended by the administration for the position(s) as indicated. Some are still in the process of finishing up all their required paperwork, and will be able to start working. The Dot Lake positions reflect changes in our Special Education needs.

Recommended Certified Hires

- Lora Jett – Tetlin High School Generalist

Recommended Classified Hires

- June Paul – Northway Teacher's Aide

Resignations

- Bonnie Emery – Greenhouse Manager
- Marla Jones – Tok School Teacher's Aide
- Rachel White – Tok School Teacher's Aide

Open Positions

- Accountant I – District Office
- Teacher Aide I – Tetlin
- Greenhouse Manager – Biomass Complex
- Teacher's Aide I – Dot Lake (Sped)
- Teacher's Aide I – Dot Lake (Rotator)
- Teacher's Aide I – Tok Pre-K

Administrative Recommendation:

Confirm the above actions as recommended.

To: Regional School Board

Date: October 19th, 2020

From: Superintendent's Office

Agenda Item: 5

Issue: Student Travel

Background Information

While student travel in the Age of COVID is tentative by nature of the current situation, there remains the chance that it will be possible with the potential role out of a viable vaccine or changes to the containment or spread. This is travel being proposed for our eligible Migrant Students to attend the CloseUp program in Washington DC in the late spring (April or May) of 2021. Approval is needed so that planning and student fund raising can take place. The Advisor/chaperone of this group is Karla Champagne, under the supervision of Asst. Superintendent LeAnn Young. The CloseUp program has informed us that they are taking all precautionary measures to protect attending students and traveling chaperones, that are based on the best CDC protocols. CloseUp is also assuring a full refund if that is needed, in the event the trip is canceled.

Permission to travel, if given at all, should be made with the clear understanding that active parent permission must be provided within a week of departure, and that because this is out-of-state travel during a pandemic it may be cancelled by the Administration at any time up to the point of departure. The decision to travel to not that will be made on with the best information at the time. Depending on when a possible cancelation takes place, there may NOT be time for the Board to convene, and parents and students will have to agree to abide by the decision of the Administration in this matter.

Administrative Recommendation:

Give tentative approval for the travel, while receiving ongoing updates on both travel and COVID status both here in Alaska and in Washington DC, with the understanding that based on the COVID situation the administration may revoke permission at any time prior to departure.



Student Travel Approval Form

This form should be filled out completely and ready to present to the Board according to the procedures set out in **BP 5162**, and **AR 5162** (Student Travel). The form should be ready early (10 days prior to the RSB meeting where it will be presented) and submitted to the

Superintendent, so that it may be included in the Board Packet for review prior to the meeting. The trip organizer should also bring extra copies to the meeting. Some of the item responses may require attachments. If that is the case, note "attached" after the item, and make sure the additional paperwork is attached to this form.

1. Name of School:

AGSD- Migrant High School Students

2. Dates of Travel:

3 Options: April 18-24, April 25-May 1, May 2-8, 2021

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

5

4. Destination and Purpose of Trip:

Washington, DC. - Close-Up for Migrant Students

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

N/A

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

Discovering history behind the monuments, museums, memorials and meeting Alaska's representatives in the U.S. Capital to discuss important matters to the students. This experience will show how government impacts everyday life and help the students realize the power of active citizenship.

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

Students will be nominated by Principals, Counselors, and Social Studies teachers. Students must complete an application and essay. A committee will make the final decision.

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

Up to 13: High School Students from the respective schools in AGSD plus two chaperones.

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

N/A

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

See attached brochure

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

TBA

12. Travel Insurance Information:

N/A

13. Estimated Cost of the Tour:

\$44,835

14. Estimated Cost Per Student/Teacher/Chaperone:

\$2989/ person = \$1439 Close-Up Fee + \$1000 airfare + \$550 incidentals

15. Deadlines for Payments:

If paid in full before December 4th, 2020, there will be a full refund given if it is canceled because of the Covid-19 pandemic.

16. Fundraising Plans:

All expenses paid at the moment- There may need to be some fundraising in the future.



Student Travel - Code of Conduct

Student travel is a privilege extended to students in Alaska Gateway School District. Since the students traveling on school trips represent both their community school and the Alaska Gateway School District, the "Code of Conduct" will be strictly adhered to. The staff member in charge of the school trip reserves the right discipline students in accordance with the following code.

Since student behavior directly affects the image of the school and District, students in violation of the "Code of Conduct" will be sent home at parental expense. Students will also be referred to the school administration for further disciplinary action.

On trips involving overnight stays, students are expected to:

- Understand that all bags and backpacks may be thoroughly searched at any time if the school staff member in charge has reasonable suspicion they may contain contraband or other prohibited items. Refusing a search will be considered an admittance of guilt and disciplinary action will be taken.
- Follow all directions from staff member in charge and chaperones courteously and respectfully.
- REPORT ON TIME to designated checkpoints as indicated by staff member in charge. When at hotels, hostels, or other lodging accommodations, students are responsible for making sure their roommates get to the checkpoints on time.
- Provide chaperones with their cell phone numbers. Keep their chaperones cell phone numbers with them at all times.
- When staying overnight at hotels, hostels, or other lodging accommodations, stay out of rooms, not designated for your specific school group.
- Only students, staff, and chaperones from your specific school group are allowed in hotel, hostel or other lodging accommodation rooms designated to members of your school group.
- Follow the buddy system. No student should be left in his or her room alone.
- All students must remain in groups of two or more, and at least one member of each group must have a cell phone.
- Students are not permitted to ride any form of public transportation during their free time. They must stay within walking distance of the drop off/pick up site.
- Be in their rooms, ready for room check at curfew time.
- Make no excessive noise in hotel, hostel, or lodging accommodations (music playing, shouting, etc.).
- Follow all directions from staff member in charge and chaperones courteously and respectfully.
- Abide by all curfews and rules of hotel, hostel, or lodging accommodations. Please be considerate of others, and of the fact that the school or district is responsible for the lodging accommodations.
- Appropriate swimwear must be worn at swimming pools.
- Follow rules of common conduct, courtesy and decency when interacting with businesses or in public places.

- Prior to checking out of hotel, hostels, or lodging accommodations at the conclusion of the trip, rooms must be checked by a chaperone. No student may leave his/her room until the room has been cleared by the chaperone.

While students are on a school sponsored trip, ALL Alaska Gateway School District policies and school rules are in effect. These rules include, but are not limited to:

- No smoking (tobacco, vape products, or anything else)
- No consumption of alcohol
- No use of any drugs or medications unless specifically approved with a doctor's note and kept with the staff member in charge
- No possession of any of the above items (prescribed medications included)
- No inappropriate physical contact
- No illegal activities of any kind (theft, assault, fraud, etc.)

Consequences can include:

- Contacting parent/guardian
- Student sent home at parent expense
- Exclusion from future trips
- School disciplinary action (including suspension)
- Contacting law enforcement
- Expulsion from school extracurricular activities

My signature below signifies that I have read and understand the above code of conduct, and will abide by the rules and consequences.

Student Name (printed)

Student Signature

Date

Parent/Guardian Name (printed)

Parent/Guardian Signature

Date

Principal Name (printed)

Principal Signature

Date

Principals, Counselors, Social Studies Teachers,

WE ARE LOOKING FOR NOMINATIONS!

Migrant Education is pleased to be able to offer 13 scholarships to migrant students who are in high-school to participate in the Close-Up program in Washington, DC.

- ★ All expenses paid including close-up program fees, air fare, hotel, and food.
- ★ Spring Program: Potential dates of DC trip: April 18-24, April 25- May 1, May 2-8.

Nominations Due: **November 6th**

At this time, we are just looking for names of suitable candidates to send applications to.

We are looking for:

- Current MIGRANT high school students (See list of migrant eligible students below)
- Students who exhibit community mindfulness.
- Students who exhibit good behavior
- Students who may not have an opportunity like this if not for this scholarship, although this is not needs based.
- Students who you feel would benefit from this experience.
- Students who will feel comfortable interacting with other students they may not know.
- Priority will be given to current juniors.

Please nominate students from your school who you feel would be suitable candidates with your first choice recommendation recorded first, second choice listed 2nd,...etc.

Attached is the list of Migrant students at this school:

CLOSE UP HIGH SCHOOL PROGRAM

Washington, DC



Arrive in Washington

Meet your Close Up Concierge and explore DC with your school

Welcome Dinner

Group Orientation

Meet students from across the country and get to know your Close Up Program Instructor

Introduction Workshop*

What are the biggest issues that we face in our democracy today?

Issues Debate

Ask your most challenging political questions and engage with a liberal and a conservative DC insider

Exploring American Political Values Study Visit**

Where do American political values come from and what do they mean today?

Jefferson Memorial—

How do the rights in the Founding Documents apply to our view of liberty?

FDR Memorial—What

rights are needed to ensure equality?

MLK Memorial—How

do we see MLK's view of justice in the U.S. today?

Lunch at Reagan Building

National Politics Seminar
Gain inside access and discuss current issues with a DC lobbyist, journalist, or policymaker

Smithsonian Institution

Exploration
Visit one of the world-renowned museums to discover and learn about history and culture

American Political Values

Workshop
Examine the connections between liberty, equality, and justice

Dinner at Hotel

Current Issues Discussion
Debate hot topics with your new friends from across the country

* Workshops are small learning communities comprised of students from various states. Each workshop community is led by the same Close Up Program Instructor for the duration of the trip.

** Study Visits led by highly-trained instructors provide unique opportunities to learn using historic sites and institutions as living classrooms. Sample schedule subject to change.

WEDNESDAY

Capitol Hill Day

Meet with your members of Congress or their staff and maintain a vibrant democracy?

Attend and observe

Congressional Committee Hearings to see how laws and policies are formed

Explore the U.S. Capitol

Visitor Center and Museum

Lunch at the Longworth

Cafeteria, a hot spot for Congressional staff and DC insiders

Visit the Supreme Court

where many landmark cases are decided

Explore the Library of

Congress, the largest library in the world, and view the symbolic art and architecture

Witness the U.S.

Senate and House of Representatives in action in the Galleries

Dinner at DC's Historic

Union Station

DC Cultural Event

See a show at a renowned theater or witness an exclusive performance

Sustaining Democracy

Workshop

What citizen actions are necessary to foster and maintain a vibrant democracy?

White House Study Visit

Discuss how protests and public demonstrations have impacted our country's history

Citizen Action Sites

Get inspired by examples of citizens making a difference in their communities

Neighborhood Study Visit

and Lunch
Explore DC off the beaten path, e.g. U Street, Chinatown

National Portrait Gallery

Come to know the people who have shaped our nation through this extensive collection of portraits

Arlington National Cemetery

Visit our nation's most hallowed ground and witness the Changing of the Guard

Closing Reflection

How will you stay engaged on issues that matter to you?

Banquet and Dance

Enjoy a fun-filled evening with your new friends as you dance the night away

THURSDAY

Sightsee in Washington

Prior to your departure, spend some more time in the city with your school

Depart for Home

EXTEND YOUR STAY!

Enhance your Close Up experience and spend an extra day in DC! Choose to visit **MOUNT VERNON**, George Washington's home in Virginia, or other iconic sites and exciting neighborhoods in the nation's capital with your school!

Close Up was wonderful! I met so many new friends and the instructors were great at explaining things. Everything we did was engaging, fun, and educational.

- Abby, Student, AK

To: Regional School Board

Date: October 19th, 2020

From: Superintendent's Office

Agenda Item: 6

Issue: 4-Year Career and Technical Education Plan (Perkins V)- - Strengthening Career and Technical Education for the 21st Century Act

Background Information

On July 31, 2018, the President signed into law the Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) (Perkins V, the Act, or statute) which reauthorized and amended the Carl D. Perkins Career and Technical Education Act of 2006.

Section 122(a)(1) of Perkins V requires each eligible agency desiring assistance for any fiscal year under the Act to prepare and submit a 4 Year Plan.


AGSD has been compiling data and held several public meetings focused on career and technical education over the past couple years in preparation of the plan's development. A comprehensive needs assessment was completed as part of this process as well.

Administrative Recommendation:

Confirm the district's Perkins 4 Year Plan as presented.

Perkins V
Four-Year Plan and Local Application
FY2021-2025

| | |
|-------------------------------------|--|
| District / Institution Name: | Alaska Gateway School District |
| CTE Contact: | LeAnn Young, Special Programs Director |
| Phone #: | 907-883-5151 ext. 115 |
| Email: | lyoung@agsd.us |

| | |
|---|-------------------|
| Authorized Representative Signature: | Date: |
|  | Revised 10.6.2020 |

Four-Year Plan – Advisory Committee/Consultation

1. Advisory Committee Identification

Identify the current members of your Advisory Committee/stakeholder group. Membership in all categories is required, except where indicated. One person may fulfil more than one role, and/or a district may have more than one person serving in a single role. If a district is unable to find a member to fulfil a required role, records must be kept of the effort to do so for each year the seat remains empty.

| <i>Role</i> | <i>Name(s)</i> |
|--|--|
| Secondary CTE Teachers, Instructors, Faculty | Rex Hamner, CTE Teacher Robert Kelso, Alternative Ed Pam Gingue, Health Careers |
| Secondary Career Guidance and Advisory Professionals | Jeff Deeter, HS Guidance Counselor Blair Seawell, CTE Counselor |
| Secondary Administrators, Principals | Drew Larabee, Tok School Principal Tracie Weisz, Director of Curriculum & Instruction |
| Postsecondary CTE Teachers, Instructors, Faculty | Jack Simpson, Industry Certification Teacher |
| Postsecondary Administrators, Principals | Crystal Wilson, Interior Alaska Campus Coordinator |
| Representatives of the State board or local workforce development boards | John Rusyniak, Tok Chamber of Commerce President |

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| Representatives of regional economic development organizations and local business and industry | Peter Talus, Tok Area Forestry Fire Management Officer |
| Parents | Stephanie English, Becky Wade |
| Students | Riley Young, Dayton Landroche |
| Representatives of special populations (section 3(48)) <ul style="list-style-type: none"> · Individuals with disabilities · Economically disadvantaged · Individuals preparing for non-traditional fields · Single parents, including single pregnant women · Out-of-workforce individuals · English learners | Letitia Rhodes, Director of Special Education |
| <ul style="list-style-type: none"> · Homeless individuals · Youth who are in or have aged out of foster care · Youth with a parent who is an active duty member of the armed forces | |
| | |
| Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth | Katina Charles, TCC Youth Manager |
| Representatives of Indian Tribes and Tribal organizations in the State, where applicable | Kristy Young, Tetlin Village Council Tribal Administrator |
| Other Interested Individuals (<i>not required</i>) | Jane Teague, AGSD Program Coordinator |

2. Continued Consultation

Briefly describe how continued consultation with the Advisory Committee listed above will take place. Include:

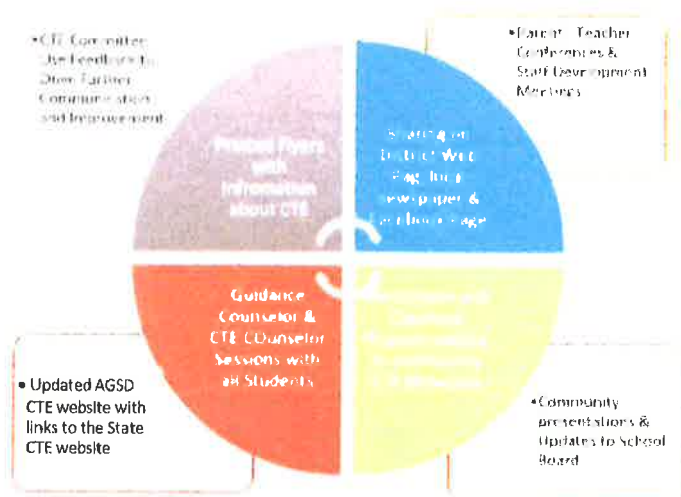
- o an anticipated time frame for each meeting (every spring, each January, etc.)
- o whether focus groups, surveys, or other strategies will be used in conjunction with whole committee meeting(s)
- o how Advisory Committee input directing the development and implementation of the Perkins program in the district over the life of the plan will be gathered and documented

Alaska Gateway School District (AGSD) hosts an annual CTE Advisory Committee meeting every spring that is also open to the public. AGSD has had success in getting all stakeholder groups represented at this meeting. Items include; presentation of the current year's performance data, summary of the CLNA document and goals established, summary of progress to date on CLNA goals. Data shared includes attendance, special populations, and academic performance.

In addition to the annual meeting, AGSD hosts a community meeting annually (typically held in February) to specifically discuss the district's focused career pathways and related capstone and benchmark projects, the district's work study program, and Alaska employment projections in relation to our CTE offerings. The CTE meetings allow an opportunity for all stakeholders to provide feedback and give suggestions.

On-going communication plan:

- Annual CTE Advisory Committee-feedback to drive further communication and improvement
- Professional Development for Teachers
- Parent Teacher Conferences
- Presentations and updates to the community and Regional School Board
- Updated web page
- Guidance Counselors to share information via Facebook, Mukluk News, pamphlets, etc.



3. Comprehensive Local Needs Assessment (CLNA) Results

X Please attach a copy of the most recent *CLNA Results* (Form # 05-20-036)

Four-Year Plan – Local Application

Part A: Student Achievement

Describe the district's plan(s) for addressing any core performance indicators that have fallen below the 90% thresholds required by DEED. Indicate whether Perkins funds will be used as part of the improvement plan, and what additional actions will be taken beginning in the 3rd year if improvement is not made.

| CLNA Component | Local Application Requirements |
|---|--|
| Part A: Student Performance 134(c)(2)(A) | <p>134(b)(9) Description of how the district will address gaps in performance as described in 113(b)(3)(C)(ii)(I) in each of the plan years, and if no meaningful progress has been made prior to the third program year, a description of the additional actions to be taken to alleviate those gaps.</p> <p>1S1: Four-Year Graduation Rate 1S2: Extended-Year Graduation Rate (5 years in Alaska) 2S1: Academic Proficiency in Reading/Language Arts 2S2: Academic Proficiency in Mathematics 2S3: Academic Proficiency in Science 3S1: Secondary Post-Program Placement 4S1: Non-Traditional Program Concentration 5S3: CTE Program Quality Indicator – Work-Based Learning</p> |

| | District Four-Year Plan |
|--|--|
| Describe how the district will address this requirement overall. | <p>Middle School Career Exploratory Classes with CTE Counselor: These opportunities include the opportunity for students to understand the value of a CTE education and explore various careers in 17 career clusters. They also provide a foundation for secondary CTE programs.</p> <p>High School CTE Courses: Instruction is delivered to students in a variety of ways using blended learning models. Some classes are hands-on training in a shop environment under the supervision of a highly qualified and certified industrial arts instructor. Other courses involve on the job training through local work-study programs.</p> <p>Counseling efforts focus on students to take dual credit and tech prep classes through the University of Alaska, Fairbanks.</p> <p>AGSD has an articulated agreement with the University of Alaska Fairbanks to offer Welding I, Welding II, Welding III and Small Engines I.</p> <p>High School Support and Special Populations:</p> |

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| | <p>AGSD has implemented a program called "Pathways." Pathways is an alternative program with a dedicated holistic approach to students and their well-being. The program is designed for the success of the student to be met outside of the traditional classroom. The Pathways program provides "wrap around" services and support to aid at-risk students working to complete their high school diploma. The program provides different avenues on which the participant can choose to focus during the completion of their diploma.</p> <p>AGSD has support systems in place to ensure students from special populations perform acceptably in CTE programs. These include assistance from aides, adapted curriculum, special equipment and modified schedules where and when appropriate depending on each child's individual needs.</p> <p>CTE Course Requirements: All CTE courses are required to have several elements of course design (<i>CTE Course Proposal-Appendix A</i>) including authentically applying the principals of entrepreneurship and employability skills, how to extend learning to involve the local community and provide opportunities for contextual learning, alignment with the Alaska Cultural standards and the Alaska employability standards as well as the culmination of either a <i>benchmark or capstone project. (Appendix B)</i></p> <p><i>Appendix A-CTE Course Proposal</i> <i>Appendix B-Benchmark and Capstone Project Guidelines</i></p> |
| Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results. | <p>Districtwide CTE Counselor: (Annually)</p> <ul style="list-style-type: none"> • Require the annual completion or revision of a PLCP for all high school students. • Implement the Pathways program at all of our secondary school to assist our students in recovering credit that they have lost due to failed course, thus increasing the probability that they will graduate. • Implementation of the Career Pathway Plan to help guide and focus students towards specific careers and interested technical training. • Develop CTE program promotional materials for school and community including posters and door hangers that display nontraditional students participating in our CTE programs, career pathways and dual and tech prep credit. • Ensure that non-traditional participants have proper fitting safety gear for CTE courses. • Conduct surveys and interest inventories, of both students and parents, early in student's secondary experience and provide appropriate counseling resources to support student choices. • Organize CTE tours for middle school age students exposing them to the CTE opportunities that are available in high school. • Organize CTE tours for high school students paying special attention to the recruitment of non-traditional participants to expose them to diverse career and post-secondary options. • In collaboration with local businesses host a districtwide CTE Showcase and Career Fair each spring. Recruit non-traditional employees to present. <p>Districtwide High School Guidance Counselor:</p> |

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| | <p>(Annually)</p> <ul style="list-style-type: none"> • Ensure that students are aware of their graduation status and provided with guidance regarding the options for remediating lost credit in a timely manner. • Devise early detection strategies for identifying students that are at risk for dropping out of school. • Guide students in developing rigorous schedules with courses that provide the critical academic and CTE skills required for their career interest area. <p>District Administration (Annually)</p> <ul style="list-style-type: none"> • Utilize and support paraprofessionals who assist with special needs populations. • Continue to provide curriculum that exposes students to diverse career options. |
| If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part. | <ul style="list-style-type: none"> • Supplies to include; welding gear designed to fit women, CTE advertising materials such as posters, videos and counseling items that encourage non traditional participation in CTE program. • Funding to support travel that exposes students to diverse career and post-secondary options. |

Part B: Program Quality

Describe the district's plan to provide and maintain the Perkins V program over the next four years. Include:

- Description of the Perkins V-supported CTE program in the district, including:
 - o Description of the Perkins supported CTE program currently provided in the district
 - o Description of a minimum of one CTEPS the district is currently offering, including all required elements, which is required to receive a Perkins V grant. Include measures that will be taken to ensure continuity of this CTEPS if it is the only CTEPS the district offers.
 - o Career pathways that will be offered, and how they will be delivered (face-to-face, distance delivery, intensives, etc.)
 - o District's plan to maintain/improve the program throughout the Four-Year Plan
- Description of all new CTEPS the district plans to develop over the next four years, and how those were informed by the CLNA, Advisory Committee, student population, and local industry
- Description of all work-based learning opportunities the district currently includes or intends to implement under Perkins within the Four-Year Plan
- Description of all CTSOs associated with Perkins programs, and whether the district plans to add any within the Four-Year Plan

| | |
|------------------------|---------------------------------------|
| CLNA Components | Local Application Requirements |
|------------------------|---------------------------------------|

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|---|--|
| <p>Part B: Program Quality 134(c)(2)(B)</p> <p>B-1: Size, Scope and Quality</p> <p>B-2: Labor Market Alignment</p> | <p>134(b)(2)(A-B) Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including -</p> <ul style="list-style-type: none"> · How the results of the CNA informed the selection of CTE programs and activities to be funded · Description of any new programs of study the district will develop and submit to the SEA <p>134(b)(6) Description of the work-based learning opportunities that the district will provide to students participating in CTE and how the district will work with reps from employers to develop or expand work-based learning opportunities for CTE students, as applicable</p> <p>134(b)(3)(A) Description of how the district, in collaboration with local workforce development boards and other agencies, will provide Career exploration and career development coursework, activities, services</p> |
|---|--|

| | District Four-Year Plan |
|--|---|
| Describe how the district will address this requirement overall. | <p>AGSD is currently focused on continuing and further development of four career focus area pathways based primarily on human resource needs and employment projections in our region of Alaska. The four focus areas are; <i>Health Sciences, Agriculture and Natural Resources, Construction & Manufacturing, Education.</i></p> <p>These career focus area pathways are result of collaborative work with our partner organizations including the University of Alaska, Fairbanks, local businesses, students, parents and school staff. There is a high demand for construction workers, health care providers, and repair shop technicians in our community. This is particularly true in the summer, but also includes many high-wage year-round positions.</p> <p>We are working on identifying curriculum for all four career pathways to include third party skills assessment and recognized certification programs. Our community wants and needs to be confident in the demonstrated knowledge and skills of entry-level workers.</p> <p>AGSD offers courses in all four of the career focus areas, however only our welding and small engines courses have articulation agreements with the University of Alaska Fairbanks and only one of these pathways offers the opportunity for students to become concentrators.</p> <p>AGSD works with the University of Alaska Fairbanks to coordinate tech prep credit each year for CTE offerings based on the courses offered and the instructors qualifications.</p> <p>AGSD students may earn credit for paid (work study) or unpaid (service learning) learning opportunities in the community. Students work with the Work Study and Service Learning Coordinator (CTE Counselor) to develop a growth plan based on career and growth goals. The Coordinator identifies placement for work study or service learning opportunities based on these goals.</p> <p>Health Science:</p> |

Appendix C-Career Pathway-Health Science

- AGSD offers .5 credit of *Introduction to Health Careers* and .5 *Professionalism in Health Careers* every other year at our largest school. These courses are offered for tech prep credit. In the fall of 2020 we are offering these courses to students in outlying villages utilizing VTC equipment.
- AGSD offers "Veterinary Science 100" as an option for science credit and plans to develop "Veterinary Science 200".
- AGSD offers online curriculum through Odysseyware that aligns with this pathway.
- AGSD collaborates with several community organizations to offer work study and job shadowing opportunities, including TCC and Public Health.

Agriculture and Natural Resources:

Appendix D-Career Pathway-Agriculture & Natural Resources

*The following courses were developed as part of CASE (Curriculum for Agriculture Science Education) training.

- AGSD offers 1.0 credit of *Food Products and Processing Systems*.*
- AGSD offers 1.0 credit of *Introduction to Agriculture, Food and Natural Resources*.*
- AGSD offers 1.0 credit of *Jobs in Fire and Fire Science*.*
- AGSD offers 1.0 credit of *Natural Resources & Ecology** (also counts as science credit)
- AGSD offers 1.0 credit of *Greenhouse/FFA*
- AGSD offers online curriculum through Odysseyware that aligns with this pathway.
- AGSD collaborates with several community organizations to offer work study and job shadowing opportunities, including Tok Area Forestry, AGSD Biomass plant, US Fish and Game, Tetlin National Wildlife Refuge, Three Bears, AVTEC.

Construction and Manufacturing:

Appendix E-Career Pathway-Construction & Manufacturing

AGSD offers a CTEPS in Welding:

- AGSD offers 1.0 credit of *Welding I*
- AGSD offers 1.0 credit of *Welding II*
- AGSD offers 1.0 credit of *Welding III*
Skills Assessment-AWS Welding Position Certification
- AGSD offers 1.0 credit of *Small Engines I*
Skills Assessment-2 stroke and 4 stroke engine certification test
- AGSD offers 1.0 credit of *Agriculture Mechanics*
- AGSD offers online curriculum through Odysseyware that aligns with this pathway
- AGSD collaborates with several community organizations to offer work study and job shadowing opportunities, including Department of Transportation, 40 Mile Air, Young's Chevron, Iron Dog.

AGSD has a low success rate of students obtaining a passing score on the EETC Small Engines industry certification.

| | |
|---|---|
| | <p>Education: <i>Appendix E-Career Pathway-Education</i></p> <ul style="list-style-type: none"> AGSD offers online curriculum through Odysseyware that aligns with this pathway AGSD collaborates with several community organizations to offer work study and job shadowing opportunities, including Tok Headstart, TCC Preschool Programs. |
| Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results. | <p>District Administration:</p> <ul style="list-style-type: none"> Implement and guide a CTE Committee during the summer of 2021 to develop the Health Careers program of study including crosswalk, articulation agreements with UAF & technical skills assessment. 2021-2022 School year-order materials, create promotional materials, collaborate with TCC and local public health to align guest speakers, facility tours, work study and job shadowing opportunities. Implement Year One of Health Careers Pathways beginning in the fall of 2022-2023 (offered VTC to all sites) Identify two staff members to participate in ERising professional development during the 2021-2022 school year. 2021-2022-develop the Education program of study including crosswalk, articulation agreements with UAF & technical skills assessment. 2021-2022 School year-order materials, create promotional materials for Education pathway. Implement Year One of Education Pathways beginning in the fall of 2022-2023 (offered VTC to all sites) 2020-2021-Identify a new skills assessment for Small Engines 2020-2021-Create Crosswalk for Small Engines II course 2020-2021 Create promotional materials for Small Engines CTEPS. 2021-2022-Implement Small Engines II courses along with newly identified skills assessment August 2021-Provide VTC Training to all AGSD teaching staff and counselors. |
| If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part. | <ul style="list-style-type: none"> Provide PD for teachers/counselors/administrators/program coordinators in the areas of health science and Educator's Rising. Tuition support for dual credit opportunities and Recognized Postsecondary Credentials and postsecondary training opportunities. Summer 2021 Health Careers Committee stipends Materials and curriculum for the development of Small Engines CTEPS Materials and curriculum for the development of Health Career CTEPS Materials and curriculum for the development of Education CTEPS |

Part C: CTE Programs and Programs of Study (CTEPS)

Describe the district's plan to provide and maintain CTE Programs and CTEPS over the next four years. Include:

- Description of the process the district uses to imbed both academic and technical standards into Perkins funded courses, inform and train teachers to ensure fidelity to these standards, and evaluates whether students obtain the standards

- Description of any recognized postsecondary credentials or industry related activities the district currently provides under Perkins in collaboration with local workforce entities or additions the district intends to add within the Four-Year Plan
- Description of any current dual/concurrent enrollment programs the district offers, and whether it plans to add any within the Four-Year Plan

| CLNA Components | Local Application Requirements |
|---|--|
| Part C: CTE Programs/Programs of Study (CTEPS) 134(c)(2)(C) | <p>134(b)(4) Description of how district will improve academic/technical skills of students in CTE by strengthening academic and CTE components of programs through integration of rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that 'constitute a well-rounded education' (8101 of ESSA)</p> <p>134(b)(7) Description of how the district will provide CTE students the opportunity to gain postsecondary credit while in HS, as practicable</p> |

| | District Four-Year Plan |
|--|---|
| Describe how the district will address this requirement overall. | <p>AGSD is using the CTE 4 year plan as the foundation of our career pathways program to help tie together previously scattered and random CTE courses into coherent and organized career preparation strands that students can follow straight through high school and continue into either post-secondary training, an apprentice program, or entry level employment. This has proven to be a highly appreciated improvement by all stakeholders including staff, students, school board, and local employers.</p> <p>In addition to organizing CTE classes into career preparation strands, AGSD and the CTE committee have used the CTE plan to expand our career preparation program by adding more CTE classes including University of Alaska, Fairbanks courses for dual credit. Most recently, we are looking into developing further relationships with Tanana Chiefs Conference (TCC) who is building a new state of the art clinic in Tok, Alaska as well as investigating options for health careers through the Fairbanks Community and Technical College due to high demand for health care workers statewide.</p> <p>These changes have already led to improvements not only in our technical education program, but also in the scope and quality of our entire educational program. AGSD is currently working to maintain and expand on our existing partnerships to make improvements in our existing career pathways and add new career pathways for students to choose from.</p> <p>AGSD has had great success with our welding program and has graduating concentrators each year.</p> <p>See Part B for a complete list of AGSD CTEPS</p> |

| | |
|---|---|
| Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results. | <p>Districtwide CTE Counselor: (Annually)</p> <ul style="list-style-type: none"> • Work with high school students districtwide on a scheduled basis to maintain their career/college path electronic portfolios in AKCIS. • Pursue tech prep credit for all CTE courses in the fall of each school year. • Counsel all students to become concentrators. • Make weekly visits to high school students in each of our district schools using a variety of strategies to help students plan for their futures with a primary goal of making education relevant to all students. • Coordinate the annual and as needed deliver of the WorkKeys assessment. • Collaborate with local businesses to continue to expand our work study and job shadowing opportunities. <p>District Administration: (Annually)</p> <ul style="list-style-type: none"> • Provide counselors and CTE teachers with guidance materials to help students recognize the necessary math, science, and technical writing skills for the potential high-tech careers of the future. <p>See Part B for a complete list of AGSD Action Steps</p> |
| If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part. | See Part B |

Part D: Recruitment, Retention, and Training of CTE Educators

- Description of the Professional Development plan for CTE teachers, counselors, administrators and specialized support personnel for the duration of the Four-Year Plan

| CLNA Components | Local Application Requirements |
|--|---|
| Part D: Recruitment, Retention and Training of CTE Educators 134(c)(2)(D) | 134(b)(8) Description of how the district will coordinate with the state and postsecondary institutions to support the recruitment, prep, retention, and PD of licensed/certified teachers, admin, and specialized support personnel and paras, including those underrepresented in teaching professions |

| | District Four-Year Plan |
|--|--|
| Describe how the district will address this requirement overall. | Alaska Gateway School District has made extensive efforts to select and retain instructional staff who have the skills and credentials to teach and administer CTE programs of the district. All CTE staff are Type A certified with the exception of those recognized experts in a specific vocational field. |

| | |
|---|--|
| | <p>AGSD has an efficient onboarding processes that support our teachers in terms of initiating them to the policies and procedures of the district and their schools, and orienting them to their curriculum and students. Although we don't have onboarding that is specific to instructors coming from industry, those instructors are included as a part of all CTE and Perkins planning and monitoring activities from the time of their hire.</p> <p>It is challenging for a small school district with relatively few students spread over a large area and a tight budget to hire specialists in any specific vocation. The majority of our teaching staff must teach multiple subjects. When we have a job opening we encourage all qualified candidates to apply and give special consideration to individuals in groups underrepresented in the teaching profession.</p> <p>AGSD has established partnerships with the University of Alaska Fairbanks to provide expert instruction to students in courses that we could not otherwise offer our students. We also make use of correspondence programs as well as local culture experts in local businesses to provide instruction in our work study/job shadowing opportunities.</p> <p>All CTE staff and administrators including the career counselor are encouraged through the use of stipends, per diem, and tuition to participate in additional training in their instructional field both during the summer and conferences or distance classes during the school year. It is an AGSD priority to keep all staff up-to-date in current methods and technology in order to deliver the highest quality program possible.</p> |
| | <p>The career counselor keeps up to date on all developments by attending conferences and all relevant training programs, including out-of-state travel. The career counselor is also a key member of our CTE committee and our career pathway planning committee.</p> |
| Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results. | <p>District Administration: (Annually)</p> <ul style="list-style-type: none"> ● Continue to provide opportunities for CTE teachers and counselors to participate in relevant professional development; (CASE institute, Alaska CTE Conference, Career Pathways Conferences, etc.) ● Continue to provide financial support to contracted teachers who are desirous or willing to expand their skills, certifications and endorsements, or diversify their options to teach courses in other programs. |
| If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part. | <p>Funding for Professional Development is provided through other district resources.</p> |

Part E: Equity and Access

- Describe your district's plan to provide an organized system of career and academic guidance to students, including additional descriptions specific to special populations. Include:
 - How collaboration with industry will take place

- How students will receive current information on high-skill, high-wage, in-demand careers
- How students will learn about Perkins program opportunities available in the district, including how courses fit into CTEPS, and opportunities for dual credit, work-based learning, CTSO participation, and postsecondary transitions
- How students will build a PLCP throughout their secondary school career including what tools will be used and how often students will utilize these tools
- What strategies or policies will be in place to ensure students in special populations will be included in career and academic guidance in an equitable manner
- What strategies or policies will your district utilize to ensure that students in special population categories do not face barriers to participation or success in Perkins programs?
- What strategies will your district employ to encourage students to consider enrolling in courses and CTEPS outside of traditional gender norms? How will the district support these students?
- What strategies or processes will be in place to ensure CTE teachers, guidance counselors, and administrators communicate with each other to ensure appropriate placement and support for students in special populations

| CLNA Components | Local Application Requirements |
|--|---|
| Part E: Equity and Access 134(c)(2)(E) | <p>134(b)(2)(C) Information on the CTE course offerings and activities that the district will provide with Perkins funds (not less than one CTEPS) including -</p> <ul style="list-style-type: none"> · How students (including special populations) will learn about the CTE course offerings and whether each course is part of a CTEPS <p>134(b)(3)(B-C) Description of how the district, in collaboration with local workforce development boards and other agencies, will provide</p> <ul style="list-style-type: none"> · Career info on employment opportunities with most up to date info on high-skill, high-wage, in-demand industry occupations, as determined by the CLNA · An organized system of career guidance and academic counseling to students before enrolling and while participating in CTE <p>134(b)(5) How the district will –</p> <ul style="list-style-type: none"> · Provide activities to prepare special populations for high-demand, etc. jobs that will lead to self-sufficiency · Prepare CTE participants for non-traditional fields · Provide equal access for special populations to CTE · Ensure that members of special populations will not be discriminated against |

| | District Four-Year Plan |
|--|--|
| Describe how the district will address this requirement overall. | <p>Per AGSD policy, access to all programs by all students, regardless of “gender, race, color, religion, national origin, ethnic group, marital or parental status, disability or any other unlawful consideration” will be provided.</p> <p>AGSD does not exclude students from any program due to an inability to pay special program fees.</p> |

| | |
|--|--|
| | <p>Annually, in the spring both the CTE Counselor and High School Guidance Counselor work with students to schedule them in classes for the following school year. Both their PLCP and Career Special modifications and/or arrangements are made for students in the following categories on a one-on-one basis depending on their individual educational needs in order to allow full participation in any courses or programs offered by AGSD including CTE courses.</p> <p>AGSD counselors work closely with the homeless liaison, the school safety officer and the special education department to ensure students are properly identified and tracked appropriately. This includes monthly check in meetings and invitations for a counselor to serve on the IEP team meeting for students in high school and entering the transition phase of special education.</p> <p>AGSD counselors try to identify barriers to participation for dis-advantaged and special population students and work with district administration to eliminate these obstacles to success. This includes waiving shop fees, providing the tech prep credit fee, providing additional assistance in the classroom, providing modifications and accommodations per students IEP requirements, providing special gear and/or tools or supplies, providing transportation, providing day-care, etc.</p> |
| <p>Describe district's intended goals/action steps over the next four years to address any needs identified by the CLNA results.</p> | <p>District Administration: (Annually)</p> <ul style="list-style-type: none"> ● Include awareness information on secondary and postsecondary students with unique abilities and other special populations through online training materials and other resources for school counselors, student advisors, CTE teachers and administrators; ● Host sessions at beginning of the year inservice for sharing of best practices, including strategies for special populations, such as underrepresented genders in non-traditional programs. ● CTE Programs will be provided and supported that allow for flexible design, delivery and differentiated instruction for special populations. ● Ensure that CTE personnel participate in the development of all IEPs for students with special needs to assure that equitable access is provided to CTE programs. ● Provide guidance to school principals in the spring for the upcoming years schedule to consider hosting CTE courses that can be delivered VTC to other students in the district. <p>Districtwide High School Guidance Counselor/CTE Teachers: (as scheduled)</p> <ul style="list-style-type: none"> ● Attend all transition IEP meetings in the district. ● Develop resources and provide training and other assistance to counselors and teachers to help parents recognize traditional stereotypes and consider benefits of non-traditional opportunities for their students. ● Counselors and CTE teachers will intentionally recruit non-traditional students to join CTE classes in the spring for the 21/22 school year. This includes providing a tour of the shop facilities-showcasing the safety gear fitted for women, a presentation from a non-traditional employee from the community and a chance for Q&A in a safe setting. |

| | |
|---|---|
| | Districtwide CTE Counselor: (Annually) <ul style="list-style-type: none"> • Work-study learning opportunities will be made available to all students, including members of special populations and non-traditional students. • Collaborate quarterly with the district's Homeless Liason to coordinate services for homeless students. |
| If applicable, describe how Perkins funding will be used to support the district's plan to address needs identified by the CLNA results in this part. | N/A |

District: Alaska Gateway School District

Date: 9.30.2020

COMPREHENSIVE LOCAL NEEDS ASSESSMENT RESULTS

Instructions: Use this form to record the results of your district's Comprehensive Local Needs Assessment (CLNA). As a reminder, Section 135(a) requires all grant expenditures to be aligned to needs identified via the CLNA. The CLNA and resulting Results Form #05-20-036 must be updated/revised every 2 years.

PART A: Student Performance

1. Key findings:
2. Goals to address key findings:
3. How will the district use Perkins funds to address these?

Key Findings:

- *AGSD has not met the performance target for the number of non-traditional participants*
- *AGSD does not adequately market our CTE programs nor the opportunity students have for dual and tech prep credit.*

Goals to address key findings:

- *Recruit non-traditional participants for career exploration trips to exposes them to diverse career and post-secondary options.*
- *Develop CTE program promotional materials for school and community including posters and door hangers that display nontraditional students participating in our CTE programs, career pathways and dual and tech prep credit.*
- *Intentionally recruit local businesses who have non-traditional employees to present at the annual CTE Showcase and Career Fair each spring.*

Perkins funding:

450 – Supplies - \$1,500 -welding gear designed to fit women and for posters, videos and counseling items that encourage non-traditional participation in CTE programs.

PART B: Program Quality**PART B-1: Size, Scope and Quality**

1. Key findings:
2. Goals to address key findings:
3. How will the district use Perkins funds to address these?

Key Findings:

- *Small Engines II* needs developed to create the opportunity for students to become a concentrator.
- AGSD has a low success rate of students obtaining a passing score on the EETC Small Engines industry certification.
- AGSD is committed to develop a CTEPS in each of our four career focus area pathways.

Goals to address key findings:

These goals will be for both 2020/21 and 2021/2022. They will be evaluated at the end of 2020/2021 adjusted and carried through 2021/2022 and 2022/2023

Health Sciences

| | |
|--------------------|---|
| <i>Summer 2021</i> | <i>Committee develop CTEPS for Health Science</i> |
| <i>2021-2022</i> | <i>Order material, create promotional materials and collaborate with local business to align work study experiences</i> |
| <i>2022-2023</i> | <i>Implement Year One of Health Career Pathways</i> |

Construction and Manufacturing

| | |
|------------------|---|
| <i>2020-2021</i> | <i>Identify a new skills assessment for Small Engines</i> |
| <i>2020-2021</i> | <i>Create promotional materials for Small Engines CTEPS.</i> |
| <i>2020-2021</i> | <i>Create Crosswalk for Small Engines II course</i> |
| <i>2021-2022</i> | <i>Implement Small Engines II courses along with newly identified skills assessment</i> |

Education

| | |
|------------------|--|
| <i>2021-2022</i> | <i>Identify two staff members to participate in ERising professional development</i> |
| <i>2021-2022</i> | <i>Develop the Education program of study including crosswalk, articulation agreements with UAF & technical skills assessment.</i> |
| <i>2021-2022</i> | <i>School year-order materials, create promotional materials for Education pathway.</i> |
| <i>2022-2023</i> | <i>Implement Year One of Education Pathways beginning in the fall (offered VTC to all sites)</i> |

Perkins funding:

2020-2021

320-Staff Stipends-\$2,700 \$300 per day x 3 staff for 3 days for Health Curriculum committee
450-Supplies - \$300-Small Engines promotional materials

2021-2022

Supplies - \$3,000- Health Science and Education Pathways curriculum, supplies and promotional materials
480-Student Tuition \$1,875 (25 students x \$75 each) to support for dual credit opportunities and Recognized Postsecondary Credentials and postsecondary training opportunities.

PART B-2: Labor Market Alignment

1. Key findings:
2. Goals to address key findings:
3. How will the district use Perkins funds to address these?

Key Findings:

- *AGSD, in collaboration with key stakeholders, has identified four career focus areas. (Health Sciences, Agriculture and Natural Resources, Construction & Manufacturing, Education).*
- *AGSD has identified a need through the comprehensive needs assessment process to develop a Health Sciences career pathway.*
- *AGSD has identified a need through the comprehensive needs assessment process to develop an Education career pathway.*

Goals to address key findings:

- *See Part B Goals for the development of CTEPS in the area of Health Science and Education.*

Perkins funding:

See Part B Funding

PART C: CTE Programs/Programs of Study (CTEPS)

1. Key findings:
2. Goals to address key findings:
3. How will the district use Perkins funds to address these?

See Part B

PART D: Recruitment, Retention and Training of CTE Educators

1. Key findings:
2. Goals to address key findings:
3. How will the district use Perkins funds to address these?

No findings

PART E: Equity and Access

1. Key findings:
2. Goals to address key findings:
3. How will the district use Perkins funds to address these?

No findings

CTE Course Proposal



Required Documentation

- [AGSD Course Approval Form](#)
- [Special Project Budget Proposal](#) (as needed)

CTE Domains

| Domain | Goal | Criteria |
|--------------------------------------|--|--|
| Local Opportunities | Identify local opportunities for employment and entrepreneurship | <ul style="list-style-type: none"> • Allows students to authentically apply the principles of entrepreneurship • Allows student to authentically apply employability skills |
| Community Involvement | Communities familiarize, involve, collaborate, find value in overall program experience and benefits to students and communities | <ul style="list-style-type: none"> • Involves community experts • Benefits the local community |
| Contextual Learning | Students experience real-world relevant work situations to build interests and skills, and to inform future goals and plans | <ul style="list-style-type: none"> • Is a clear step along an established AGSD career cluster or pathway • Provides students with opportunities to add artifacts to their career portfolios • Results in or is part of a pathway to obtaining an industry-standard certification or other credentials to increase potential employability |
| Curriculum & Instruction | Curriculum is relevant, flexible, and focused on local application within a global context; supports 21st Century skills and practical knowledge, while integrating foundations of traditional values; and supports college and career readiness | <ul style="list-style-type: none"> • Clearly outlines cultural standard alignment • Clearly outlines employability standard alignment • Utilizes a blended learning structure or authentically integrates technology • Results in tech prep credit |
| Healthy, Thriving Communities | Students will graduate with skills, talents, insight and deeper appreciation for their communities, and a feeling of personal responsibility and stewardship to their communities | <ul style="list-style-type: none"> • Culminates with a benchmark project meeting benchmark requirements |

CTE Course Proposal

Local Opportunities

How do local learning opportunities in this course allow students to authentically apply the [principles of entrepreneurship](#)?

How do local learning opportunities in this course allow students to authentically apply [employability skills](#)?

Community Involvement

How do learning opportunities in this course involve [community experts](#)?

How do learning opportunities in this course benefit the local community?

Contextual Learning

How do learning opportunities in this course align with AGSD [career clusters](#) or [pathways](#)?

What opportunities will students be given in this course to add artifacts to their career portfolios?

What opportunities will be provided in this course for students to obtain industry-standard certifications or other credentials to increase their potential employability?

Curriculum and Instruction

How do learning opportunities in this course align with [Alaska Cultural Standards](#)?

How do learning opportunities in this course align with [Alaska Employability Standards](#)?

How do learning opportunities in this course utilize a blended learning structure or authentic technology integration?

Is this course eligible for [tech prep credit](#)?

Healthy, Thriving, Communities

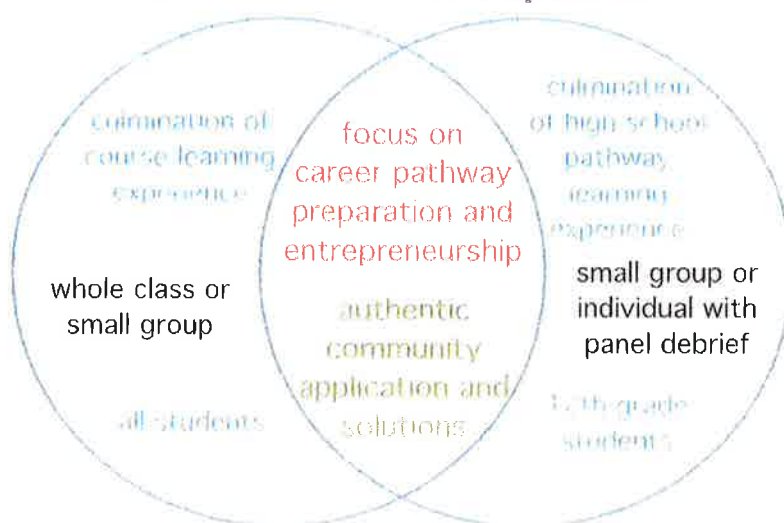
How will the culminating benchmark project in this course meet [benchmark requirements](#)?

Capstone and Benchmark Projects

Benchmark Guidelines

Benchmark projects are completed as the culmination of a course learning experience. They are generally completed as a whole class or in small groups. The purpose of both benchmark and capstone projects is to focus on career pathway preparation while building entrepreneurial, employability, and technology skills; providing students with authentic learning experiences; and designing solutions to meet community needs.

Benchmark vs. Capstone



There are three levels of benchmark projects:

- **Beginning Level** - usually completed during freshman year
- **Experienced Level** - usually completed during sophomore year
- **Expert Level** - usually completed during junior year

As a student progresses through the levels, their responsibilities and their number of focus areas will increase. The four required focus areas for all students are:

- Authentic/Real-Life Application
- Integration of Acquired Knowledge
- Relation to Future Goals
- Community Solutions

Students will work with you to select additional focus areas based on their current benchmark level and their individualized needs. See [Project Focus Areas](#) to learn more.

While each school will determine any additional benchmark requirements, all items listed in the [Benchmark and Capstone Progression](#) and [Benchmark and Capstone Project Timeline and Requirements](#) must be adhered to. It is recommended to utilize most of the Capstone Project Requirements listed on the last page of the [Benchmark and Capstone Project Timeline and Requirements](#) document for benchmark projects as well.

Benchmark and Capstone Project Progression

| 5th Grade | 6th Grade | 7th Grade | 8th Grade | Freshman Year | Sophomore Year | Junior Year | Senior Year |
|--|-----------|-----------|---|--|--|---|--|
| completes assigned AKCIS, Jr. activities | | | | completes assigned AKCIS activities | | | |
| | | | attends brief benchmark and capstone project orientation | attends 9th Grade Launch | | | |
| | | | | determines portfolio format and organization and adds artifacts as available | continues adding artifacts to portfolio | | continues adding artifacts to portfolio and organizes in a meaningful way |
| | | | | selects a career pathway | re-evaluates interests and selected career pathway | | |
| | | | | | | proposes capstone project idea to adult panel and defends its relevance | participates in feedback and reflection session on capstone project with panel |
| | | | | | | develops a detailed timeline and begins working on capstone project | hosts districtwide capstone project celebration |
| | | | | | | continues working on capstone project | presents completed capstone project to the community |
| | | | | | | | participates in feedback and reflection session on capstone project with panel |
| | | | | | | develops mentor relationships | |
| | | | | completes at least one beginning level benchmark project | completes at least one experienced level benchmark project | completes at least one expert level benchmark project | |
| | | | | attends benchmark or capstone presentations from older students | | | |
| | | | successfully completes at least one career pathway course | earns at least one credit for a career pathway course(s) per year | | | |

Benchmark and Capstone Project Timeline and Requirements

Alaska Gateway School District



| Grade Level | The Student... | Deadline | Responsible Party (May Vary by School Site) |
|---------------|--|---|---|
| 8th Grade | Attends brief benchmark and capstone project orientation | August-October | Counselor, Principal, District Staff, |
| | Successfully completes at least one career pathway course (e.g. STEM, Entrepreneurship, Drama, Alaska Culture and Dog Mushing, etc.) | End of school year | Student, Teacher, Counselor |
| | Attends benchmark or capstone presentations from older students | As available (at other sites as needed) | Student, Counselor, Principal, District Staff |
| | Attends 9th Grade Launch | August | Student, Parent, Counselor, Principal, District Staff |
| Freshman Year | Determines portfolio format and organization and adds artifacts as available | Ongoing | Student, Teacher |
| | Selects a career pathway | End of school year | Student, Counselor, District Staff |
| | Completes at least one beginning level benchmark project | End of school year | Student, Classmates, Teacher |
| | Attends benchmark or capstone presentations from older students | As available (at other sites as needed) | Student, Counselor, Principal, District Staff |
| | Earns at least one credit for a career pathway course(s) | End of school year | Student, Teacher |

Benchmark and Capstone Project Timeline and Requirements

Alaska Gateway School District



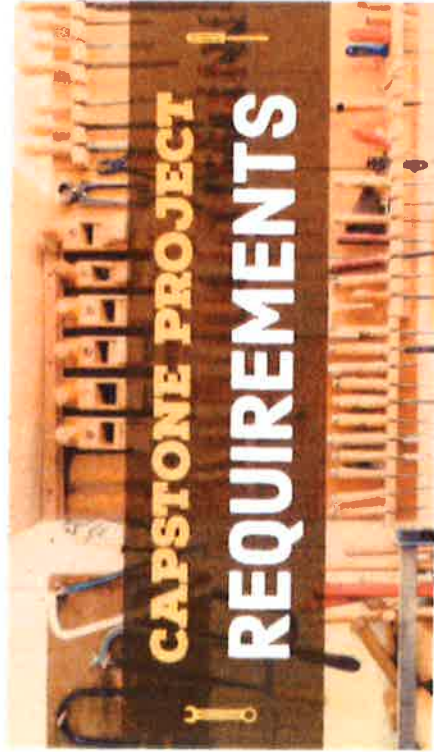
| Grade Level | The Student... | Deadline | Responsible Party (May Vary by School Site) |
|-------------|---|---|--|
| Sophomore | Continues adding artifacts to portfolio | Ongoing | Student, Teacher |
| | Re-evaluates interests and selected career pathway | End of school year | Student, Counselor, Principal |
| | Completes at least one experienced level benchmark project | End of school year | Student, Classmates, Teacher |
| | Attends benchmark or capstone presentations from older students | As available (at other sites as needed) | Student, Counselor, Principal, District Staff |
| | Earns at least one additional credit for a career pathway course(s) | End of school year | Student, Teacher |
| | Continues adding artifacts to portfolio | Ongoing | Student, Teacher |
| | Proposes capstone project idea to adult panel and defends its relevance; identifies potential mentors | End of first semester | Student, Teacher, Counselor, Principal, Panel |
| Junior | Develops a detailed timeline and begins working on capstone project | End of January | Student, Teacher |
| | Develops mentor relationships | End of school year | Student, Teacher, Mentor |
| | Completes at least one expert level benchmark project | End of school year | Student, Classmates, Teacher |
| | Attends benchmark or capstone presentations from older students | As available (at other sites as needed) | Student, Counselor, Principal, District Staff |
| | Earns at least one additional credit for a career pathway course(s) | End of school year | Student, Teachers |

Benchmark and Capstone Project Timeline and Requirements

Alaska Gateway School District



| Grade Level | The Student... | Deadline | Responsible Party (May Vary by School Site) |
|-------------|--|-----------------------|---|
| Senior Year | Continues adding artifacts to portfolio and organizes in a meaningful way | End of first semester | Student, Teacher |
| | Presents completed capstone project to community | End of first semester | Student, Teacher, Counselor Principal, Community |
| | Hosts districtwide capstone project celebration | End of school year | Student, Teacher, Counselor Principal, District Staff |
| | Participates in feedback and reflection session on capstone project with panel | End of school year | Student, Teacher, Counselor Principal, Panel |
| | Earns at least one additional credit for a career pathway course(s) | End of school year | Student, Teacher |



Capstone Project Requirements

While many facets of the benchmark and capstone project process can be customized at each school site, the requirements below should be completed by all students for capstone projects. Please note that most of the requirements can be applied to benchmark projects as well.

Projects:

- Are of high interest to students
- Integrate acquired knowledge obtained during pathway learning experience
- Include experiences that apply to post-secondary options
- Relate to future employment or education/training
- Integrate authentic, real-life, situations that solve a problem or serve a purpose
- Reflect an effort to give back to community or serve greater good
- Include weekly student reflections
- Include weekly student meetings with mentor and/or teacher
- Can be completed as an individual or small group
- Include rubrics to be used as graded items; student must organize, reflect on, and discuss rubrics with teacher
- Demonstrate proof of portfolio use for post-school plans
- Offer underclassmen an opportunity for a question/answer session prior to graduation
- Require a debriefing session with a panel during senior year



Health Science

Overview

This career pathway prepares students for entering into careers or additional training for careers in the area of health science. Available careers in Alaska in health care are projected to grow by 21.4% by the year 2026. Personal care aide careers are one of the 25 most prevalent careers in the area.

Careers

Below are some examples of careers this pathway could prepare you for.

- Behavioral Health Aide
- Certified Nursing Assistant (CNA)
- Community Health Aide
- Dental Assistant
- Dentist
- Medical Assistant (MA)
- Pharmacist
- Radiologist
- Registered Nurse (RN)
- Surgeon
- Veterinarian
- Veterinary Technician

Course Offerings

- Alaska Veterinary Technology
- Biology
- Careers in Allied Health†
- Forensics: Using Science to Solve a Mystery†
- Intro to Health Careers*/Health Careers*
- Introduction to Careers in the Health Sciences†
- Medical Terminology*
- Nursing: Unlimited Possibilities and Unlimited Potential†
- Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors†
- Public Health: Discovering the Big Picture in Health Care†
- Scientific Discovery and Development†
- Therapeutics: The Art of Restoring and Maintaining Wellness†
- Vet Science 100-200

- Work Study/Service Learning: Health & Public Service

*Course(s) generally offered for college credit through the University of Alaska.

†Course(s) offered online through Odysseyware.

Industry Certifications

- Emergency Medical Technician (EMT)
- First Aid and CPR
- Certified Nursing Assistant (CNA, Coming Soon)

College Credit

- **Tech Prep** - AGSD offers a variety of high school courses that are eligible for college credit through the University of Alaska for \$25 per credit.
- **Dual Credit** - AGSD offers reimbursement options for students who successfully complete courses through the University of Alaska.

Alaska Programs

- **Alaska Pacific University** (Anchorage): B.A./B.S., M.S., and Psy.D. options in areas such as counseling psychology, environmental public health, health sciences, health services administration, and pre-nursing
- **Job Corps** (Palmer): training/certification program in certified nurse assistant
- **University of Alaska Anchorage/Fairbanks/Southeast (Juneau)**: occupational endorsement, certificate, A.A.S., B.S., M.S., and Ph.D. options in areas such as behavioral health, biology, community health, dental assistant, dental hygiene, medical assistant/ billing/coding/receptionist, medical doctor, nursing, paramedic, pharmacy, surgical technology, and wildlife biology (partnership with Colorado State University offers options in the veterinary field that students can start in Alaska and complete in Colorado)



Agriculture and Natural Resources

Overview

This career pathway prepares students for entering into careers or additional training for careers in the areas of construction and manufacturing. Available careers in Alaska in agriculture, forestry, fishing, and hunting are projected to grow by 24.4% by the year 2026 and mining by 16.9%. Food worker, food prep/serving, truck drivers, and grounds maintenance workers are all in the 25 most prevalent careers in the area.

Careers

Below are some examples of careers this pathway could prepare you for:

- Commercial Fisherperson
- Farmer
- Forester
- Hunting Guide
- Logger
- Miner
- Petroleum Engineer
- Trapper
- Water Monitoring Technician
- Wildland Firefighter
- Wildlife Biologist

Course Offerings

- Agribusiness Systemst
- Animal Systemst
- Environmental Science
- Environmental Service Systemst
- Food Products and Processing Systemst (also offered live)
- Greenhouse
- Intro to Future Farmers of America
- Introduction to Agriculture, Food, and Natural Resourcest (also offered live)
- Jobs in Fire and Fire Science
- Natural Resources Systemst
- Natural Resources & Ecology
- Outdoor Leadership Skills
- Plant Systemst
- Power, Structural, and Technical Systemst
- Work Study/Service Learning: Agriculture and Natural Resources

**Course(s) generally offered for college credit through the University of Alaska.*

†Course(s) offered online through Odysseyware.

Industry Certifications

- Alaska Food Worker Card
- Hunter Safety
- Red Card (Wildland Firefighting)

College Credit

- **Tech Prep** - AGSD offers a variety of high school courses that are eligible for college credit through the University of Alaska for \$25 per credit.
- **Dual Credit** - AGSD offers reimbursement options for students who successfully complete courses through the University of Alaska.

Alaska Programs

- **Alaska Pacific University** (Anchorage): certificate and M.S. options in areas such as environmental science and outdoor and environmental education
- **AVTEC** (Seward): training/certification program in QMED oiler
- **Delta Mine Training Center** (Delta Junction): workshops on mining topics
- **Job Corps** (Palmer): training/certification program in water/wastewater management
- **Northern Industrial Training** (Anchorage/Palmer): training/certification program in HSET
- **University of Alaska Anchorage/Fairbanks/Southeast (Juneau)**: occupational endorsement, certificate, A.A.S., B.S., M.S., and Ph.D. options in areas such as environmental chemistry, ethnobotany, fisheries, GIS, geology, marine science, natural resources, mine mechanics, natural sciences, sustainability, water testing, wildland fire science, wildlife biology and conservation



Construction and Manufacturing

Overview

This career pathway prepares students for entering into careers or additional training for careers in the areas of construction and manufacturing. Available careers in Alaska in construction are projected to grow by 4.5% by the year 2026 and manufacturing by 0.5%.

Construction labor is the most prevalent career in the area with construction engineers and equipment operators, transportation worker, truck driver, maintenance worker, grounds maintenance worker, electrician, bus driver, and freight mover careers are all in the 25 most prevalent careers in the area.

Careers

Below are some examples of careers this pathway could prepare you for:

- Carpenter
- Construction Manager
- Electrician
- Heavy Equipment Operator
- Maintenance Person
- Pipefitter
- Plumber
- Truck Driver
- Welder

Course Offerings

- Agriculture Mechanics
- AutoCAD I-II
- Careers in Logistics Planning and Management Services†
- Careers in Manufacturing Processes†
- Construction Careers†
- Intro to Careers in Transportation, Distribution, & Logistics†
- Intro to Future Farmers of America
- Introduction to Careers in Architecture and Construction†
- Introduction to Careers in Manufacturing†
- Small Engines I-II*
- Welding I-III*
- Woodworking

- Work Study/Service Learning Construction & Manufacturing

*Course(s) generally offered for college credit through the University of Alaska.

†Course(s) offered online through Odysseyware.

Industry Certifications

- EEFC Four Stroke Engines
- AWS Welding Position Certification
- NCCER Certifications (Carpentry, Core Curriculum, Heavy Equipment Operations, Welding)

College Credit

- **Tech Prep** - AGSD offers a variety of high school courses that are eligible for college credit through the University of Alaska for \$25 per credit
- **Dual Credit** - AGSD offers reimbursement options for students who successfully complete courses through the University of Alaska.

Alaska Programs

- **AVTEC (Seward)**: training/certification programs in combination welding, construction technology, diesel/heavy equipment technologies, industrial electricity, plumbing and heating, QMED oiler, and refrigeration
- **Job Corps (Palmer)**: training/certification programs in facilities maintenance, carpentry, and electrical
- **Northern Industrial Training (Anchorage/Palmer)**: training/certification program in construction equipment, mechanics, truck driving, and welding
- **University of Alaska Anchorage/Fairbanks/Southeast (Juneau)**: occupational endorsement, certificate, A.A.S., B.S., and M.S. options in areas such as architecture, construction management, engineering, logistics, and welding



Education

Overview

This career pathway prepares students for entering into careers or additional training for careers in the area of education. Available careers in Alaska in education are projected to grow by 0.9% by the year 2026. Teacher/instructor, secondary teacher, and teacher assistant careers are all in the 25 most prevalent careers in the area.

Careers

Below are some examples of careers this pathway could prepare you for:

- Elementary Teacher
- Middle/High School Teacher
- Paraprofessional
- Pre-School Teacher
- Principal
- School Counselor
- Special Education Teacher
- Speech Language Pathologist
- University Professor

Course Offerings

- Counseling and Mental Health Services†
- Early Childhood Development and Services†
- Introduction to Careers in Education and Training†
- Introduction to Human Growth and Development†
- Teaching and Training Careers†
- Work Study/Service Learning: Health & Public Service
- *Additional Teaching and Early Childhood Education Courses Coming Soon*

**Course(s) generally offered for college credit through the University of Alaska.*
†Course(s) offered online through Odysseyware.

Industry Certifications

- First Aid and CPR

College Credit

- **Tech Prep** - AGSD offers a variety of high school courses that are eligible for college credit through the University of Alaska for \$25 per credit.
- **Dual Credit** - AGSD offers reimbursement options for students who successfully complete courses through the University of Alaska.

Alaska Programs

- **Alaska Pacific University** (Anchorage): certificate, B.A., M.S., and Psy.D. options in areas such as counseling psychology and outdoor & environmental education
- **University of Alaska Anchorage/Fairbanks/Southeast (Juneau)**: certificate, A.A.S., B.S., and M.S. options in areas such as early childhood development, educational leadership, elementary education, mathematics education, native language education, science education, secondary education, special education, speech language pathology, reading, teacher education, teaching and learning, teaching English to speakers of other languages,

To: Regional School Board

Date: October 19th, 2020

From: Superintendent's Office

Agenda Item: 7

Issue: Gifted Plan of Service

Background Information

Enclosed for your review is the updated Gifted Plan of Service, which will be effective until October 2025. It has been prepared by Special Education Director Tish Rhodes, who will provide an overview of the plan for the Board.

Administrative Recommendation:

Approve the Gifted and Talented Plan as presented by Director Rhodes

Gifted Plan Of Service

**Alaska Gateway School District
October, 2020 to October, 2025**

Assurance

By my signature below, I assure that the

Alaska Gateway School District

**will provide personalized instruction for the Gifted students ages 3-21 years pursuant of Title IV,
Chapter 52 of the Alaska Administrative Code and the procedures described herein**

Signature of Superintendent or Designee

Date of Signature

Percent of student identified as Gifted and Talented

<0.1

(Total Number of Gifted divided by Total ADM)

Purpose:

The Alaska Gateway School District's Gifted program is designed to ensure the provision of appropriate educational services for those students demonstrating such outstanding abilities that appropriate modifications or provisions in the general classroom setting need to be supplemented to adequately address their needs.

I. Student Identification:

Students are identified by teachers or other staff based on classroom performance, standardized assessment scores, and/or parental referral as potential candidates for the gifted program. Referrals may be submitted to the principal by any of the following persons: Parents, teachers, administrators, counselors or parents.

Note: Students who have been identified in other school districts for gifted programs will need to meet the requirements of the AGSD program in order to qualify for services.

Screening:

Upon receipt of referral, the principal (&/or team) shall determine the need for further evaluation based on a screening of information to include a review of the student's cumulative file for report card grades, teacher anecdotal information, and standardized test scores. Also included will be documentation of efforts to meet the student's needs in the regular classroom and the results of those efforts. If the screening supports the probability of requiring services, the school will proceed with an evaluation. If the evidence does not support the referral the parents will be given notice of the District's decision not to proceed with an evaluation and the reason(s) for this decision.

II. Student Eligibility:**Evaluation**

1. Written permission to evaluate must be obtained from parent(s)/legal guardian(s) prior to the initiation of any individual evaluation. The school will conduct the evaluation after obtaining parental consent to test.
2. The following assessment instruments may be utilized as appropriate to determine eligibility:
 - a. Nationally Recognized Current Standardized Achievement Assessments
 - b. Nationally Recognized Current Standardized Cognitive Assessments
 - c. Standardized Assessments related to Gifted Students

After a formal evaluation is completed by qualified personnel, the team will compile the information and determine whether the student is eligible for participation in the gifted program.

Criteria for Eligibility

A student must:

1. Demonstrate superior achievement in the regular classroom that is so superior to other students that appropriate modifications or provisions in the regular classroom need to be supplemented to adequately address their needs. Documentation may include grades, state required assessments, standardized assessments, teacher observations and documentation of modifications attempted, samples of students work, etc.
2. Score at or above the 98th percentile in overall Intellectual ability based on an individual intelligence (cognitive) test.

3. Score at or above the 97th percentile in at least 3 out of the six subject areas on an individual or group standardized achievement test.
4. Score in the gifted range on three of the four areas measured by the gifted assessment.

III. Learning Plan

A gifted program will be offered to each eligible student to challenge and extend their learning. This plan will be reviewed at least every 3 years or at natural transition times such as when moving from elementary, to middle, to high school.

- **Grades K-5**

At grades K-5, the gifted program is designed to provide high achieving students extra challenge and motivation for continued good work in the regular classroom.

The topics and challenges presented to the students are planned in coordination with classroom teachers on a semester basis.

- **Grades 6-8**

Gifted students in grades 6-8 have the opportunity to select an enrichment course each semester from REACH Academy as approved by the site administrator. The course selected cannot be one that is provided by the regular education program and should serve to challenge and extend the students learning.

- **Grades 9-12**

Gifted students in High School have the opportunity to select enrichment courses from REACH Academy or another distance delivery provider with approval from the site administrator. Gifted student's who are of Junior/Senior standing, may opt to take one college course each semester either as part of their regular class load, or in addition to it with site administrator's approval. All approved courses should provide challenge and enrichment to the student and may not be offered in the regular classroom setting.

Re-evaluation

The re-evaluations of the students gifted status shall include: 1) a review of existing evaluation data including information provided by the parent, current classroom-based assessments and observations, and teacher input; 2) on the basis of that review, the team will determine any additional data to determine the present level of performance, and need for continued gifted participation.

Students whose classroom grades do not reflect that they are achieving above their peers may be withdrawn from the gifted program even though their test scores may indicate that they continue to meet the eligibility requirements. Less than above average grades (B) will be considered an indication that the child is being challenged by the regular classroom work and does not need the additional challenge provided by the gifted program. Grades may be used as a determining factor for continuation in the gifted program.

Parent Notification and Participation

Parents will receive written notification when their child has been identified to participate in the gifted program and will be given the opportunity to decline participation. Notification will include a narrative description of the Enrichment Program being offered to the student.

Cost of Services

The evaluation and services of the gifted program will be provided at no cost to the parents other than those fees that are normally charged to children as a part of the regular education program.

Appeal Process

Parents wishing to challenge the district's gifted program, their child's gifted eligibility, or their child's gifted Plan may take the following steps:

Step 1: Review by the director of gifted program:

Parents should request in writing a formal review of their concerns by the director of gifted services (currently, the Director of Special Programs). The director will schedule a meeting with the parents to review concerns, confer with staff and render a decision. Parents will be informed of the director's decision within 5 school days of the meeting.

Step 2: Appeal to the Superintendent:

If parents disagree with the decision made by the director, they may appeal to the Superintendent. The appeal should be made in writing and should include all documentation of decisions up to that point. The Superintendent may request a meeting with parents and/or staff and will render a decision within 5 school days. The decision of the Board of Education is final.

**Alaska Gateway School District
Eligibility Matrix for Intellectually Gifted Students**

Student Name _____
School _____

Date _____
Grade _____

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------------|----|----|----|----|----|----|----|----|----|----|-------------|----|----|----|----|----|----|----|----|----|----|------------------|----|----|----|----|----|----|----|----|----|----|---------|----|----|----|----|----|----|----|----|----|----|----------------|----|----|----|----|----|----|----|----|----|----|---------------|----|----|----|----|----|----|----|----|----|----|
| Intellectual Ability Test Name: _____ Examiner: _____ Date: _____ Eligibility School 98 th Percentile Met _____ Not Met _____ | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Full Scale Score:</td> <td style="width: 10%;">99</td> <td style="width: 10%;">98</td> <td style="width: 10%;">97</td> <td style="width: 10%;">96</td> <td style="width: 10%;">95</td> <td style="width: 10%;">94</td> <td style="width: 10%;">93</td> <td style="width: 10%;">92</td> <td style="width: 10%;">91</td> <td style="width: 10%;">90</td> </tr> <tr> <td>*Part Score</td> <td>99</td> <td>98</td> <td>97</td> <td>96</td> <td>95</td> <td>94</td> <td>93</td> <td>92</td> <td>91</td> <td>90</td> </tr> </table> <p>*The evaluation team must provide justification as to why the full-scale score is not an accurate reflection of the student's ability in order to use a part score for eligibility purposes.</p> | Full Scale Score: | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | *Part Score | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Full Scale Score: | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| *Part Score | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Achievement Scores Test Name: _____ Examiner: _____ Date: _____ Eligibility: 97 th Percentile in 3/6 areas Met _____ Not Met _____ | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Reading</td> <td style="width: 10%;">99</td> <td style="width: 10%;">98</td> <td style="width: 10%;">97</td> <td style="width: 10%;">96</td> <td style="width: 10%;">95</td> <td style="width: 10%;">94</td> <td style="width: 10%;">93</td> <td style="width: 10%;">92</td> <td style="width: 10%;">91</td> <td style="width: 10%;">90</td> </tr> <tr> <td>Mathematics</td> <td>99</td> <td>98</td> <td>97</td> <td>96</td> <td>95</td> <td>94</td> <td>93</td> <td>92</td> <td>91</td> <td>90</td> </tr> <tr> <td>Written Language</td> <td>99</td> <td>98</td> <td>97</td> <td>96</td> <td>95</td> <td>94</td> <td>93</td> <td>92</td> <td>91</td> <td>90</td> </tr> <tr> <td>Science</td> <td>99</td> <td>98</td> <td>97</td> <td>96</td> <td>95</td> <td>94</td> <td>93</td> <td>92</td> <td>91</td> <td>90</td> </tr> <tr> <td>Social Studies</td> <td>99</td> <td>98</td> <td>97</td> <td>96</td> <td>95</td> <td>94</td> <td>93</td> <td>92</td> <td>91</td> <td>90</td> </tr> <tr> <td>Total Battery</td> <td>99</td> <td>98</td> <td>97</td> <td>96</td> <td>95</td> <td>94</td> <td>93</td> <td>92</td> <td>91</td> <td>90</td> </tr> </table> | Reading | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | Mathematics | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | Written Language | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | Science | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | Social Studies | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | Total Battery | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 |
| Reading | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Written Language | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Studies | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Battery | 99 | 98 | 97 | 96 | 95 | 94 | 93 | 92 | 91 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Superior Classroom Achievement (Attach documentation of the student's classroom achievement including grades and a description of the modifications that have been made to meet this student's needs and the result of those modifications which may be a part of the referral) Classroom Teacher: _____ Eligibility: Yes answers on 4/5 of the questions | <p>Does the student require specially designed instruction order to make the educational program effective? Yes No</p> <p>Does the student consistently complete exemplary classroom work? Yes No</p> <p>Does the student consistently require additional work/activities beyond the classroom? Yes No</p> <p>Does the student consistently require more advanced curriculum than the rest of the classroom? Yes No</p> <p>Will the student's education be adversely affected if not provided with services through the gifted program? Yes No</p> <p>How? _____</p> <p style="text-align: center;">(Attach additional documentation if necessary)</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Parent Notification of Student Eligibility for Gifted Program

Student: _____
School: _____

Date: _____
Grade: _____

Your child has been evaluated and determined to be eligible for the gifted program. The services he/she is eligible for are marked below:

_____ **Advanced Curriculum Specifically:** _____

_____ **Grades K-5 Enrichment Program** - The Enrichment Program for K-5 is designed to provide high achieving students extra challenge and motivation for continued good work in the regular classroom. The elementary Enrichment program will meet approximately one hour/ twice each week. The topics and challenges presented to the students are planned in coordination with classroom teachers on a semester basis. Students identified as gifted may participate in the program all year long where as other high achieving students may participate for only part of the program.

_____ **Grades 6-8 Correspondence School or Distance Education Class** - Gifted students in grades 6-8 have the opportunity to select an enrichment course each semester from either ~~Upstream Learning~~ **Correspondence REACH Academy** or another distance education provider as approved by the site administrator. The course selected cannot be one that is provided by the regular education program and should serve to challenge and extend the students learning.

_____ **Grade 9-10 Correspondence School or Distance Education Class** - Gifted students in high school have the opportunity to select enrichment courses from REACH Academy or another distance delivery provider with approval from the site administrator.

_____ **Grades 11-12 Correspondence School, Distance Education or College Level Course** - Gifted students who are of Junior/Senior standing, may opt to take one college course each semester either as part of their regular class load, or in addition to it with the site administrator's approval. All approved courses should provide challenge and enrichment to the student and may not be offered in the regular classroom setting.

Your child's eligibility for the program will be reviewed at least every three years. It will be reviewed more often if he/she is changing program levels (i.e., moving from elementary to middle school or middle school to high school) or if there is an indication that your child no longer meets the criteria for the gifted program (i.e., inadequate grades).

It is your right to decline these services for your child. To do so, please sign the statement at the bottom of the page. If not, your child will be placed into the program and will continue there until such time as a re-evaluation indicates he or she no longer requires the program.

I, the parent/guardian, of _____ **do not** give permission for my child
(student name)
to participate in the AGSD Gifted Program.

Parent Signature

Date

Referral to Gifted Program

Student Name: _____

Grade: _____

Person Making Referral: _____

The Alaska Gateway School District recognizes the unique educational needs of truly gifted students and offers services to assist in making their education more challenging and enriching. The Gifted program is limited to those students whose abilities are so above those of other student's, that regular classroom modifications need to be supplemented to adequately address their needs.

1. Why is this student being referred to the gifted program?

2. What modifications or other steps have been taken to meet the student's needs within the regular educational program?

3. Please attach documentation that would support this referral: (student's grades, standardized test scores, verification of having been eligible for gifted services in another District, etc.

Signature of Referring Person: _____ **Date:** _____

Site Recommendation:

- I have reviewed this referral and screening information and I agree that the student should be evaluated for the gifted program _____
Administrator's Signature
- I have reviewed this referral and screening information and I do not feel an evaluation for the gifted program is warranted for the following reason(s).

Parent Notification of Referral for Evaluation for Gifted Program

Date: _____

Dear _____
(Parent or Guardian)

Your child has been referred for consideration for the District's Gifted Program. The Alaska Gateway School District recognizes that students sometimes have abilities that are so superior to the average student that appropriate modifications or provisions the general classroom setting need to be supplemented to adequately address their needs. We provide special services to assist in enriching and challenging these students.

This letter is designed to accomplish two things. First to let you know that your child has been referred and second to let you know the status of that referral which is marked below.

_____ The information does not support the likelihood that your child will qualify for the gifted program and thus no further assessment will take place. (Please see the attached referral for the reason). If you disagree with this decision, please see your site administrator.

_____ The information provided supports the likelihood that your child is gifted and further assessments will need to be conducted to verify this. The evaluation requires your permission and is outlined below.

To qualify for the gifted program, we will be assessing your child in the following areas:

- Classroom achievement
- Academic Achievement (nationally normed standardized test)
- Intellectual Ability (nationally normed standardized test)
- Gifted Characteristics (standardized checklist of behavioral characteristics designed to identify gifted students completed by parents and teachers)

If you agree to proceed with the evaluations, please sign below. A copy of this page with your signature will be returned to you.

I give consent for AGSD to complete the evaluations outlined above to determine whether or not my child is eligible for the gifted program.

Parent Signature

Date

If you have any questions or concerns please contact me.

Sincerely,

Site Administrator (or designee)

**Alaska Gateway School District
Gifted Program Re-Evaluation**

Student: _____
School: _____

Date: _____
Grade: _____

1. Purpose of Re-evaluation

- ☐ Change of Program Level (Elementary to Mid School or Mid School to High School)
☐ Required three year re-evaluation
☐ Possible change in student eligibility

2. Review the Data

- ☐ Attach a copy of current grades, testing or other data that demonstrate the student's academic achievement.
- ☐ Does the student require supplemental modifications or provisions in order to make the educational program effective? Yes No
- ☐ Does the student consistently require additional work/activities beyond the classroom? Yes No
- ☐ Does the student consistently require more advanced curriculum than the rest of the classroom? Yes No
- ☐ Will the student's education be adversely affected in not provided with services through the gifted program? Yes No
 - How? _____

3. Continued Eligibility

☐ This student continues to demonstrate superior ability and achievement and his/her needs cannot be met through the regular education program and continues to be eligible for the gifted program.

☐ This student does not demonstrate superior ability and achievement and/or his/her needs can be met through the regular education program; therefore, he/she is no longer eligible to continue in the gifted program.

Team Member Signatures:

Parent
Teacher
District Representative
Student

To: Regional School Board

Date: October 19, 2020

From: Superintendent's Office

Agenda Item: 8

Issue: Title VII Policies and Procedures

Background Information

Please see enclosed policies and procedures that will be presented to our local Indian Education Committees for their review, comment, and input. Any LEA that claims children residing on Indian Lands for the purpose of receiving funds under section 7003 must establish Indian Policies and Procedures (IPP's) to ensure that the LEA meets the following requirements:

1. Give tribal officials and parents of Indian children an opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in the educational program and activities provided by the LEA;
2. Assess the extent to which Indian children participate on an equal basis with non-Indian children served by the LEA;
3. Modify, if necessary, its educational program to ensure that Indian children participate on an equal basis with non-Indian children served by the LEA;
4. Disseminate relevant applications, evaluations, program plans, and information related to the educational programs of the LEA in sufficient time to allow the tribes and parents of Indian children an opportunity to review the materials and make recommendations on the needs of Indian children, and how the LEA may help those children realize the benefits of the LEA's education programs and activities;
5. Gather information concerning the Indian community views on education issues, including the frequency, location and time of meetings;
6. Notify the Indian parents and tribes of the locations and times of the meetings;
7. Consult and involve tribal officials and parents of Indian children in the planning and development of the LEA's educational programs and activities; and
8. Modify IPPs if necessary, based on an assessment by the tribes and parents of the effectiveness of their input regarding the development and implementation of IPPs.

Administrative Recommendations:

Approve the Title VII Indian Education Policies and Procedures as presented.

**ALASKA GATEWAY SCHOOL DISTRICT
STATEMENT OF ASSURANCES
FOR INDIAN POLICIES & PROCEDURES
2020-2021**

It is the intent of the Alaska Gateway School District that all Indian children of school age have equal access to all programs, services and activities offered within the school district. To this end, the Alaska Gateway School District will consult with local tribal officials and parents of Indian children in the planning and development of Indian Policies and Procedures (IPPs), general education programs and activities. These policies and procedures will be reviewed annually and revisions will be made within 90 days of the determination that requirements are not being adequately met.

Attestations

The Alaska Gateway School District attests that it has established Indian Policies and Procedures (IPPs) as required in section 7004 of the Impact Aid law for any children claimed who reside on eligible Indian lands. The IPPs have been adequately disseminated to the tribes and parents of children residing on eligible Indian lands. A copy of the current policies and procedures was attached to the FY20 Impact Aid application.

The Alaska Gateway School District attests that it has provided a copy of written responses to comments, concerns and recommendations received from tribal leaders and parents of Indian children through the Indian policies and procedures consultation process and disseminated these responses to tribal leaders and parents of Indian children prior to the submission of their FY20 Impact Aid application.

Indian Policies and Procedures

POLICY 1: The LEA will disseminate relevant applications, evaluations, program plans and information related to the District's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. This dissemination is based on each tribe's preferred method of communication. Each tribal organization was polled and the preferred method for dissemination of information is via both email and mailing by hard copy.

AGSD Procedure 1:

- A. A summary of the Alaska Gateway School District's Impact Aid application, the local site's evaluation of educational programs, and plans for education program changes will be made available on the district website and sent to the tribal officials of each village via the preferred method with a notice that the entire document is available for review at the local school board, and upon written request to the local principal, the entire document will be sent to them by the district office personnel. This information will be disseminated a minimum of 6 weeks prior to the annual Parent Advisory Committee meeting to give adequate time for responses.

- B. A summary of the Alaska Gateway School District's Impact Aid application, the local site's evaluation of educational programs, and plans for education program changes will be sent to each local parent advisory committee with a notice that the entire document is available for review at the local school, and upon written request to the local principal, the entire document will be sent to them by district office personnel. This information will be disseminated a minimum of 6 weeks prior to the annual Parent Advisory Committee meeting to give adequate time for responses.
- C. A summary of the Alaska Gateway School district's Impact Aid application, the local site's evaluation of educational programs, and plans for education program changes will be made available to each parent of an Impact Aid student on the district website with notice that the entire document is available for review at the local school, and upon written request to the local principal, the entire document will be sent to them by district office personnel. This information will be disseminated a minimum of 6 weeks prior to the annual Parent Advisory Committee meeting to give adequate time for responses.
- D. The Alaska Gateway School District's entire Impact Aid application, the local site's entire evaluation of educational programs, and plans for education program changes will be maintained in the local school principal's office, and can be reviewed by the public during regular office hours.
- E. Summaries of Impact Aid applications, evaluations, and program plans will be included in Alaska Gateway School District publications/newsletters, with notice that the entire documents are available for review at the local school.

POLICY 2: The Alaska Gateway School District will provide an opportunity for the affected tribe or tribes and parents of Indian children to provide their views on the District's educational program and activities, including recommendations on the needs of their children and on how the District may help those children realize the benefits of the educational programs and activities.

- i. Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and
- ii. Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.

AGSD Procedure 2:

- A. Each of Alaska Gateway School District's seven (7) locations has either an elected Advisory School Board or a local Parent Advisory Committee in place to review, comment on, and advise the District (elected Regional Board) in the use of Impact Aid dollars and the educational program.
- B. In the small communities in the Alaska Gateway School District, the relationship between the local parent advisory committees and the schools is very close. The committees meet monthly to provide input on issues and programs in their community. These meetings are open to the public and notifications of the meetings are posted locally, via electronic

medium where available and are also passed by word of mouth. Tribes are made aware of these meetings via their preferred method of communication.

- C. Annually, the district meets with tribal council's in all 7 of the district's communities for tribal consultation meetings. These meetings are set by the tribes in order to maximize participation and a district representative is invited to attend. These meetings allow for tribal councils and community members to review and comment on the use of impact aid dollars and the educational program. These meetings are open to the public and notifications of the meetings are posted locally, via electronic medium where available and are also passed by word of mouth.
- D. Tribal officials and parents of Indian children are informed about opportunities for involvement in decision making through attendance at scheduled local parent advisory committees and regional school board meetings and at the local tribal council consultation meetings. Notification of dates and agendas of all board meetings are made through notices posted on school and public bulletin boards and through social media. Tribes are made aware of these meetings via their preferred method of communication.
- E. At each school board meeting, each principal and curriculum director reports on their specific educational programs. At the meeting, the public is encouraged to ask questions and comment on the report.
- F. Parent-teacher conferences are scheduled up to four times per year and on an as needed basis. Parents are encouraged to attend the parent-teacher conferences and to make recommendations regarding Indian children's education. Community open houses are held in each village as well.
- G. In order to allow Indian parents and tribal officials to make commentary concerning (1) the needs of their children and the ways in which they can assist them in realizing the benefits of the education programs; (2) the overall operation of the District's education program; and (3) the degree of parental participation allowed in the same, the district will mail parents of Indian children and Tribal officials a questionnaire requesting their input and recommendations in the spring and will thereafter hold an annual Board meeting where such commentary may be reviewed by Indian parents, Tribal officials, and the School Board.
- H. The Indian Education Committee (District-wide Parent Advisory Committee) of the Alaska Gateway School District will meet annually for the purpose of addressing comments and concerns of parents of Indian children regarding the District's educational programs and activities. This meeting is held at a convenient time for all traveling tribal members and is available via zoom for participants unable to attend in person. Tribal organizations and their members are invited via their preferred method of communication. The meeting agendas shall be posted and all meetings shall be open to the public allowing for tribal officials as well as parents of Indian children the opportunity to submit comments and recommendations for consideration.

POLICY 3: The Alaska Gateway School District will annually assess the extent to which Indian children participate on an equal basis with non-Indian children in the District's education program and activities.

- (i) Share relevant information related to Indian children's participation in the District's education program and activities with tribes and parents of Indian children; and
- (ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.

AGSD Procedure 3:

- A. The District's administration will review school data and comments from tribal officials and parents to assess the extent of the Indian children's participation in the educational program on an equal basis.
- B. The District will disseminate its assessment of Indian children participation compared to non-Indian children and any other related data with the parents of Indian children and tribes by hard copy mail and email. This information will be shared at least 6 weeks in advance of any meeting to discuss the extent to which Indian children participate with non-Indian children.
- C. Parents of Indian children, tribes and other interested parties may express their views on participation through the following ways:
 - a. Local parent advisory committees are open community meetings and minutes will reflect suggested changes and modification of the educational program to ensure equal participation in the program by Indian children.
 - b. Parents of Indian children or tribal officials may comment on the results at regularly scheduled school board meetings, Indian Education Committee (District-wide Parent Advisory Committee) meetings, during tribal consultation meetings, and directly to the school district by (phone, email, writing, etc.).
 - c. Parents of Indian children and tribal officials may comment in the fall and spring semester through a questionnaire requesting information concerning their views as to the extent of Indian children's participation in educational programs on an equal basis with other children.
- D. Annually, the District Administrator, administrators, staff members, the Indian Education Committee (Parent Advisory Committee), Indian parents, and Tribal officials will hold a meeting to assess the extent of Indian children's participation in the educational program. The programs covered are those by which consultation with tribal governments is required on the development of district education plans for programs covered by ESSA. At such meeting, attendees will analyze the school data and Tribal/parental commentary to determine the extent of equality of Indian children's participation with other children.

- E. If it is determined that there are gaps in Indian participation in the educational program or activities, the Alaska Gateway School Board in consultation with the Parent Advisory Committee, tribes and the parents of Indian children, will modify its education program in such a way as to improve Indian participation.

POLICY 4: The Alaska Gateway School District will modify the IPPs if necessary, based upon the results of any assessment or input described in this document.

AGSD Procedure 4:

- A. The District's administration will review school data and comments from tribal officials and parents to assess the extent of the Indian children's participation in the educational program on an equal basis.
- B. The local parent advisory committee will suggest changes and modification of the educational program to ensure equal participation in the program by Indian children.
- C. Indian children, parents and tribal officials will have adequate time and opportunity to present their views for the Impact Aid application as it will be a local parent advisory committee agenda item each October. They will be given the opportunity to make recommendations concerning the needs of Native students and to present their views of the educational program.
- D. Indian children, parents, and tribal officials will be afforded the opportunity in the planning development of the educational programs, which will be placed on the May agenda for the local parent advisory committee meetings.
- E. In May of each year, the district-wide Parent Advisory Committee agenda, which is posted on public bulletin boards, will provide the opportunity for Indian children's parents and tribal officials to make recommendations concerning the needs of their children and their ability to assist their children's education, to present their views regarding the needs of their children, to comment on the educational program and to comment and discuss the parental participation allowed.
- F. Local parent advisory committees will review the opportunity for input, the input itself by Indian parents and tribal officials, and recommend changes and/or modifications concerning the Indian policies and procedures. The recommendations for changes or modifications will be given to the Regional Board Policy Committee and placed on the Regional Board agenda at the time a change or modification is needed concerning the Indian Policies and procedure.

POLICY 5: The Alaska Gateway School District will respond annually in writing to comments and recommendations made by tribal officials, Indian Education parent Advisory Committee, or parents of Indian children and disseminate the responses to the tribe and parents of Indian children by posting on the district website and mailing to all tribal offices prior to the submission of the IPP's by the district.

- (i) Provide a forum for tribal officials, Indian Education Parent Advisory Committee members, and parents of Indian children to contribute comments and recommendations to the Alaska Gateway School District regarding the current Indian Policies & Procedures; and,
- (ii) Respond in writing to any comments or recommendations received by posting on the district website and mailing all tribal offices.

AGSD Procedure 5:

- A. The District will annually keep track of and assemble all comments and suggestions received through the various the consultation processes by compiling all into a shared document. Once all recommendations are received, responses will be formulated and shared.
- B. The District will at least annually respond in writing to comments and recommendations made by tribes, or parents of Indian children, and disseminate the responses to all parties by via district website, and hard copy mail and email to all tribal organizations and parents of Indian children prior to the submission of the IPPs by the District. All questions, comments and recommendations will be responded to.

POLICY 6: The Alaska Gateway School District will provide a copy of the current Indian Policies & Procedures to the local tribes via the district website and mail.

- (i) After the IPP has been approved, post a copy of the current Indian Policies & Procedures on the district website and mail a hard copy to the local tribes.

AGSD Procedure 6:

- A. The District will annually provide a copy of the current Indian Policies and Procedures to the affected tribes and parents of Indian children via hard copy mail and email and the general public via district website prior to submitting the Impact Aid Application.

Local Tribal Organizations in Alaska Gateway School District

Dot Lake Village Council
 Mentasta Traditional Council
 Native Village of Eagle
 Native Village of Tetlin
 Northway Village Council
 Tanacross Village Council
 Tok Native Association


 LeAnn Young, Special Programs Director

10-1-2020
 Date

 Board Approval Date

 Date

To: Regional School Board

Date: October 19th, 2020

From: Superintendent's Office

Agenda Item: 9

Issue: Designation of Impact Aid Authorized Representative

Background Information

The district receives some federal support that is considered in lieu of taxes, call "Impact Aid", intended to offset the loss of taxable federal lands. Part of this process requires each district to designate an "Authorized Representative", who is selected by the governing body, in this case the regional school Board.

The appropriate staff member to do that is CFO MacManus who is responsible for submitting the Impact Aid application and working with the state and federal offices in charge of that.

Administrative Recommendation:

Approve CFO Marion (Robbie) MacManus as AGSD's Impact Aid Authorized Representative

RESOLUTION # 21 -02

DESIGNATION OF IMPACT AID

AUTHORIZED REPRESENTATIVE

WHEREAS, the federal Government requires the Alaska Gateway School District to designate an official representative for Impact Aid; and,

WHEREAS, the Board of Education must duly authorize the filing of an application for Impact Aid funds.

Now therefor be it resolved that Robbie MacManus be designated the “Alaska Gateway School District’s Impact Aid Representative” and that she submit an application for Impact Aid funds as authorized by this resolution.

Adopted by the Board of Education of the Alaska Gateway School District, Tok Alaska, this 19th day of October, 2020

Peter J. Talus, Board President

Date

Steve Robbins, Board Secretary /Treasurer

Date

To: Regional School Board

Date: October 19th, 2020

From: Superintendent's Office

Agenda Item: 10

Issue: BP5050 – Attendance (First Reading) and Attendance Waiver

Background Information

Student attendance has been an ongoing issue in the district, with pockets of success, depending on the site. With the COVID-19 Pandemic that has been hovering over everything since March, many students and their families have found it difficult to maintain regular attendance. The reasons for insisting on regular student attendance is because students who attend regularly, do better in school. Alaska statute supports this premise. BP5050 has undergone multiple iterations, and much work has been done to ensure that the school is supporting students and their families, while also holding them accountable. We believe the enclosed latest iteration of BP5050 gets us closer to that goal. Enclosed also are the supporting documents that helps support our staff and meets state legal requirements.

Administrative Recommendation:

Approve this first reading of the updated version of BP5050 to go into effect in the authorize the Superintendent to make individual determinations through the remainder of this semester.

BP 5050 Attendance (First Reading)

Each school shall maintain accurate records of attendance for each of its students. The Superintendent or designee will establish procedures for the purposes of meeting the requirements of this policy.

Regular class attendance is an important part of the learning process and has a direct impact on how well a student learns. Teachers will make reasonable efforts, consistent with their responsibilities to the other students, to assist students who have been absent in making up missed classwork. A student may obtain and perform known assignments from his/her teachers in advance of anticipated absences. In the event of medical or emergency absences, the student may make up missed work subject to the reasonable limitations of available teacher time.

A student may be excused temporarily from attendance upon a written request by the person having charge of him/her, subject to approval by the site administrator or designee.

If a student is absent without ~~written~~ authorization, the school shall notify the person having charge of him/her. If the student persists in unexcused nonattendance the site administrator shall arrange a conference with the student and the person having charge of him/her.

A student will be subject to disciplinary action for unexcused absence. No student under the age of 16 may be excluded from school for nonattendance.

Principals shall submit a Truancy Violation Report for a student who has had 5 cumulative days of un-excused absences. Each cumulative set of 5 un-excused absences constitute a separate offence, which is to be reported. Principals shall complete and submit the AGSD Truancy Violation Report to the District Safety Officer, who will file it with the Alaska State Troopers.

Grades 9 - 12

Students in grades 9 - 12 may be absent unexcused for no more than the maximum 12 days allowed per semester, ~~excused or unexcused~~. A student who exceeds the allowed total absences will receive not receive credit for the course. Students who exhibit competence of a C or higher for a class in which they have excessive absences may request a waiver if there are ~~shall not receive credit unless there are~~ extenuating circumstances. ~~;(e.g.; death in the family, or a serious injury)~~ and a written waiver request is must be recommended by the site-administration and approved by the Superintendent. The Superintendent's decision may be appealed to the Regional School Board. Absences to attend college classes and trainings for college credit will not count against the number of days allowed.

Grades K - 8

Students in grades K - 8 may be absent no more than the maximum 30 days allowed per school year, excused or unexcused. Students who exceed the allowed total absences shall be retained in that grade unless there are extenuating circumstances, (e.g.; death in the family, or a serious injury) and a ~~written~~ waiver request is recommended by the student's parent/guardian, and the administration, and is approved by the Regional School Board.

~~Regular class attendance is an important part of the learning process. Teachers will make reasonable efforts, consistent with their responsibilities to the other students, to assist students who have been absent in making up missed work. A student may obtain and perform known assignments from his/her teachers in advance of anticipated absences. In the event of medical or emergency absences, the student may make up missed work subject to the reasonable limitations of available teacher time.~~

~~If, because of excused or unexcused absences, a student is not able to meet the performance requirements in any grade or course of study, he/she will receive a failing grade.~~

Reference AS 14.30.020

04/04/02; 8/20/12; 09/16/13; 04/21/14; 10/19/20

Truancy Violation Report to Alaska State Troopers

as per AS 14.30.020

Tok Troopers FAX number (907) 883-4249

The following form should be used to report any student who has a total of five (5) unexcused absences. The 5 days of unexcused absence do not need to be consecutive.

Fax this form to the AST at 8834249 and send a copy to the district office at 883.5154

| | |
|------------------------------------|---|
| Name of Student: Date of Birth: | Date: |
| Grade: | Community: |
| Principal: Principal Ph: | Parent Contact Information: Name: Ph: Address: |

The student above has been absent-unexcused for _____ days:

Date: _____ Date: _____ Date: _____

Date: _____ Date: _____ Date: _____

Steps that the school has taken to address the issue:

☐ Called home (1st & 2nd unexcused absence)

o _____ Date(s) called Spoke to: _____

o _____ Date(s) called Spoke to: _____

☐ Written letters (3rd unexcused absence)

o _____ Date(s) (Include copies)

☐ Conferenced w/ parent (4th unexcused absence)

o _____ Date(s) Met with: _____

☐ Other: Indicate other efforts made to work with parents to get their students to school.

Signature Unit Administrator

Printed Name

Date

Signature District Safety Officer

Printed Name

Date

Alaska State Troopers acknowledgment of receipt of this facsimile report.

Date: _____
Authorized signature (Once signed, please FAX to AGSD at 907-883-5154)

Truancy Violation Report to Alaska State Troopers

as per AS 14.30.020

Tok Troopers FAX number (907) 883-4249

Relevant Alaska Statute

Sec. 14.30.010 When attendance compulsory

Sec. 14.30.020 Violations

Sec. 14.30.030 Prevention and reduction of truancy

Relevant AGSD Policy

BP 5041 Ages for School Attendance

Any child who is six years of age or who will become six years of age before September 1 following the beginning of the school year, and who is under the age of twenty and has not completed the twelfth grade, is of school age.

BP 5050 Attendance

Each school shall maintain accurate records of attendance for each of its students. A student may be excused temporarily from attendance upon a written request by the person having charge of him/her, subject to approval by the site administrator or designee. If a student is absent without written authorization, the school shall immediately notify the person having charge of him/her. If the student persists in unexcused nonattendance, the site administrator shall arrange a conference with the student and the person having charge of him/her.

A student will be subject to disciplinary action for unexcused absence. No student under the age of 16 may be excluded from school for nonattendance. Regular class attendance is an important part of the learning process. Teachers will make reasonable efforts, consistent with their responsibilities to the other students, to assist students who have been absent in making up missed work. A student may obtain and perform known assignments from his/her teachers in advance of anticipated absences. In the event of medical or emergency absences, the student may make up missed work subject to the reasonable limitations of available teacher time.

If, because of excused or unexcused absences, a student is not able to meet the performance requirements in any grade or course of study, he/she will receive a failing grade.

BP 5051 Excused and Unexcused Absences

Regular daily attendance in class is of prime importance in ensuring the academic success of students. Attendance is the responsibility of the students, the parents, and the school. Absences have a negative effect upon a student's success in school. Teachers cannot teach students who are not present.

The following absences are considered excused absences:

1. Absences resulting from illness or injury. At the discretion of the site administrator, a student may be required to provide suitable evidence of his or her illness or injury.
2. Absences due to participation in a school-sponsored activity or event.
3. Other absences through prior arrangement with the site administrator, e.g. medical or dental appointments. If the student and his or her parents fail to make prior arrangements, any days of school missed will be counted as unexcused absences.

An unexcused absence is defined as any day, partial day, or class period missed for any reason not listed above as an excused absence. Unexcused absences, as well as tardies, may subject the student to appropriate disciplinary measures.

Request for Waiver of Attendance Requirement

BP 5050: Attendance

A parent/guardian may request a waiver of the attendance regulation for extenuating circumstances beyond their control and/or the student's control. A waiver request may be submitted to the principal prior to the close of a semester or school year, but no later than ten (10) calendar days after the close of the semester or school year.

SCHOOL _____ DATE OF REQUEST _____

STUDENT _____ GRADE _____

PARENT/GUARDIAN _____ PHONE _____

WAIVER REQUEST (Circle One): Fall Semester Course Spring Semester Course Year _____

| List of classes for which the student has a passing grade however will lose credit due to excessive absences (12 unexcused absences per class). | | | |
|---|--------|---------|--------------------|
| Course | Period | Teacher | Number of Absences |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Attach in detail the extenuating circumstances for which this waiver is being filed. Include any appropriate documentation (i.e. physician statements) not already provided to the school at the time of the absence(s). If you need additional space, you may write on the back of this form or attach any additional sheets.

Parent/Guardian Signature

Student Signature

School Principal's Office:

Date Request Received _____

Comments: _____

Principal's Signature _____ Date _____

Please submit completed form to Deb Sparks by email at dsparks@aqsd.us or by fax at (907) 883-5154.

Office of the Superintendent:

Waiver is Approved: _____ Waiver is not Approved: _____

Comments: _____

If the waiver is not approved, the Superintendent's decision may be appealed to the Regional School Board and must be done at the next regularly scheduling meeting.

Superintendent's 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 September/October Board Report

Current and on-going district project status:

- **Student enrollment** – Student enrollment numbers are holding and right now through the middle of the count, Dot Lake, Tanacross and Eagle schools are not in any danger of closing. REACH has increased enrollment, as does Tetlin and Mentasta. Tok and Tanacross are hold steady. The CFO is including this information in her report.
- **Staffing:** Starting this week, we finally have all of our certified positions filled, and all of our teachers are working in their classrooms teaching students. Teacher housing in our village communities remains an issue, and we are going to be looking at actively addressing the lack of functional housing for our teachers, which Tetlin as the priority.
- **Assessment** – Word from the Department of Education is that they are planning on administering the PEAK this year, and are waiting another year to role out the new state assessment. We just closed the MAP and AIMSWeb window this week, and will be reviewing the results over the next couple of weeks. National Assessment of Educational Progress have selected their AGSD site, which is Tetlin. They were not able to yet answer my questions as to how they were going to administer the assessment, given COVID.
- **Northway Water System-** We are working with a water-quality engineering company called Synergy Design Architecture & Engineering (the same company that helped us with Eagle) to review the NW water situation and come up with solutions for us there.
- **Electric Bus** – The new electric bus for Tok Transportation was delivered this week, and a group of staff from the district office were able to go for an early ride with Stretch Blackard today. We are excited to have this new bus on the road.
- **Biomass** - Our application to the Alaska Energy Authority (AEA) for a biomass heating project in Northway, is completed and submitted. The AEA received 30+ applications, and anticipates that there will be four to five selected.
- **Internet Service** – Our partnership with AP&T and our “Connect” program has approximately 75 families taking advantage of the internet subsidy. We are going to be providing retroactive (\$35/Mo) subsidies to families who do not have AP&T Service, and are now working on putting together the information that will go out to those families.
- **Guardian Medivac Insurance** – With this benefit window closing on the 30th of September, 38 district families took advantage of purchasing Guardian...or just about 40% of the employees in the district. While we were hoping that more staff would take advantage of this, that is still quite a good number that provides coverage or
- **Sprinkler System** – We are working on a final change order, as the new system does not interface properly with the old monitoring panel that controls the system. The system is being inspected next week with the project engineers and our owners Representative.

“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

August 27, 2020

Re: Masks For Kids Program

Dear School Administrator,

We understand that the COVID-19 pandemic continues to bring new challenges to your district. As you navigate the demands of reopening safely, you also bear additional costs for personal protective equipment, increased cleanings, and more.

We are committed to assisting you. The National School Boards Association (NSBA) teamed up with BELLA+CANVAS, a leading clothing manufacturer of premium basics, and Serena Williams to donate these masks to you. We hope this will help keep your school environment safe. Bella+Canvas's unique design enhances breathability and allows its masks to be adjusted to fit children and adults with faces of different sizes and shapes.

We are also giving you access to a digital library of video and pdf resources built by Scholastic and Bella+Canvas. The age-appropriate educational tools will teach your students proper social distancing and best practices for wearing masks and hand washing. Visit www.masksforkids.com to access the resources.

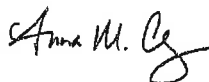
Eligible schools can easily register and order masks that will be shipped immediately. To order additional masks at a 50% discount, visit www.bellacanvas.com/masksforkids and use program code MASKSFORSCHOOLS.

Thank you for your continued support.

Sincerely,



MARCO DEGEORGE
BELLA + CANVAS CO-CEO



ANNA MARIA CHÁVEZ
NSBA EXECUTIVE DIRECTOR & CEO



Northway Traditional Council

October 5 at 3:27 PM · 🌐

...

****Attention****

Cases are on the Rise Again

The Emergency Taskforce met today and has decided to implement our Hunker Down Protocols!!

Our Guidelines are:

1. Travel to Tok is still permitted on Wednesdays and Friday (please do not travel beyond Tok until further notice)
2. Medical Travel is open, With a letter from the Doctor stating that you were seen.
3. Citations will be issued for the ones that feel they do not follow the current guidelines.
4. Please let your Non-resident family members know that we are currently requesting no visiting until further notice.

We are asking at this time to HUNKER DOWN until this passes.

1. No Visiting/Visitors
2. No group activities
3. Wearing a Mask when in public places
4. Washing your hand often
5. Social Distancing
6. Sanitize high touch places daily
7. Call and Check on your Family, Friends, and Neighbors.

Subsistence Activities are OK, just be sure to keep to the same household during this time.

We will have an updated guideline letter sent out to all members and also a information letter on Covid Expenditures.

Thank you and Be safe.

Synergy Design Architecture & Engineering PLLC

PO Box 6220, Kingston, NY 12401 ph (845) 546-2338

e: info@synergydesign.org

September 20, 2020

Scott MacManus

Superintendent

Alaska Gateway School District

1313.5 Alaska Hwy, Tok, AK 99780

Email: smacmanus@agsd.us

Phone: (907) 8835151 extension 115

This letter shall constitute an Agreement between Alaska Gateway School District (Client), and Synergy Design Architecture and Engineering (Consultant). Whereas the Client requires assistance with water filtration systems (Project), and the Consultant has the requisite professional experience and know-how to render such assistance, the parties agree to the items outlined below:

Scope of Services

Consultant shall provide the following scope of services:

1. Evaluate data provided by the Client to include (but not limited to) an analysis of the public water supplied to the Northway School building by a state certified laboratory, and specify a system or systems to best treat the water for taste, odor and other water quality issues as identified in the laboratory report. Consultant does not guarantee the resolution of all related water quality issues due to the unknown nature of the problems and affordability of the potential solutions.

Tasks to be completed by Client

The client shall provide the following:

1. Appropriate human, financial and information resources needed by the Consultant in the performance of the tasks set forth in the Scope of Services.
2. Provide timely review of all memoranda, documents and electronic updates from the Consultant and timely response to Consultant's questions including requests for available information and day-to-day decisions on methodology and direction of work during the course of the project.
3. Advance funds as required to pay invoices upon receipt by the Client to the Consultant and subcontractors for services, contracts, materials, and expenses as authorized by the Client.

4. Provide Consultant with plans and specifications for any existing and proposed systems that are expected to operate in concert or otherwise in proximity to the Consultant proposed water treatment system.
5. Provide Consultant with well and pumping systems, where applicable.
6. Site plan may be used for illustrative purposes.
7. Provide the location and design details of existing water treatment systems.
8. Provide permission to Consultant to discuss details of the project with local and State regulators.


Time of Performance

The time for performance of this Agreement and identified tasks will commence following receipt of a signed copy of this Agreement by the Client and the Consultant.

Fee for Services

The Consultant's fee for professional services outlined in the **Scope of Services** above is \$2,500. Payment in full shall be provided by the Client within thirty (30) days of the completion of the **Scope of Services**.

THEREFORE, THE CONSULTANT AND THE CLIENT HEREBY AGREE TO THE TERMS AND CONDITIONS AS SET FORTH IN THIS AGREEMENT.



Scott McManus, Superintendent
McManus

Alaska Gateway School District



Jordan Valdina AIA PE LEED

Principal, Synergy Design

9/20/2020



MEMORANDUM OF UNDERSTANDING (MOU)

Between Alaska Gateway School District and the TCC GO Program

I. PARTIES

This memorandum of agreement is by and between the TCC Growing Our Own (GO), a program within the TCC non-profit organization that works to promote students pursuit of health related careers, hereinafter referred to as "TCC GO," and the Alaska Gateway School District, a public school district located in Tok, Alaska, hereinafter referred to as "AGSD".

II. PURPOSE OF THE UNDERSTANDING

This Memorandum of Understanding (MOU) sets out the terms by which TCC GO and AGSD will work together to provide students with TCC GO project access in compliance with the current state educational code and administrative policies within the Alaska Gateway School District.

III. KEY CONTACTS

The key contact for the TCC GO Program will be Stephanie Hinz, TCC GO Program Coordinator, Superintendent Scott MacManus will be the key contact for the AGSD. These individuals are responsible for ensuring the conduct of the activities listed below.

IV. PROJECT PARTNER ROLES AND RESPONSIBILITIES

TCC GO agrees to:

- 1) Provide a timeline for implementation of the activities included in this memorandum of understanding.
- 2) Provide health related course intensives (tuition, travel to include airfare and per diem if applicable) for AGSD students in support of this project.
- 3) Provide funding for selected and eligible students to participate in TCC GO job shadowing experiences in Fairbanks (to be conducted within the Chief Andrew Isaac Health Center and Tanana Chiefs Conference programs).
- 4) Provide funding, logistical and programmatic support for selected and eligible students to participate in a paid internship experience working with TCC health related programs and staff.
- 5) Provide program updates monthly and meetings with School District stakeholders throughout the course of the project, including conference calls and site visits.
- 6) Provide support to the School District in addressing TCC GO program with the local school board, including the provision of materials and formal presentations.
- 7) Provide academic advisors to assist AGSD students and staff with guidance relating to program participation.
- 8) Provide print resources for students and AGSD staff relating to TCC GO program, goals and requirements.
- 9) In order to provide students with appropriate instruction and educational services, it is necessary for the Tanana Chiefs Conference's Education Department (and TCC GO program) to maintain extensive and sometimes personal information on them and their families. It is essential that pertinent information in these records be readily available to appropriate Education personnel, be accessible to the student's parents, or legal guardian, or the student in accordance with law, yet be guarded as confidential information.
- 10) The TCC GO program shall keep a complete set of records concerning each student. All student files will be reviewed periodically and inappropriate or useless data will be removed and destroyed.

The Education Department's regulations will comply with the federal Family Educational Rights and Privacy Act (FERPA) of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513

of P.L. 93-380 and amended by section 2 of P.L. 93-568, Codified at 20 U.S.C. SS123g).

V. SCHOOL DISTRICT ROLES AND RESPONSIBILITIES

The Alaska Gateway School District agrees to:

- 1) Assist in the creation of a timeline for implementation of the activities included in this memorandum of understanding by providing feedback, suggested changes, etc.
- 2) Prioritize three topics from proposed course intensive possibilities.
- 3) Assist TCC GO in coordinating training(s) for the School District, including site location, equipment arrangements, registration, etc.
- 4) Participate in meetings throughout the course of the project, including conference calls and site visits.
- 5) Assist TCC GO in facilitating program objectives by providing students' academic records in a timely manner.
- 6) Provide TCC GO with access to school/district facilities, school/district staff, resources, etc. to facilitate program and course implementation.
- 7) Communicate needs to TCC GO for desired support in introducing the program to the local school board, including the provision of materials and formal presentations.
- 8) Actively participate in the process and outcomes evaluation of the project.


VI. DURATION OF THE UNDERSTANDING

This understanding will remain in effect from July 2020 to May 2021 and may be updated at any time through written agreement of each partner. Any party can terminate the agreement with 30 days' notice.

VII. SIGNATURES OF PARTIES' EXECUTIVE DIRECTOR OR PRINCIPALS

If the terms of this Memorandum of Understanding are acceptable, please sign and date both copies of this letter. Keep one copy for your records and return the other to Partner.

Signed by:



Scott MacManus / Superintendent
Alaska Gateway School District

10/5/2020

Date



Victor Joseph, Chief/Chairman or Brian Ridley, EFO
Tanana Chiefs Conference

9/18/2020

Date



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: October 8th, 2020

To: Scott MacManus, Superintendent

From: Robbie MacManus, Chief Financial Officer

RE: Business Office September Regional School Board Report

With October brings our 20 day count period, this is very important to the District as the numbers determine how much funding we will receive from the State. This year the count period begins on Monday September 28th and ends on Friday October 23rd.

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 53 FT REACH students.

| | Current | Estimated | up/ (down) |
|---------------|------------|------------|------------|
| Eagle | 20 | (16) | 4 |
| Dot Lake | 14 | (10) | 4 |
| Mentasta Lake | 28 | (31) | (3) |
| Northway | 52 | (52) | 0 |
| Tok School | 171 | (170) | 1 |
| Tanacross | 14 | (13) | 1 |
| 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. The number of students has not changed from our last report, but, students have moved around in the District

Our Auditors will present our audit in November at the 5 o'clock work session. There is nothing holding them up, when I asked if they could present in October, they said they could present a "Draft" if we wanted a report done in October. They typically do not start doing board presentations until November as they have up to 30 school districts that they are doing audits for.

The business office will not be processing any checks the first 10 days of November while we transition over to Black Mountain Software. We will also be interviewing for the third person in the Business Office this week and anticipate a start date shortly thereafter.

I have included the current sick leave bank for the certified staff as required by the certified agreement.

There is the annual Impact Aid Resolution in this month's board packet. This is required to be included in our annual Impact Aid application due by 01/31/2021.

Attached is a copy of the transfer that was done in September, \$700K was transferred into our Denali State Bank saving account on September 30th.

"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

TO: REGIONAL SCHOOL BOARD MEMBERS
TOK AREA EDUCATION ASSOCIATION

DATE: 10/1/2020

FROM: ROBBIE MACMANUS
Chief Financial Officer

SUBJECT: SICK LEAVE BANK
ANNUAL REPORT

SICK LEAVE BANK SUMMARY

| <u>YEAR</u> | <u>DONATED DAYS</u> | <u>USED DAYS</u> | <u>BALANCE</u> |
|-------------|---------------------|------------------|----------------|
| AUBSD | 44 | 0 | 44 |
| FY78 | 15 | 0 | 59 |
| FY79 | 25 | 0 | 84 |
| FY80 | 34 | 0 | 118 |
| FY81 | 41 | 0 | 159 |
| FY82 | 4 | 0 | 163 |
| FY83 | 5 | 8 | 160 |
| FY84 | 6 | 0 | 166 |
| FY85 | 12 | 3 | 175 |
| FY86 | 2 | 0 | 177 |
| FY87 | 4 | 0 | 181 |
| FY88 | 4 | 2.3 | 182.7 |
| FY89 | 6 | 0 | 188.7 |
| FY90 | 2 | 30 | 160.7 |
| FY91 | 1 | 10.29 | 151.41 |
| FY92 | 6 | 0 | 157.41 |
| FY93 | 0 | 0 | 157.41 |
| FY94 | 21 | 0 | 178.41 |
| FY95 | 6 | 0 | 184.41 |
| FY96 | 10 | 63.55 | 130.86 |
| FY97 | 49 | 7.2 | 172.66 |
| FY98 | 16 | 0 | 188.66 |
| FY99 | 15 | 0 | 203.66 |
| FY00 | 3 | 14 | 192.66 |
| FY01 | 5 | 0 | 197.66 |
| FY02 | 4 | 0 | 201.66 |
| FY03 | 12 | 0 | 213.66 |
| FY04 | 6 | 0 | 219.66 |
| FY05 | 4 | 1.5 | 222.16 |
| FY06 | 7 | 0 | 229.16 |
| FY07 | 10 | 0 | 239.16 |
| FY08 | 4 | 0 | 243.16 |
| FY09 | 5 | 1.5 | 246.66 |
| FY10 | 5 | 0 | 251.66 |
| FY11 | 7 | 54.66 | 204 |
| FY12 | 7 | 0 | 211 |
| FY13 | 11 | 22.5 | 199.5 |
| FY14 | 4 | 3 | 200.5 |
| FY15 | 7 | 84 | 123.5 |
| FY16 | 9 | 0 | 132.5 |
| FY17 | 40 14+26 | 24 | 148.5 |
| FY18 | 7 | 0 | 155.5 |
| FY19 | 11 | 34 | 132.5 |
| FY20 | 39 28+8 | 0 | 171.5 |
| FY21 | 12 | 0 | 183.5 |
| Total | | | 183.50 |

The 150 day minimum has not been met.
section 314 all members donate.
FY 21 12 new members

0


Insured Cash Sweep (ICS) Customer Transaction Request Form

| | |
|--|---|
| Primary Customer Name: Alaska Gateway School District | Secondary Customer Name (if applicable): |
| Legal Account Title: Alaska Gateway School District | |
| Contact Name (for non-personal accounts): Marion R. MacManus | Institution Transaction Account No.: ICS – Savings AGSD |
| Transaction Amount: \$700,000.00 | Transaction Type: <input checked="" type="checkbox"/> Deposit <input type="checkbox"/> Withdrawal <input type="checkbox"/> Liquidation |
| Notes: Transferring from Alaska Gateway General To ICS savings account | |

You may use up to **SIX** Program Withdrawals per month. To remain within this limit, you should satisfy yourself that the Triggering Events for Program Deposits and Program Withdrawals are appropriate in light of your anticipated day-to-day activity in the Transaction Account. A Program Withdrawal occurs on the business day after the business day on which the Triggering Event occurs.

If you have any updates to exclusions, please contact MaryAnn at mboots@denalystatebank.com or (907) 458-4281.

Signatures:


 Scott MacManus - Superintendent

9/22/2020
 Date


 Peter Talus - RSB President

9/20/20
 Date

 Institution Signature

 Date

DATE - 10/08/20
TIME - 17:37:06
PROG - GNL.570
REPT - TLW SCHRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

October 31, 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 | 30,967.25 | 0 | 92,902 | 25.00 |
| 100.XXX.XXX.XXX.313 PRINCIPAL | 224,123 | 53,373.87 | 0 | 170,749 | 23.81 |
| 100.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT | 21,894.58 | 21,894.58 | 0 | 98,505 | 18.18 |
| 100.XXX.XXX.XXX.315 TEACHER | 2,090,511 | 337,665.38 | 0 | 1,752,846 | 16.15 |
| 100.XXX.XXX.XXX.316 EXTRA DUTY PAY/CERTIFIED | 10,000 | 0 | 0 | 10,000 | .00 |
| 100.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS. | 259,688 | 64,922.40 | 0 | 194,766 | 25.00 |
| 100.XXX.XXX.XXX.323 AIDES | 678,613 | 67,269.97 | 0 | 611,343 | 9.91 |
| 100.XXX.XXX.XXX.324 SUPPORT STAFF | 302,394 | 57,272.64 | 0 | 245,121 | 18.94 |
| 100.XXX.XXX.XXX.325 MAINTENANCE/CUSTODIAL | 424,594 | 80,698.28 | 0 | 343,896 | 19.01 |
| 100.XXX.XXX.XXX.326 FOOD SERVICE STAFF | 0 | 2,455.75 | 0 | 2,456 | 9999.99 |
| 100.XXX.XXX.XXX.328 CONSTRUCTION LABOR | 29,490 | 6,787.01 | 0 | 22,703 | 23.01 |
| 100.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 224,950 | 24,176.14 | 0 | 200,774 | 10.75 |
| 100.XXX.XXX.XXX.331 EXTRA DUTY PAY/CLASSIFIED | 1,262,189 | 244,179.30 | 0 | 1,018,010 | .00 |
| 100.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 67,461 | 20,823.77 | 0 | 46,637 | 19.35 |
| 100.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 172,386 | 23,164.59 | 0 | 149,221 | 30.87 |
| 100.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 174,621 | 29,442.52 | 0 | 145,178 | 13.44 |
| 100.XXX.XXX.XXX.364 FICA/MEDICARE | 682,950 | 156,031.04 | 0 | 526,919 | 16.86 |
| 100.XXX.XXX.XXX.365 TRS | 506,314 | 96,631.03 | 0 | 409,683 | 22.85 |
| 100.XXX.XXX.XXX.366 PERS | 305,000 | 37,064.59 | 0 | 267,935 | 12.15 |
| 100.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL | 40,000 | 23,534.64 | 0 | 16,465 | 58.84 |
| 100.XXX.XXX.XXX.412 AUDIT | 7,000 | 2,084.25 | 0 | 4,916 | 29.78 |
| 100.XXX.XXX.XXX.414 LEGAL SERVICES | 140,187 | 15,664.32 | 1,837 | 122,686 | 12.48 |
| 100.XXX.XXX.XXX.420 STAFF TRAVEL | 28,781 | 1,000.00 | 0 | 27,781 | 3.47 |
| 100.XXX.XXX.XXX.425 STUDENT TRAVEL | 19,500 | 3,530.00 | 0 | 15,970 | 18.10 |
| 100.XXX.XXX.XXX.431 WATER & SEWER | 25,514 | 5,796.00 | 0 | 19,718 | 22.72 |
| 100.XXX.XXX.XXX.432 GARBAGE | 1,311,025 | 393,422.68 | 1,559 | 916,044 | 30.13 |
| 100.XXX.XXX.XXX.433 COMMUNICATIONS | 327,000 | 8,495.75 | 0 | 318,504 | 2.60 |
| 100.XXX.XXX.XXX.435 ENERGY | 413,000 | 67,302.61 | 0 | 345,697 | 16.30 |
| 100.XXX.XXX.XXX.436 ELECTRICITY | 0 | .00 | 0 | 0 | .00 |
| 100.XXX.XXX.XXX.440 OTHER PURCH.SER./ADV.PRIN | 10,000 | .00 | 0 | 10,000 | .00 |
| 100.XXX.XXX.XXX.442 CONTR.BLD. REPAIR & MAINT | 14,500 | .00 | 0 | 14,500 | .00 |
| 100.XXX.XXX.XXX.443 EQUIPMENT REPAIR & MAINT. | 22,250 | .00 | 0 | 14,106 | 36.60 |
| 100.XXX.XXX.XXX.444 CONTR.SITE REPAIR/MAINT | 22,245 | 8,143.83 | 0 | 245 | .00 |
| 100.XXX.XXX.XXX.445 INSURANCE & BOND PREMIUMS | 105,000 | 173,503.00 | 0 | 68,503 | 165.24 |
| 100.XXX.XXX.XXX.446 PROPERTY INSURANCE | 65,000 | 22,263.00 | 0 | 42,737 | 34.25 |
| 100.XXX.XXX.XXX.447 LIABILITY INSURANCE | 370,008 | 80,480.61 | 32,908 | 256,619 | 30.64 |
| 100.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 157,500 | 7,108.59 | 1,596 | 148,796 | 5.53 |
| 100.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES | 30,000 | 25,345.96 | 1,122 | 4,532 | 84.89 |
| 100.XXX.XXX.XXX.453 JANITORIAL SUPPLIES | 10,000 | .00 | 0 | 10,000 | .00 |
| 100.XXX.XXX.XXX.458 GAS AND OIL | 4,500 | 4,272.00 | 0 | 228 | 94.93 |
| 100.XXX.XXX.XXX.480 TUITION | 250 | .00 | 0 | 250 | .00 |
| 100.XXX.XXX.XXX.490 OTHER EXPENSES | 100,000 | 22,275.08 | 0 | 77,725 | 22.28 |
| 100.XXX.XXX.XXX.491 DUES AND FEES | 90,000 | .00 | 0 | 90,000 | .00 |
| 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 | 2,219,042.43 | 38,021 | 8,844,650 | 20.33 |

DATE - 10/08/20
TIME - 17:37:06
PROG - GNL.570
REPT - TLM SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

October 31, 2020

| ACCOUNT NUMBER / TITLE | CURRENT BUDGET | YEAR TO DATE ACTIVITY | OUTSTANDING ENCUMBRANCES | UNCOMMITTED BALANCE | % OF BUDGET COMMITTED |
|--|----------------|-----------------------|--------------------------|---------------------|-----------------------|
| 100.XXX.XXX.XXX GENERAL FUND | 11,101,713 | 2,219,042.43 | 38,021 | 8,844,650 | 20.33 % |
| FUND 202 PROFESSIONAL DEVELOPMENT | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 202.XXX.XXX.XXX.420 STAFF TRAVEL | 0 | .00 | 0 | 0 | .00 % |
| EXPENSE ACCOUNTS | | | | | |
| 202.XXX.XXX.XXX.XXX PROFESSIONAL DEVELOPMENT | 0 | .00 | 0 | 0 | .00 % |
| FUND 205 STUDENT TRANSPORTATION | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 205.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL | 797,975 | 107,466.63 | 0 | 690,508 | 13.47 % |
| 205.XXX.XXX.XXX.425 STUDENT TRAVEL | 0 | .00 | 0 | 0 | .00 % |
| EXPENSE ACCOUNTS | 797,975 | 107,466.63 | 0 | 690,508 | 13.47 % |
| 205.XXX.XXX.XXX.XXX STUDENT TRANSPORTATION | 797,975 | 107,466.63 | 0 | 690,508 | 13.47 % |
| FUND 208 BROADBAND FUNDING | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 208.XXX.XXX.XXX.433 COMMUNICATIONS | 131,669 | 21,944.78 | 0 | 109,724 | 16.67 % |
| EXPENSE ACCOUNTS | 131,669 | 21,944.78 | 0 | 109,724 | 16.67 % |
| 208.XXX.XXX.XXX.XXX BROADBAND FUNDING | 131,669 | 21,944.78 | 0 | 109,724 | 16.67 % |
| FUND 220 A-CHILL | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 220.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT | 4,662 | 3,410.88 | 0 | 1,251 | 73.16 % |
| 220.XXX.XXX.XXX.315 TEACHER | 47,744 | 15,465.44 | 0 | 32,279 | 32.39 % |
| 220.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS. | 5,370 | .00 | 0 | 5,370 | .00 % |
| 220.XXX.XXX.XXX.323 AIDES | 8,520 | .00 | 0 | 8,520 | .00 % |
| 220.XXX.XXX.XXX.324 SUPPORT STAFF | 3,493 | 5,786.37 | 0 | 2,293- | 165.65 % |
| 220.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 24,727 | 21,849.96 | 0 | 2,877 | 88.37 % |
| 220.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 15,171 | 9,348.55 | 0 | 5,823 | 61.62 % |
| 220.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 641 | 1,281.00 | 0 | 640- | 199.74 % |
| 220.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 252 | 1,395.38 | 0 | 1,144- | 554.67 % |
| 220.XXX.XXX.XXX.364 FICA/MEDICARE | 2,139 | 1,953.91 | 0 | 1,185 | 91.34 % |
| 220.XXX.XXX.XXX.365 TRS | 3,618 | 2,370.86 | 0 | 1,247 | 65.54 % |
| 220.XXX.XXX.XXX.366 PERS | 4,487 | 1,272.99 | 0 | 3,214 | 28.37 % |
| 220.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL | 30,540 | 29,580.00 | 0 | 960 | 96.86 % |
| 220.XXX.XXX.XXX.420 STAFF TRAVEL | 33,158 | 4,350.60 | 0 | 28,807 | 13.12 % |
| 220.XXX.XXX.XXX.425 STUDENT TRAVEL | 9,304 | 4,276.23 | 0 | 5,028 | 45.96 % |
| 220.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 66,078 | 32,641.02 | 0 | 33,437 | 49.40 % |
| 220.XXX.XXX.XXX.491 DUES AND FEES | 14,420 | 12,859.00 | 0 | 1,561 | 89.18 % |
| 220.XXX.XXX.XXX.495 INDIRECT COSTS | 13,135 | .00 | 0 | 13,135 | .00 % |
| EXPENSE ACCOUNTS | 287,459 | 147,842.19 | 0 | 139,617 | 51.43 % |

DATE - 10/08/20
TIME - 17:37:06
PROG - GNL.570
REPT - TLW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT
October 31, 2020

| ACCOUNT NUMBER / TITLE | CURRENT BUDGET | YEAR TO DATE ACTIVITY | OUTSTANDING ENCUMBRANCES | UNCOMMITTED BALANCE | % OF BUDGET COMMITTED |
|---|----------------|-----------------------|--------------------------|---------------------|-----------------------|
| 220.XXX.XXX.XXX.A-CHILL | 287,459 | 147,842.19 | 0 | 139,617 | 51.43 % |
| FUND 230 CARES ACT | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 230.XXX.XXX.XXX.329 SUBSTITUTUTE/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 | 4,401.00 | 0 | 4,401- | 9999.99 % |
| 230.XXX.XXX.XXX.450 SUPPLIES,MATERIALS & MED. | 0 | 42,780.29 | 4,771 | 47,551- | 9999.99 % |
| EXPENSE ACCOUNTS | | | | | |
| 230.XXX.XXX.XXX.XXX CARES ACT | 0 | 48,114.60 | 4,771 | 52,885- | 9999.99 % |
| 230.XXX.XXX.XXX.XXX CARES ACT | 0 | 48,114.60 | 4,771 | 52,885- | 9999.99 % |
| FUND 234 FASD | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 234.XXX.XXX.XXX.420 STAFF TRAVEL | 2,388 | .00 | 0 | 2,388 | .00 % |
| 234.XXX.XXX.XXX.450 SUPPLIES,MATERIALS & MED. | 777 | 777.09 | 0 | 0 | 100.00 % |
| EXPENSE ACCOUNTS | | | | | |
| 234.XXX.XXX.XXX.XXX FASD | 3,165 | 777.09 | 0 | 2,388 | 24.55 % |
| 234.XXX.XXX.XXX.XXX FASD | 3,165 | 777.09 | 0 | 2,388 | 24.55 % |
| 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 | 922.08 | 0 | 38,170 | 2.36 % |
| 235.XXX.XXX.XXX.324 SUPPORT STAFF | 32,482 | 3,570.00 | 0 | 28,912 | 10.99 % |
| 235.XXX.XXX.XXX.329 SUBSTITUTUTE/TEMPORARY | 1,000 | 118.82 | 0 | 881 | 11.88 % |
| 235.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 13,410 | 15.72 | 0 | 13,394 | .12 % |
| 235.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 1,179 | 138.33 | 0 | 1,040 | 11.74 % |
| 235.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 1,179 | 138.33 | 0 | 1,040 | 11.74 % |
| 235.XXX.XXX.XXX.364 FICA/MEDICARE | 5,577 | 352.72 | 0 | 5,224 | 6.32 % |
| 235.XXX.XXX.XXX.365 TRS | 0 | .00 | 0 | 0 | .00 % |
| 235.XXX.XXX.XXX.366 PERS | 15,746 | 988.26 | 0 | 14,758 | 6.28 % |
| 235.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL | 0 | .00 | 0 | 0 | .00 % |
| 235.XXX.XXX.XXX.420 STAFF TRAVEL | 41,899 | 273.70 | 0 | 41,625 | .65 % |
| 235.XXX.XXX.XXX.450 SUPPLIES,MATERIALS & MED. | 23,185 | 1,152.25 | 840 | 21,193 | 8.59 % |
| 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 | 7,670.21 | 840 | 181,490 | 4.48 % |
| 235.XXX.XXX.XXX.XXX SCHOOL IMPROVEMENT | 190,000 | 7,670.21 | 840 | 181,490 | 4.48 % |
| FUND 236 YOUTH RISK BEHAVIOR SURVY | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 236.XXX.XXX.XXX.450 SUPPLIES,MATERIALS & MED. | 49 | 49.24 | 0 | 0 | 100.00 % |

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ALASKA GATEWAY SCHOOL DISTRICT
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| ACCOUNT NUMBER / TITLE | CURRENT BUDGET | YEAR TO DATE ACTIVITY | OUTSTANDING ENCUMBRANCES | UNCOMMITTED BALANCE | % OF BUDGET COMMITTED |
|--|----------------|-----------------------|--------------------------|---------------------|-----------------------|
| EXPENSE ACCOUNTS | | | | | |
| 236.XXX.XXX.XXX.YOUTH RISK BEHAVIOR SURVY | 49 | 49.24 | 0 | 0 | 100.00 % |
| FUND 245 LITERACY GRANT | 49 | 49.24 | 0 | 0 | 100.00 % |
| EXPENSE ACCOUNTS | | | | | |
| 245.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT | 0 | 3,006.76 | 0 | 3,007- | 9999.99 % |
| 245.XXX.XXX.XXX.315 TEACHER | 44,495 | 16,758.16 | 0 | 27,737 | 37.66 % |
| 245.XXX.XXX.XXX.323 AIDES | 4,064 | 3,107.82 | 0 | 956 | 76.47 % |
| 245.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 500 | 2,784.23 | 0 | 2,284- | 556.85 % |
| 245.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 12,578 | 5,688.38 | 0 | 6,889 | 45.23 % |
| 245.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 0 | 716.03 | 0 | 716- | 9999.99 % |
| 245.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 1,511 | 759.73 | 0 | 751 | 50.29 % |
| 245.XXX.XXX.XXX.364 FICA/MEDICARE | 1,094 | 732.53 | 0 | 361 | 66.97 % |
| 245.XXX.XXX.XXX.365 TRS | 6,045 | 2,440.62 | 0 | 3,604 | 40.38 % |
| 245.XXX.XXX.XXX.366 PERS | 1,038 | 683.72 | 0 | 354 | 65.86 % |
| 245.XXX.XXX.XXX.420 STAFF TRAVEL | 10,976 | 613.76 | 0 | 10,362 | 5.59 % |
| 245.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 6,416 | 2,642.10 | 0 | 3,774 | 41.18 % |
| 245.XXX.XXX.XXX.491 DUES AND FEES | 0 | 199.99 | 0 | 200- | 9999.99 % |
| 245.XXX.XXX.XXX.495 INDIRECT COSTS | 4,028 | .00 | 0 | 4,028 | .00 % |
| EXPENSE ACCOUNTS | 92,743 | 40,133.83 | 0 | 52,609 | 43.27 % |
| 245.XXX.XXX.XXX.XXX LITERACY GRANT | 92,743 | 40,133.83 | 0 | 52,609 | 43.27 % |
| FUND 255 FOOD SERVICE | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 255.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS. | 0 | 12,750.00 | 0 | 12,750- | 9999.99 % |
| 255.XXX.XXX.XXX.326 FOOD SERVICE STAFF | 0 | 16,753.70 | 0 | 16,754- | 9999.99 % |
| 255.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 0 | 7,008.37 | 0 | 7,008- | 9999.99 % |
| 255.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 0 | 7,120.55 | 0 | 7,121- | 9999.99 % |
| 255.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 0 | 854.05 | 0 | 854- | 9999.99 % |
| 255.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 0 | 1,209.72 | 0 | 1,210- | 9999.99 % |
| 255.XXX.XXX.XXX.364 FICA/MEDICARE | 0 | 2,793.15 | 0 | 2,793- | 9999.99 % |
| 255.XXX.XXX.XXX.366 PERS | 0 | 6,812.80 | 0 | 6,813- | 9999.99 % |
| 255.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL | 0 | .00 | 0 | 0 | .00 % |
| 255.XXX.XXX.XXX.420 STAFF TRAVEL | 0 | 985.33 | 0 | 985- | 9999.99 % |
| 255.XXX.XXX.XXX.433 COMMUNICATIONS | 0 | 208.11 | 0 | 208- | 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 | .00 % |
| 255.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 0 | 482.84 | 0 | 483- | 9999.99 % |
| 255.XXX.XXX.XXX.459 FOOD | 0 | 75,647.65 | 0 | 75,648- | 9999.99 % |
| 255.XXX.XXX.XXX.491 DUES AND FEES | 0 | .00 | 0 | 0 | .00 % |
| 255.XXX.XXX.XXX.510 EQUIPMENT | 0 | .00 | 0 | 0 | .00 % |
| EXPENSE ACCOUNTS | 0 | 133,100.98 | 0 | 133,101- | 9999.99 % |
| 255.XXX.XXX.XXX.XXX FOOD SERVICE | 0 | 133,100.98 | 0 | 133,101- | 9999.99 % |
| FUND 256 FRESH FRUIT AND VEGETABLE | | | | | |
| EXPENSE ACCOUNTS | | | | | |

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| ACCOUNT NUMBER / TITLE | CURRENT BUDGET | YEAR TO DATE ACTIVITY | OUTSTANDING ENCUMBRANCES | UNCOMMITTED BALANCE | % OF BUDGET COMMITTED |
|--|----------------|-----------------------|--------------------------|---------------------|-----------------------|
| 256.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 0 | 466.14 | 0 | 466- | 9999.99 % |
| 256.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 0 | 14.78 | 0 | 15- | 9999.99 % |
| 256.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 0 | 13.98 | 0 | 14- | 9999.99 % |
| 256.XXX.XXX.XXX.364 FICA/MEDICARE | 0 | 35.66 | 0 | 36- | 9999.99 % |
| 256.XXX.XXX.XXX.366 PERS | 0 | .00 | 0 | 0 | .00 % |
| 256.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 0 | 4,799.35 | 0 | 4,799- | 9999.99 % |
| 256.XXX.XXX.XXX.459 FOOD | 0 | 2,328.09 | 0 | 2,328- | 9999.99 % |
| EXPENSE ACCOUNTS | | | | | |
| 256.XXX.XXX.XXX.XXX FRESH FRUIT AND VEGETABLE | 0 | 7,658.00 | 0 | 7,658- | 9999.99 % |
| FUND 259 SHI ACTION PLAN TOK | 0 | 7,658.00 | 0 | 7,658- | 9999.99 % |
| EXPENSE ACCOUNTS | | | | | |
| 259.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 851 | .00 | 0 | 851 | .00 % |
| EXPENSE ACCOUNTS | | | | | |
| 259.XXX.XXX.XXX.XXX SHI ACTION PLAN TOK | 851 | .00 | 0 | 851 | .00 % |
| FUND 260 TITLE VI-B | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 260.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT | 91,000 | 22,751.46 | 0 | 68,249 | 25.00 % |
| 260.XXX.XXX.XXX.323 AIDES | 2,500 | .00 | 0 | 2,500 | .00 % |
| 260.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 0 | .00 | 0 | 0 | .00 % |
| 260.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 27,018 | 7,070.22 | 0 | 19,948 | 26.17 % |
| 260.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 663 | 606.71 | 0 | 56 | 91.54 % |
| 260.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 2,805 | 682.56 | 0 | 2,122 | 24.33 % |
| 260.XXX.XXX.XXX.364 FICA/MEDICARE | 1,511 | 329.91 | 0 | 1,181 | 21.84 % |
| 260.XXX.XXX.XXX.365 TRS | 11,430 | 2,857.59 | 0 | 8,572 | 25.00 % |
| 260.XXX.XXX.XXX.366 PERS | 550 | .00 | 0 | 550 | .00 % |
| 260.XXX.XXX.XXX.420 STAFF TRAVEL | 1,000 | .00 | 0 | 1,000 | .00 % |
| 260.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 1,452 | .00 | 0 | 1,452 | .00 % |
| 260.XXX.XXX.XXX.495 INDIRECT COSTS | 4,338 | .00 | 0 | 4,338 | .00 % |
| EXPENSE ACCOUNTS | | | | | |
| 260.XXX.XXX.XXX.XXX TITLE VI-B | 144,266 | 34,298.45 | 0 | 109,968 | 23.77 % |
| FUND 261 TITLE I PART A | 144,266 | 34,298.45 | 0 | 109,968 | 23.77 % |
| EXPENSE ACCOUNTS | | | | | |
| 261.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT | 0 | 1,705.44 | 0 | 1,705- | 9999.99 % |
| 261.XXX.XXX.XXX.315 TEACHER | 0 | 3,006.76 | 0 | 3,007- | 9999.99 % |
| 261.XXX.XXX.XXX.323 AIDES | 0 | 3,638.90 | 0 | 3,639- | 9999.99 % |
| 261.XXX.XXX.XXX.324 SUPPORT STAFF | 0 | 3,381.30 | 0 | 3,381- | 9999.99 % |
| 261.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 0 | 612.38 | 0 | 612- | 9999.99 % |
| 261.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 0 | 2,845.15 | 0 | 2,845- | 9999.99 % |
| 261.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 0 | 359.06 | 0 | 359- | 9999.99 % |
| 261.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 0 | 370.33 | 0 | 370- | 9999.99 % |
| 261.XXX.XXX.XXX.364 FICA/MEDICARE | 0 | 652.19 | 0 | 652- | 9999.99 % |
| 261.XXX.XXX.XXX.365 TRS | 0 | 591.84 | 0 | 592- | 9999.99 % |

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ALASKA GATEWAY SCHOOL DISTRICT
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|--|----------------|-----------------------|--------------------------|---------------------|-----------------------|
| 261.XXX.XXX.XXX.366 PERS | 0 | 1,200.23 | 0 | 1,200.00 | 9999.99% |
| 261.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL | 0 | .00 | 0 | .00 | .00% |
| 261.XXX.XXX.XXX.420 STAFF TRAVEL | 0 | .00 | 0 | 0 | .00% |
| 261.XXX.XXX.XXX.425 STUDENT TRAVEL | 0 | .00 | 0 | 0 | .00% |
| 261.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 0 | 4,033.44 | 1,921 | 5,954.00 | 9999.99% |
| 261.XXX.XXX.XXX.491 DUES AND FEES | 0 | 8,309.00 | 0 | 8,309.00 | 9999.99% |
| 261.XXX.XXX.XXX.495 INDIRECT COSTS | 0 | .00 | 0 | 0 | .00% |
| EXPENSE ACCOUNTS | | | | | |
| 261.XXX.XXX.XXX.XXX TITLE I PART A | 0 | 30,706.02 | 1,921 | 32,627.00 | 9999.99% |
| FUND 263 AK PRE ELEMENTARY | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 263.XXX.XXX.XXX.315 TEACHER | 3,000 | .00 | 0 | 3,000 | .00% |
| 263.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS. | 15,081 | 3,451.14 | 0 | 11,629 | 22.88% |
| 263.XXX.XXX.XXX.323 AIDES | 71,130 | 4,581.63 | 0 | 66,548 | 6.44% |
| 263.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 6,700 | 77.69 | 0 | 6,622 | 1.16% |
| 263.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 5,803 | 1,422.54 | 0 | 4,380 | 24.51% |
| 263.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 1,410 | 219.50 | 0 | 1,191 | 15.57% |
| 263.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 1,964 | 243.28 | 0 | 1,720 | 12.39% |
| 263.XXX.XXX.XXX.364 FICA/MEDICARE | 6,303 | 620.46 | 0 | 5,683 | 9.84% |
| 263.XXX.XXX.XXX.365 TRS | 3,377 | .00 | 0 | 3,377 | .00% |
| 263.XXX.XXX.XXX.366 PERS | 18,966 | 1,767.19 | 0 | 17,199 | 9.32% |
| 263.XXX.XXX.XXX.420 STAFF TRAVEL | 4,275 | 126.50 | 0 | 4,149 | 2.96% |
| 263.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 10,225 | 250.06 | 496 | 9,729 | 7.29% |
| 263.XXX.XXX.XXX.495 INDIRECT COSTS | 4,502 | .00 | 0 | 4,502 | .00% |
| EXPENSE ACCOUNTS | | | | | |
| 263.XXX.XXX.XXX.XXX AK PRE ELEMENTARY | 149,735 | 12,759.99 | 496 | 136,479 | 8.85% |
| FUND 266 MIGRANT ED TITLE I PART C | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 266.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT | 0 | 3,410.88 | 0 | 3,411.00 | 9999.99% |
| 266.XXX.XXX.XXX.315 TEACHER | 0 | .00 | 0 | 0 | .00% |
| 266.XXX.XXX.XXX.323 AIDES | 0 | 18,829.80 | 0 | 18,830.00 | 9999.99% |
| 266.XXX.XXX.XXX.324 SUPPORT STAFF | 0 | 10,692.37 | 0 | 10,692.00 | 9999.99% |
| 266.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 0 | 822.40 | 0 | 822.00 | 9999.99% |
| 266.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 0 | 15,594.02 | 0 | 15,594.00 | 9999.99% |
| 266.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 0 | 905.89 | 0 | 906.00 | 9999.99% |
| 266.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 0 | 1,012.68 | 0 | 1,013.00 | 9999.99% |
| 266.XXX.XXX.XXX.364 FICA/MEDICARE | 0 | 2,370.88 | 0 | 2,371.00 | 9999.99% |
| 266.XXX.XXX.XXX.365 TRS | 0 | 428.40 | 0 | 428.00 | 9999.99% |
| 266.XXX.XXX.XXX.366 PERS | 0 | 6,494.88 | 0 | 6,495.00 | 9999.99% |
| 266.XXX.XXX.XXX.420 STAFF TRAVEL | 0 | 35.82 | 0 | 36.00 | 9999.99% |
| 266.XXX.XXX.XXX.425 STUDENT TRAVEL | 0 | .00 | 0 | 0 | .00% |
| 266.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 8,320 | 2,235.70 | 755 | 5,330 | 35.94% |
| 266.XXX.XXX.XXX.491 DUES AND FEES | 0 | 2,748.31 | 892 | 3,641.00 | 9999.99% |
| 266.XXX.XXX.XXX.495 INDIRECT COSTS | 0 | .00 | 0 | 0 | .00% |

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|--|----------------|-----------------------|--------------------------|---------------------|-----------------------|
| EXPENSE ACCOUNTS | | | | | |
| 266.XXX.XXX.XXX MIGRANT ED TITLE 1 PART C | 8,320 | 65,582.03 | 1,647 | 58,909- | 808.04 % |
| | 8,320 | 65,582.03 | 1,647 | 58,909- | 808.04 % |
| FUND 267 TITLE IIA TEACHER/PRIN TR | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 267.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT | 18,206 | 3,006.76 | 0 | 15,199 | 16.52 % |
| 267.XXX.XXX.XXX.315 TEACHER | 6,000 | 3,300.00 | 0 | 2,700 | 55.00 % |
| 267.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 14,400 | 1,200.00 | 0 | 13,200 | 8.33 % |
| 267.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 5,688 | 1,963.89 | 0 | 4,724 | 16.95 % |
| 267.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 5,579 | 227.75 | 0 | 351 | 39.33 % |
| 267.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 579 | 225.20 | 0 | 354 | 38.89 % |
| 267.XXX.XXX.XXX.364 FICA/MEDICARE | 560 | 108.85 | 0 | 451 | 19.44 % |
| 267.XXX.XXX.XXX.365 TRS | 3,040 | 810.96 | 0 | 2,229 | 26.67 % |
| 267.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL | 4,500 | 4,450.00 | 0 | 50 | 98.89 % |
| 267.XXX.XXX.XXX.420 STAFF TRAVEL | 4,000 | 263.35 | 0 | 3,737 | 6.58 % |
| 267.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 3,473 | 893.52 | 0 | 2,580 | 25.73 % |
| 267.XXX.XXX.XXX.491 DUES AND FEES | 17,280 | 4,240.00 | 290 | 12,750 | 26.22 % |
| 267.XXX.XXX.XXX.495 INDIRECT COSTS | 2,427 | .00 | 0 | 2,427 | .00 % |
| EXPENSE ACCOUNTS | 80,733 | 19,690.28 | 290 | 60,753 | 24.75 % |
| 267.XXX.XXX.XXX.XXX TITLE IIA TEACHER/PRIN TR | 80,733 | 19,690.28 | 290 | 60,753 | 24.75 % |
| FUND 277 RAVE | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 277.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT | 14,298 | 10,637.92 | 0 | 3,660 | 74.40 % |
| 277.XXX.XXX.XXX.315 TEACHER | 12,223 | 36,781.14 | 0 | 24,558- | 300.91 % |
| 277.XXX.XXX.XXX.323 AIDES | 0 | 11,552.07 | 0 | 11,552- | 999.99 % |
| 277.XXX.XXX.XXX.324 SUPPORT STAFF | 213 | 15,731.23 | 0 | 15,518- | 7386.25 % |
| 277.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 48,165 | 6,131.20 | 0 | 42,034 | 12.73 % |
| 277.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 21,170 | 26,790.19 | 0 | 5,621- | 126.55 % |
| 277.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 2,056 | 2,079.46 | 0 | 23- | 101.13 % |
| 277.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 0 | 2,413.15 | 0 | 2,413- | 3287.50 % |
| 277.XXX.XXX.XXX.364 FICA/MEDICARE | 2,635 | 3,092.31 | 0 | 117.35 | 117.35 % |
| 277.XXX.XXX.XXX.365 TRS | 3,909 | 5,918.70 | 0 | 2,010- | 151.41 % |
| 277.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL | 1,677 | 6,002.30 | 0 | 4,326- | 358.03 % |
| 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 | 2,079.90 | 0 | 44,162 | 4.50 % |
| 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 | 16,249.54 | 11,196 | 10,334 | 72.65 % |
| 277.XXX.XXX.XXX.495 INDIRECT COSTS | 3,280 | 19,325.00 | 975 | 17,020- | 618.96 % |
| 277.XXX.XXX.XXX.495 INDIRECT COSTS | 18,327 | .00 | 0 | 18,327 | .00 % |
| EXPENSE ACCOUNTS | 229,932 | 179,534.11 | 12,171 | 38,227 | 83.37 % |
| 277.XXX.XXX.XXX.XXX RAVE | 229,932 | 179,534.11 | 12,171 | 38,227 | 83.37 % |
| FUND 279 REAP - RLIS | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 279.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 7,291 | .00 | 0 | 7,291 | .00 % |

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| EXPENSE ACCOUNTS | | | | | |
| 279.XXX.XXX.XXX.XXX REAP - RLIS | 7,291 | .00 | 0 | 7,291 | .00 % |
| | 7,291 | .00 | 0 | 7,291 | .00 % |
| FUND 280 CARL PERKINS PROFF DEV | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 280.XXX.XXX.XXX.XXX 314 DIRECTOR/COORDINATOR/CERT | 0 | .00 | 0 | 0 | .00 % |
| 280.XXX.XXX.XXX.XXX 324 SUPPORT STAFF | 0 | .00 | 0 | 0 | .00 % |
| 280.XXX.XXX.XXX.XXX 329 SUBSTITUTE/TEMPORARY | 0 | .00 | 0 | 0 | .00 % |
| 280.XXX.XXX.XXX.XXX 362 UNEMPLOYMENT INSURANCE | 0 | .00 | 0 | 0 | .00 % |
| 280.XXX.XXX.XXX.XXX 363 WORKER'S COMPENSATION | 0 | .00 | 0 | 0 | .00 % |
| 280.XXX.XXX.XXX.XXX 364 FICA/MEDICARE | 0 | .00 | 0 | 0 | .00 % |
| 280.XXX.XXX.XXX.XXX 365 TRS | 0 | .00 | 0 | 0 | .00 % |
| 280.XXX.XXX.XXX.XXX 420 STAFF TRAVEL | 0 | .00 | 0 | 0 | .00 % |
| 280.XXX.XXX.XXX.XXX 450 SUPPLIES, MATERIALS & MED. | 0 | .00 | 0 | 0 | .00 % |
| 280.XXX.XXX.XXX.XXX 491 DUES AND FEES | 0 | .00 | 0 | 0 | .00 % |
| 280.XXX.XXX.XXX.XXX 495 INDIRECT COSTS | 0 | .00 | 0 | 0 | .00 % |
| EXPENSE ACCOUNTS | | | | | |
| 280.XXX.XXX.XXX.XXX CARL PERKINS PROFF DEV | 0 | .00 | 0 | 0 | .00 % |
| | 0 | .00 | 0 | 0 | .00 % |
| FUND 286 CARL PERKINS BASIC | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 286.XXX.XXX.XXX.XXX 315 TEACHER | 2,700 | .00 | 0 | 2,700 | .00 % |
| 286.XXX.XXX.XXX.XXX 362 UNEMPLOYMENT INSURANCE | 41 | .00 | 0 | 41 | .00 % |
| 286.XXX.XXX.XXX.XXX 363 WORKER'S COMPENSATION | 41 | .00 | 0 | 41 | .00 % |
| 286.XXX.XXX.XXX.XXX 364 FICA/MEDICARE | 207 | .00 | 0 | 207 | .00 % |
| 286.XXX.XXX.XXX.XXX 410 PROFESSIONAL & TECHNICAL | 2,100 | .00 | 0 | 2,100 | .00 % |
| 286.XXX.XXX.XXX.XXX 425 STUDENT TRAVEL | 3,200 | .00 | 0 | 3,200 | .00 % |
| 286.XXX.XXX.XXX.XXX 450 SUPPLIES, MATERIALS & MED. | 6,178 | 301.98 | 0 | 5,876 | 4.89 % |
| 286.XXX.XXX.XXX.XXX 480 TUITION | 1,000 | .00 | 0 | 1,000 | .00 % |
| 286.XXX.XXX.XXX.XXX 491 DUES AND FEES | 500 | .00 | 0 | 500 | .00 % |
| 286.XXX.XXX.XXX.XXX 495 INDIRECT COSTS | 464 | .00 | 0 | 464 | .00 % |
| EXPENSE ACCOUNTS | | | | | |
| 286.XXX.XXX.XXX.XXX CARL PERKINS BASIC | 16,429 | 301.98 | 0 | 16,127 | 1.84 % |
| | 16,429 | 301.98 | 0 | 16,127 | 1.84 % |
| FUND 287 RUS RURAL UTILITIES SERVI | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 287.XXX.XXX.XXX.XXX 450 SUPPLIES, MATERIALS & MED. | 0 | .00 | 0 | 0 | .00 % |
| EXPENSE ACCOUNTS | | | | | |
| 287.XXX.XXX.XXX.XXX RUS RURAL UTILITIES SERVI | 0 | .00 | 0 | 0 | .00 % |
| | 0 | .00 | 0 | 0 | .00 % |
| FUND 350 INDIAN EDUCATION | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 350.XXX.XXX.XXX.XXX 315 TEACHER | 1,000 | .00 | 0 | 1,000 | .00 % |

DATE - 10/08/20
TIME - 17:37:06
PROG - GNL.570
REPT - TLW SCHRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

October 31, 2020

| ACCOUNT NUMBER / TITLE | CURRENT BUDGET | YEAR TO DATE ACTIVITY | OUTSTANDING ENCUMBRANCES | UNCOMMITTED BALANCE | % OF BUDGET COMMITTED |
|--|----------------|-----------------------|--------------------------|---------------------|-----------------------|
| 350.XXX.XXX.XXX.323 AIDES | 32,481 | 4,275.99 | 0 | 28,205 | 13.16 % |
| 350.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 2,900 | 127.96 | 0 | 2,772 | 4.41 % |
| 350.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 523 | 132.12 | 0 | 391 | 25.28 % |
| 350.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 523 | 132.12 | 0 | 391 | 25.28 % |
| 350.XXX.XXX.XXX.364 FICA/MEDICARE | 2,669 | 336.90 | 0 | 2,332 | 12.62 % |
| 350.XXX.XXX.XXX.366 PERS | 7,146 | 940.73 | 0 | 6,205 | 13.16 % |
| 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 | 325.46 | 0 | 8,372 | 3.74 % |
| 350.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 32,466 | 1,424.56 | 1,500 | 29,542 | 9.01 % |
| 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 | 7,695.84 | 1,500 | 88,722 | 9.39 % |
| 350.XXX.XXX.XXX.XXX INDIAN EDUCATION | 97,918 | 7,695.84 | 1,500 | 88,722 | 9.39 % |
| FUND 352 GATEWAY AFTERSCHOOL PROG. | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 352.XXX.XXX.XXX.314 DIRECTOR/COORDINATOR/CERT | 20,636 | 3,410.89 | 0 | 17,225 | 16.53 % |
| 352.XXX.XXX.XXX.315 TEACHER | 32,744 | .00 | 0 | 32,744 | .00 % |
| 352.XXX.XXX.XXX.321 DIRECTOR/COORD. CLASS. | 45,242 | 10,353.30 | 0 | 34,888 | 22.88 % |
| 352.XXX.XXX.XXX.323 AIDES | 72,101 | 11,557.94 | 0 | 60,543 | 16.03 % |
| 352.XXX.XXX.XXX.324 SUPPORT STAFF | 18,111 | 2,426.06 | 0 | 15,685 | 13.40 % |
| 352.XXX.XXX.XXX.329 SUBSTITUTE/TEMPORARY | 58,788 | 9,915.57 | 0 | 48,872 | 16.87 % |
| 352.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 36,952 | 6,988.41 | 0 | 29,964 | 18.91 % |
| 352.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 4,217 | 703.67 | 0 | 3,514 | 16.68 % |
| 352.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 4,228 | 974.69 | 0 | 3,253 | 23.05 % |
| 352.XXX.XXX.XXX.364 FICA/MEDICARE | 15,580 | 2,669.84 | 0 | 12,910 | 17.14 % |
| 352.XXX.XXX.XXX.365 TRS | 6,106 | 428.44 | 0 | 5,678 | 7.02 % |
| 352.XXX.XXX.XXX.366 PERS | 29,800 | 5,883.06 | 0 | 23,917 | 19.74 % |
| 352.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL | 41,200 | 2,000.00 | 0 | 39,200 | 4.85 % |
| 352.XXX.XXX.XXX.420 STAFF TRAVEL | 8,106 | 190.90 | 0 | 7,916 | 2.35 % |
| 352.XXX.XXX.XXX.425 STUDENT TRAVEL | 34,418 | .00 | 0 | 34,418 | .00 % |
| 352.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 24,347 | 3,599.28 | 1,452 | 19,296 | 20.75 % |
| 352.XXX.XXX.XXX.491 DUES AND FEES | 1,300 | 600.00 | 0 | 700 | 46.15 % |
| 352.XXX.XXX.XXX.495 INDIRECT COSTS | 14,070 | .00 | 0 | 14,070 | .00 % |
| EXPENSE ACCOUNTS | 467,945 | 61,702.05 | 1,452 | 404,791 | 13.50 % |
| 352.XXX.XXX.XXX.XXX GATEWAY AFTERSCHOOL PROG. | 467,945 | 61,702.05 | 1,452 | 404,791 | 13.50 % |
| 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- | .00 % |
| 370.XXX.XXX.XXX.435 ENERGY | 0 | .00 | 0 | 0 | .00 % |
| 370.XXX.XXX.XXX.436 ELECTRICITY | 0 | 940.12 | 0 | 940- | .00 % |
| 370.XXX.XXX.XXX.441 RENTALS | 0 | 3,600.00 | 0 | 3,600- | .00 % |
| 370.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 0 | 70.00 | 0 | 70- | .00 % |
| 370.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES | 0 | .00 | 0 | 0 | .00 % |

DATE - 10/08/20
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REPT - TLW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

October 31, 2020

| ACCOUNT NUMBER / TITLE | CURRENT BUDGET | YEAR TO DATE ACTIVITY | OUTSTANDING ENCUMBRANCES | UNCOMMITTED BALANCE | % OF BUDGET COMMITTED |
|--|-------------------|--------------------------|-----------------------------|------------------------|--------------------------|
| 370.XXX.XXX.XXX.552 TRANSFER TO SPECIAL REV. | 0 | .00 | 0 | 0 | .00 % |
| EXPENSE ACCOUNTS | | | | 4,910- | 9999.99 % |
| 370.XXX.XXX.XXX.XXX.DW TEACHER RENTAL | 0 | 4,910.12 | 0 | 4,910- | 9999.99 % |
| FUND 372 COMMUNITY ENGAGEMENT | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 372.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 174 | 173.67 | 0 | 0 | 100.00 % |
| EXPENSE ACCOUNTS | 174 | 173.67 | 0 | 0 | 100.00 % |
| 372.XXX.XXX.XXX.XXX COMMUNITY ENGAGEMENT | 174 | 173.67 | 0 | 0 | 100.00 % |
| FUND 373 STUDENT ACTIVITIES | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 373.XXX.XXX.XXX.331 EXTRA DUTY PAY/CLASSIFIED | 0 | .00 | 0 | 0 | .00 % |
| 373.XXX.XXX.XXX.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 | 763.89 | 0 | 24- | 103.22 % |
| 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 | 919 | 942.72 | 0 | 24- | 102.59 % |
| 373.XXX.XXX.XXX.XXX STUDENT ACTIVITIES | 919 | 942.72 | 0 | 24- | 102.59 % |
| FUND 379 TETLIN PRE-SCHOOL | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 379.XXX.XXX.XXX.420 STAFF TRAVEL | 0 | .00 | 0 | 0 | .00 % |
| 379.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 26,703 | .00 | 0 | 26,703 | .00 % |
| EXPENSE ACCOUNTS | 26,703 | .00 | 0 | 26,703 | .00 % |
| 379.XXX.XXX.XXX.XXX TETLIN PRE-SCHOOL | 26,703 | .00 | 0 | 26,703 | .00 % |
| FUND 380 CARRS SAFEWAY GNT LM JD | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 380.XXX.XXX.XXX.450 SUPPLIES, MATERIALS & MED. | 1,610 | .00 | 0 | 1,610 | .00 % |
| EXPENSE ACCOUNTS | 1,610 | .00 | 0 | 1,610 | .00 % |

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REPT - TLW SCHBRD

ALASKA GATEWAY SCHOOL DISTRICT
SCHOOL BOARD REPORT

October 31, 2020

| ACCOUNT NUMBER / TITLE | CURRENT BUDGET | YEAR TO DATE ACTIVITY | OUTSTANDING ENCUMBRANCES | UNCOMMITTED BALANCE | % OF BUDGET COMMITTED |
|---|-------------------|--------------------------|-----------------------------|------------------------|--------------------------|
| 380.XXX.XXX.XXX.CARRS SAFEWAY GNT LM JD | 1,610 | .00 | 0 | 1,610 | .00 % |
| FUND 381 JANE TEAGUE CARR'S SAFETY | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 381.XXX.XXX.XXX.XXX.JANE TEAGUE CARR'S SAFETY | 1,500 | .00 | 0 | 1,500 | .00 % |
| | 3,445 | .00 | 0 | 3,445 | .00 % |
| | 55 | .00 | 0 | 55 | .00 % |
| EXPENSE ACCOUNTS | 5,000 | .00 | 0 | 5,000 | .00 % |
| | 5,000 | .00 | 0 | 5,000 | .00 % |
| FUND 502 SPECIAL CAPITAL PROJECTS | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 502.XXX.XXX.XXX.328 CONSTRUCTION LABOR | 69,959 | 34,980.86 | 0 | 34,978 | 50.00 % |
| 502.XXX.XXX.XXX.361 HEALTH/LIFE INSURANCE | 3,474 | 3,551.04 | 0 | 77- | 102.21 % |
| 502.XXX.XXX.XXX.362 UNEMPLOYMENT INSURANCE | 1,400 | 700.83 | 0 | 699 | 50.06 % |
| 502.XXX.XXX.XXX.363 WORKER'S COMPENSATION | 2,411 | 1,049.47 | 0 | 1,361 | 43.54 % |
| 502.XXX.XXX.XXX.364 FICA/MEDICARE | 6,119 | 2,676.03 | 0 | 3,442 | 43.74 % |
| 502.XXX.XXX.XXX.366 PERS | 371 | 1,569.61 | 0 | 1,199- | 423.19 % |
| 502.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL | 67,681 | .00 | 0 | 67,681 | .00 % |
| 502.XXX.XXX.XXX.420 STAFF TRAVEL | 5,049 | 5,841.56 | 0 | 792- | 115.69 % |
| 502.XXX.XXX.XXX.433 COMMUNICATIONS | 22 | .00 | 0 | 22 | .00 % |
| 502.XXX.XXX.XXX.444 EQUIPMENT REPAIR & MAINT. | 276,123 | 21,663.09 | 0 | 254,460 | 7.85 % |
| 502.XXX.XXX.XXX.450 CONTR.SITE REPAIR/MAINT | 8,385 | 323.60 | 0 | 8,061 | 3.86 % |
| 502.XXX.XXX.XXX.450 SUPPLIES,MATERIALS & MED. | 4,196 | .00 | 0 | 4,196 | .00 % |
| 502.XXX.XXX.XXX.452 MAINTENANCE SUPPLIES | 85,354 | 45,970.19 | 9,793 | 29,591 | 65.33 % |
| 502.XXX.XXX.XXX.458 GAS AND OIL | 14,257 | 766.03 | 0 | 13,491 | 5.37 % |
| 502.XXX.XXX.XXX.491 DUES AND FEES | 0 | .00 | 0 | 0 | .00 % |
| 502.XXX.XXX.XXX.510 EQUIPMENT | 35,231 | 2,060.00 | 0 | 33,171 | 5.85 % |
| 502.XXX.XXX.XXX.554 TRANSFER TO CAPITAL FUNDS | 0 | .00 | 0 | 0 | .00 % |
| EXPENSE ACCOUNTS | 580,033 | 121,152.31 | 9,793 | 449,088 | 22.58 % |
| | 580,033 | 121,152.31 | 9,793 | 449,088 | 22.58 % |
| 502.XXX.XXX.XXX.XXX.SPECIAL CAPITAL PROJECTS | | | | | |
| FUND 516 TOK SPRINKLER SYSTEM | | | | | |
| EXPENSE ACCOUNTS | | | | | |
| 516.XXX.XXX.XXX.410 PROFESSIONAL & TECHNICAL | 1,555,940 | 366,740.04 | 0 | 1,189,200 | 23.57 % |
| 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 | 1,555,940 | 366,740.04 | 0 | 1,189,200 | 23.57 % |
| | 1,555,940 | 366,740.04 | 0 | 1,189,200 | 23.57 % |
| 516.XXX.XXX.XXX.XXX.TOK SPRINKLER SYSTEM | | | | | |
| REPORT TOTAL | 15,978,572 | 3,639,989.59 | 72,900 | 12,265,682 | 23.24 % |
| ***** | ***** | ***** | ***** | ***** | ***** |



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: October, 2020

Strategic Plan Progress

Student Engagement- Blair Seawell, CTE Counselor, has diligently been working with staff, students and parents to get several CTE courses offered in AGSD certified for tech prep credit and to get all UAF forms completed. For semester I of 2020-2021 9 courses being taken through the University of Alaska's ecampus program for dual credit and 29 tech prep credits being given in the following 7 courses; Welding I, Welding II, Welding III, Small Engines, Intro to Health Careers, Applications in Entrepreneurship: Fine Arts, Survey of Emerging Technologies and Veterinary Science.

Cultural Knowledge-Through the ACHILL grant, we are able to put together beading kits available for checkout from the District Resource Center. These kits will include project ideas, moose hide, various furs and skins, beads and all supplies necessary to complete student cultural projects. We have funding for individuals in all of our communities to work in our schools as local culture experts. These individuals are hired to lead a specific project, teach a lesson, assist in the classroom or share knowledge with students.

Highlights-We have received a No-Cost Extension for year 5 of the ACHILL grant and have received word from the federal government that the RAVE grant will be fully funded for the next fiscal year. These grants begin on October 1st and end September 30th. AGSD partners for the RAVE ACHILL are Tanana City Schools and Copper River School District. ACHILL will wrap up this year with minimal activities and this is the final year of programming for RAVE.

AGSD's Perkins V Four Year plan and Comprehensive Needs report were due to the state on September 30th. These plans have included several years of data gathering and meetings to determine the district's needs in the area of career and technical education. The plan includes goals and action items to address our areas of need to take place over the next four years. The Perkins V Four Year Plan is included in this board packet.

Successes- Gateway After-school Programs is the only 21st Century Community Learning Centers in the State of Alaska that are running at full capacity. Most other programs are operating virtually or sending home packets of learning materials due to school closures related to the COVID-19. We are thankful to be able to offer our program live to students and are working hard to ensure the safety of all participants by following the district mandates and safety protocols.

Challenges-One of the challenges regarding grant funding for this fiscal year is the fact that many of our activities involved staff travel to professional development events both in state and national. Due to constraints regarding travel to and from Alaska and the uncertain future at this time we continue to brainstorm ways to offer engaging PD to staff while fulfilling our grant obligations. One way we are addressing this is by offering teacher's stipends to attend virtual conferences.

Grant Time:

ACHILL-2 days- FY21 budgeting, advisory board meeting, grant follow up token of appreciation, cold weather gear order.

RAVE-3 days- FY21 Budgeting, CTE counseling meeting, Benchmark & Capstone staff presentations, FY21 handbook and teacher meetings, FY21 program focus meeting, drone workshop and robotics planning.

"Where Teachers Are The Gateway To Learning"

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

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

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

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

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

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

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

MEMORANDUM

To: Scott MacManus, Superintendent

From: Tracie Weisz, Director of Curriculum & Instruction

RE: Board report for 10/19/2020 meeting

September/October: Since early September, I have been visiting sites at least three to four days per week. These visits give me opportunities to support teachers and principals by doing classroom observations and having discussions about school and classroom needs, instructional support, and also providing resources. In addition, some of the other things I have been busy with include; supporting middle school teachers with implementation of our new Amplify ELA and science materials, preparing for our first middle school team meeting for our CLSD grant, meeting with course designers on the continued development of our Vet Tech course, working with our middle school reading interventionist (scheduling and curriculum), reviewing and updating subscriptions for some of our digital curriculum, helping principals resolve curriculum/course issues, working with UAF and our CTE counselor finalizing our tech prep offerings, working with the Pathways teachers to get students set up in Canvas, assisting teachers independent study programs implementation (Odysseyware, AKVS, BYU), and helping the Assistant Superintendent with clarification of some HomeLink procedures.

Recruitment and Retention: I corresponded with our new Tetlin teacher, providing login information and orientation materials, and also spent a half day with her on her first day in Tetlin. I've also been working with Tok School teachers during their PLC time to try to help them set goals for student achievement and improving school climate.

Teaching and Learning: As some of our schools have been using the AKVS courses, I've been learning a lot about the courses and administration of the programs through our subdomain, and it's been pretty interesting. It seems as though Eagle is having a lot of success blending HomeLink and in-class learning with the platform. Dot Lake is also utilizing a lot of independent study platforms to meet the needs of students k-12 in various grade levels and many different cocourses with one teacher. The online platforms (AKVS, Odysseyware and BYU) have helped a lot with the management of these needs while allowing the teacher to work more closely and efficiently with all students.

Fall MAP Testing took place during the month of September. Students had not been tested since winter of the 19/20 school year, due to two and one half months of COVID shutdown in the spring. In looking at changes from winter of the 19/20 school year, until fall of the 20/21 school year, and given that it is common to see little to no growth between spring and fall scores, we can make the following comparisons:

Math - Students only lost an average of .25 RIT growth points, which is comparable to the loss from spring 18/19 to fall 19/20 average of 1.06 RIT growth points.

Reading - Students actually gained an average of 1.55 RIT growth points, compared to a loss from spring 18/20 to fall 19/20 average of .53 RIT growth points

Language Usage - Students made no average gains from winter 19/20 to Fall 20/21, where as students made average gains of 4.6 RIT growth points between spring 18/19 and fall 19/20.



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: October 8th, 2020
To: Scott MacManus, Superintendent
From: Wade Boney, Maintenance Director
RE: October Building Maintenance Report



Moving into October we are buttoning up loose ends and preparing for colder temperatures. Other areas of focus continue to be safety and disinfection of sites.

In **Eagle** we will conduct one more visit before the road closes

- Weld up and installation of new exhaust and install on the backup generator has been completed

- Insulation of the plumbing and heat chase for the hydroponics unit outside the school is complete
- Complete additions to the glycol makeup system
- Deliver cleaning supplies, food, and curriculum

At Tok

- Continue repairs on the pneumatic lines used for HVAC control.
- Replaced variable drive on AHU4 and make adjustments
- Hockey rink floor has been painted

In Northway

- Complete changes to plumbing in order to move washer and dryer
- We have replaced resin on water system and added filtration
- LED conversion on exterior of building has been completed

In **Mentasta** we have replaced Ahu filters and completed the annual maintenance. We were unable to complete the intended items last month so these remain on our list.

- 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

- We were able to replace a section of the cast sewer pipe with PVC
- Insulation of the chase under the building was completed
- Continue the identification and removal of unnecessary control wiring and electrical circuits

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

DotLake
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Tetlin
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Fax: 907-324-2114



ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

PO BOX 226, Tok, AK 99780

Ph: 907.883-5151 Fax: 907.883-5154

Letitia Rhodes, Director Special Education

Date: October 9, 2020

To: Scott MacManus, Superintendent

From: Letitia Rhodes, Director Special Education

RE: Special Education Board Report

Strategic Planning: *Student Engagement* is an important piece for students with special needs. This year we are introducing the Homelink to students who cannot attend school for one reason or another. We have some students participating during class as well. One student in Tok is with the aide, while the class is doing core subjects. She helps him stay focused and on the right track for two hours out of the day on the computer. Others are ZOOM learning at home. The parents are usually with them. The aide or teacher shares their screen and goes through material with them. Most of the students enjoy this approach as they can see the teacher. Older kids are doing fine with Google Classroom and with help from parents and ZOOM meetings with teachers, they are able to get the work completed. Finally, some students and their parents have chosen to go with REACH and homeschool their children. I think there are a record number of students doing this option that qualify for Special Education Services. None of these are as effective as in school learning but the kids are still able to make progress, no matter which of the 3 options AGSD has offered.

The Special Education aides would benefit from more training on how to help in the classroom setting. There are a couple of programs worth looking into. For a very low cost (about 75.00) per person, the aides and teachers could take classes and modules together to learn how to more effectively use the aides. I am hoping we can get the clearance to do start this soon. It would be a great use of time for the smaller schools during PLC if they have spare time.

Successes: Getting going this year with the COVID changes and new opportunities for students to learn was a success. I think most of the staff, not just Special Education Staff, did an excellent job of grabbing the technology challenge and moving forward with it. In talking with some lower 48 folks, AGSD is way ahead of the ball.

Challenges: TIME: I think the biggest challenge to all this is time to input things in Google Classroom, making lesson plans and learning the new programs and technology: however, we are getting there. Also, getting specialists was a problem this year. One speech company left early, which left us short handed. Then the school Psychologist (Frank) whom has been with us for years, could not make it this year due to his own COVID restrictions. I must say though; the OT and PT did an excellent job of getting through the distance model.

As we wind up our first quarter, the focus for the department is always making sure we have recognized and found support for our new students and adjusting for transfers within the district. With the count on, it has been a push to get the testing done, so we can get students in the program before the count ends.

“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

Brenda Overcast – Technology Director

P. O. Box 226, Tok, AK 99780

Ph: 907.209.9667 Fax: 907.883.5154

Date: 10/8/2020

To: Scott MacManus, Superintendent

From: Brenda Overcast, Technology Director

RE: Reginal Board Report for 10/19/2020

Chromebooks

One-to-one roll out. All students K-12 have their own Chromebook. In the event of having to taking Chromebooks home, students and their parents had to sign the one-to-one agreement to protect the life of the districts Chromebooks. We have also set up the same situation for our Home-Link students.

E-rate

This year we will be in the process of bidding for our internet providers. I'm hoping we can get a provider that will be able to get access to this fiber that went in and provide us with faster and more reasonable rates. We have already been offered a better rate from Coper Valley so I will be splitting up the bid by school to see if we can get the best deal.

Internet service relief

We have joined in with AP&T to give \$70 to families of AGSD for internet services.

<https://www.agsd.us/o/AGSD/page/home-internet-access>

Coper Valley also has a program to help those that are in that area (Mentasta)

<https://www.cvtc.org/lifeline/>

Working on connections with HughesNet help and Eagle. Will give update.

Testing

We have completed MAP testing for 2-12. We started earlier this year to make sure it was completed. We even had some success with our Homelink students to complete test with parent help. The Aims Web testing also completed.

AGSD was just notified that we have been selected to give the NAEP (National Assessment of Educational Progress) test for grades 4th and 8th between the dates January 25 and March 19

Brenda Overcast

Technology Director

Any RIT growth point gains or losses under 3 points are fairly negligible, and so what the MAP data seems to show is that our students really did not lose any additional ground from the spring school closures than they normally would with only a regular summer break. That is good news as it seems to point to the probability that many of our students were still doing at least some school work, or other learning activities during the spring COVID closures that kept their reading and math skills steady.

COVID planning: Schools each have their building safety plans in place. From my frequent site visits I've observed that staff at all sites are adhering very strictly to those safety plans. Social distancing is evident in classrooms, and all students wear masks at passing times, and many also wear them in their classrooms.



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226, TOK, AK 99780

Ph: 907-883-5151 x 103 Fax: 907.883.4352

Scott MacManus, Superintendent of Schools

To: Superintendent MacManus
Re: Counselor's May Board Report

This month I have focused on the delivery of our new SEL curriculum to the middle school students in the District, including Eagle and Dot Lake by Zoom.

I have also spent some time working with Mr. Deeter in preparation for the ACT test that we are giving to the Junior and Senior students in the District on the 20th of this month.

While the beginning of the year started out quiet, as it usually does, there has been an increased need the last couple of weeks for individual students so I have met with several students, some more than once, along with some concerned parents or guardians.

Respectfully
Tad Dunning
AGSD Counselor

"Where Teachers Are The Gateway To Learning"

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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: October 8th, 2020

To: Scott MacManus, Superintendent

From: Blair Seawell, RAVE CTE Counselor/Program Coordinator

RE: CTE Program Report

Current Projects:

Pathways: I'm currently working on the Pathways Handbook, which will include all of the rules and procedures to be used in conjunction with the Pathways Program, the Small Schools Model, which is an adapted set of rules and procedures to accommodate smaller sites and an outreach program for previous Pathways students who have yet to enroll this year.

9th Grade Launch: An online platform that includes all of the documents and activities from Ninth Grade Launch has been created for any and all ninth graders who were unable to make it to the physical event. There is even a possibility for prizes. It's housed at the AGSD Counseling Website at <http://agsdcounselor.weebly.com/ninth-grade-launch.html>.

TechPrep: Six Tech prep classes received authorization from UAF and are now being offered. They are Applications in Entrepreneurship: Fine Arts, Welding 1, 2 and 3, Small Engines, and Survey of Emerging Technologies. All of the students who received instructor recommendations and turned in their paperwork will receive one university credit at a minimum and some will receive as much as six.

Dual Enrollment: Two dual enrollment classes, Robotics and Vet Tech, have just been approved by UAF for college credit. The students have already been recommended and all that's left is paperwork between student and parent to obtain their college credit for this year.

AKCIS: 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 have already begun a rotating schedule that allows me to visit all of our sites twice a month to work on career counseling with our students.

It's been a great month for CTE and it's only getting better!

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Greetings from AGSD HS counseling,

My fall has been very busy, beginning with the conclusion of credit recovery from summer, our administrative in-service in the latter part of August, and then the beginning of school. Somewhere in there we also were able to celebrate our son Robert's wedding and fulfilled the accompanying required quarantine upon our return to Alaska.

Significant time has been spent reviewing transcripts, policies, programs and procedures, all with the intent of improving education and providing a better educational experience for our student body. It has been a privilege to work with the district's other counseling staff and to see the progress which has resulted from these opportunities.

Last spring, time was spent selecting SEL curriculum for our elementary, middle school and high school students. Habitudes was the selection chosen for presentation in our high schools, and, following two days of facilitator training and some shorter training for staff, implementation has begun and initial responses have been positive. Lessons are designed around one image per lesson and are supported by various video clips and discussion. The discussions can be tailored to large and small groups, include worksheets and also opportunities for self-evaluations.

AGSD will also offer ACT testing this fall with adjustments for Covid distancing and precautions. The UAF Tok office has offered to open the campus and allow us to test there which will be greatly beneficial.

In conclusion, please feel free to contact me at (907)750-4843 with any questions or concerns,

Respectfully submitted,

JD



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: October 8, 2020

To: Scott MacManus, Superintendent

From: Stephanie D. English, Child Nutrition Service Coordinator

RE: Board Report for October 2020

This will only touch base with each site so far and the programs we are running under. I've also drafted up a Policy & Procedures for Food Service. I have looked for a current one, as I'm becoming more familiar with the Policy Manual, I believe I've missed it and will look more into it.

Eagle: Eagle is almost completely stocked up with food to get them through most of the winter months. Two pallets of Milk have been sent to them. Enough milk based on enrollment numbers to get them through the school year. Food has been gradually sent up with AGSD staff as they made their visits to Eagle. I was able to send up 2 totes and 1 small tote of fresh veggies and vegetables to them. I will be sending Eagle more paper products before the end of the month.

Dot Lake: Working on establishing a consistent pick up time for Dot Lakes food. Jeff Deeter has agreed to pick up food. Leola does not request for much; I anticipate to see a little change as Dot Lakes enrollment numbers has gone up.

Mentasta: John Baker is the cook in Mentasta this year. Because of some issues pertaining to COVID, I was unable to formally train John. However, he has been diligent about completing the eLearnings that was sent to him. Mentasta is delivering reimbursable meals to children that are 18 and younger in their community

Northway: Northway is getting orders to me on time and a complete order. Occasionally the menu is not followed, we are working on improving ordering. An email was sent explaining the process in place set by the state when it comes to the menu and production sheets. Carolyn is cooking supper for GAP. As far as I know that is the first time GAP in Northway provided supper.

Tok: Tracy Hulett is now the Tok School Cook. Tracy has taken on many of Food Services needs at Tok School. Tim Hulett has been helping as the Cook II while we gear up to interview and hire for that position. Tracy & Tim are also completing the FFVP tasks, providing PM snack, GAP snack and Cooking for the GAP supper. Some adjustments have had to be made in order to follow Food Service requirements, State requirements and Tok School Serving times.

"Where Teachers Are The Gateway To Learning"

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Tanacross: Tanacross's cook had to self-quarantine for two weeks in September. There was no other person available to sub so I had to drive out and complete those tasks. It was nice to get back into the kitchen and cook for the students. While working in Tanacross I was able to help improve kitchen and storage space.

Tetlin: Ashley does a great job of feeding the students. She not only gives them great meals but she plays around with the food within the state guidelines. Food is not only tasty; it also looks appealing.. Picking up the food has been done by Ben Glover. Ben has been extremely helpful in that area.

FFVP: AGSD has been granted \$14, 175 for the second quarter spending plan. This money is distributed between sites and must be spend by the end of May 2020. So far AGSD has purchased and provided for October; Cucumbers, kiwis and Cauliflower. Grapes, Celery, apples, sugar snap peas, bananas & baby bell peppers are what is on the menu for the rest of the month.

NSLP: AGSD has switched from NSLP to SFSP. The USDA has extended the use of SFSP to December. There is anticipation that this will not change. SFSP provides a higher reimbursement rate. With this program, if we chose to AGSD can provide meals to anyone 18 & younger. Right now, Mentasta is providing meals to those outside of the school. I have asked other sites for any known numbers in their area for anyone 18 & younger and have not heard back. With sites being able to provide meals, these meals will be a pick up only basis. Each site should have a pick up time & location. All sites will have to create an "order" through Google Forms for families to complete. The challenge I see with that is not everyone will have access to either a computer, internet or struggle with the use of devices. All sites will need to advertise with a flyer of some sort that this is available.

CACFP: Tok School has been up and running since Early September. I believe Tetlin has been going since August. Northway while they were having an after-school program has provided supper. Carolyn Dillard has been cooking for those meals. Usually, after school snack would be claimed under NSLP. Since the program has switched to SFSP we are unable to claim a third meal through that program, however CACFP has that option. Each site that holds an after-school program will be on this program.

Goals:

Production Sheets-Complete paperwork. Last year I had created a Google Sheets. In that was the meals that were on the menu. The purpose was to copy and paste onto their own Google sheets with their student enrollment info. There was some confusion and that did not happen with all the sites. By the time I could go through and correct all the sites COVID had happened which directed all of us in another direction. I am wanting to start that again but with individual sites. I will keep correcting site cooks on their production as they come in.

PowerSchool- Although there is improvement, some still struggle. I would like to create some sort of PowerPoint and distribute to all sites.

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 9th, 2020
To: Scott MacManus, Superintendent
From: Jane Teague
RE: RAVE District Report

I am pleased to report that as the school year is settling into a routine of learning I am devoting less time to supporting teachers and students to access the digital programs we use. While I pay close attention to data and problem solve often when we have login issues, for the most part the digital supports are working well.

I am still traveling each week to our different schools, which is such an enjoyable part of my role. It is helpful for our schools to have support and materials brought out as soon as they are needed. I am glad to be a resource for all of our schools. I have just finished supporting teachers with the first Aimsweb and Map testing. We now have some data to work with as students focus on their studies.

With online programs working well I can devote more time to the makerspaces we have developed in most schools. The materials and builds in schools allow students to have time during their week to be truly innovative. Whether it be tinkering with circuits, making models, or exploring laws of gravity, it is exciting to watch students lead their own inquiry. Students are currently working with me on digital editing. We are making green screen movies and some students are creating cartoons. With themes as diverse as World War 11, becoming the tooth fairy, and hunting, it will be interesting to see the student's end products.

My Lego robotics team has grown in numbers and Ms. Lindsay Brush is joining me at present. She plans to coach older students in the FTC platform offered for older students but is waiting for training. She is a welcome support for my team as we ask students to take on more technical programming. This year students have been asked to meet the real-world challenge of making students more active. This past week they interviewed a lady who was born with no arms and no legs to understand how people with disabilities might be able to be more active. It was a powerful session. I attach a photograph of our students interviewing her.

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

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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: October 6, 2020

To: Scott MacManus, Superintendent

From: Pam Gingue, Program Coordinator

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

Preschool:

- ✚ Tok PreK program welcomed an additional student making a total of 6 four year olds currently enrolled;
- ✚ Mentasta preschool began mid September with 3 students enrolled;
- ✚ Waiting for confirmation from TCC Head Start for preschool teacher for Tanacross; AGSD will be hiring a teacher aide for that preschool class;
- ✚ PreK/Kindergarten aide position posted for Tok;

GAP:

- ✚ Met with Mentasta GAP Site Coordinator and MSTC staff person to plan for GAP beginning there October 13th;
- ✚ Val James-coordinator for Northway GAP; Working with school staff for instructor and tutor support; Northway is one of two sites providing dinner for GAP attendees;
- ✚ Planning for upcoming celebration of afterschool programs, "Lights on Afterschool"; working with Family Activity Night Coordinators;
- ✚ Northway GAP currently on hold due to COVID concerns;
- ✚ Site visits to Northway, Mentasta, and Tanacross for preschool and GAP;

Other:

- ✚ Continued to provide technical support for AIMSweb and MAP assessments;
- ✚ Site visit to Tetlin – met with 2 high school students for Health Careers class;

Upcoming Activities:

- ✚ "Lights on Afterschool" celebration October 22nd;
- ✚ Schedule GAP Site Coordinators meeting and check in;
- ✚ Tok GAP and PTSA will host "Trick or Treat Street" in Tok;
- ✚ Hopefully resume GAP activities in Northway;
- ✚ Complete developmental screenings for Mentasta preschool students.

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ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

Karla Champagne, Migrant Education Coordinator

PO Box 226, Tok, Ak 99780

Ph: 907-883-5151/Fax: 907-883-5154

Date: October 8, 2020

To: Scott MacManus, Superintendent

From: Karla Champagne

RE: Migrant Education Report

The Migrant Education is submitting to the Regional School Board and application to take up to 13 Migrant Ed. Students and two chaperones to Close-Up in Washington, DC. Please see the attached application. Thank you for your consideration. If approved, this will be a lifetime experience for these students.

The interviews for the migrant families' eligibility are underway. Many are being conducted by phone, email and in person with covid-19 precautions. This will take the majority of the month seeking all possible families that live within the AGSD district boundaries and meet the qualifying factors.

I had the opportunity to travel to Dot Lake, Tanacross, Tok, Mentasta, Tetlin, and Northway. I attended open houses at Tanacross and Tetlin as well as their family nights. The Family Activity Night (FAN) is in the stages of starting. Once they do I am available to assist with their Family Nights at the respective schools.



I have installed hygiene/school supply stations in the following schools: Dot Lake, Tanacross, Tok, Mentasta, Tetlin, and Northway. REACH can access Tok School's as it is located across the hall from their office in the GAP Center. Eagle at the time did not have migrant families living in the city or village, but I am working on getting them one as well with an increase in potential families that might qualify for migrant.

Migrant families are finally starting to receive their magazines. It was a delayed start due to the magazine company's switch over of ownership. Every year we offer the immediate family members of migrant students magazine subscriptions to encourage reading at home or while they are at their fish camps and berry spots.

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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

End of Quarter
October 23rd

**FREE Book
Distributions**

**Interviews about
fishing and berry
picking will
continue.**



Important Migrant Ed. Info

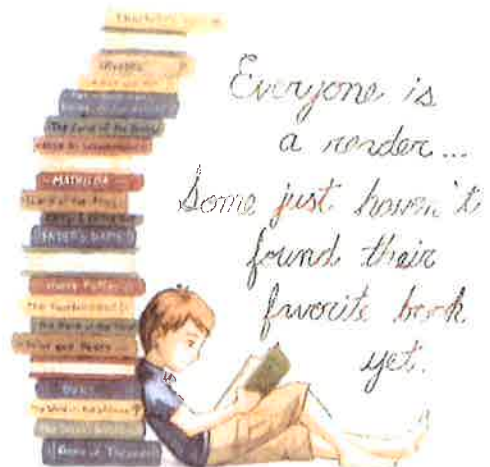
Dear Migrant Families,

Hope all is well! I would like to start collecting photos of your migrant fishing and berry picking to put on our website. If you would like to have yours published please email me a copy at kchampagne@agsd.us. I have been conducting the interviews required by our district and the state to recertify your families' migrant status. That will be my focus this month, so I may be in touch via phone, email, in person (with covid madates). Family Nights at the schools have started and I had the privilege to attend Tanacross, Tetlin, and have been to all sites except Eagle; with plans to go in the future. If there are any questions or concerns, please let me know and I can help address them. As soon as Certificate of Eligibility interviews are completed I will be making a schedule to be at the different schools to assist with migrant students and events.

Kind regards,

Karla Champagne

Reading Zone



Text Connections



TEXT TO SELF

A connection between the text and your life or experiences.



TEXT TO TEXT

A connection between the text and another text you have read.



TEXT TO WORLD

A connection between the text and events in the world.

—Literacy ESOL—



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.



Volume 2

Number 2

October 2020

SCIENCE MANIA

A Lil' Pumpkin Trivia

Pumpkins are a:

- a. fruit
- b. vegetable
- c. mineral



What variety is the traditional Halloween pumpkin?

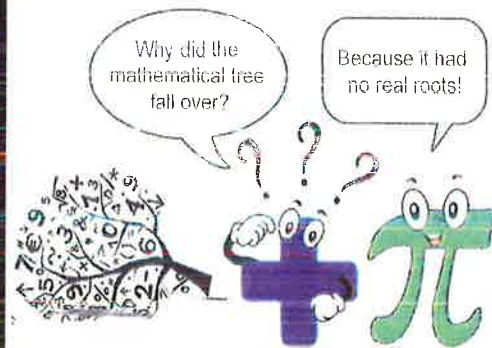
- a. Autumn Gold
- b. Connecticut Field
- c. Baby Boo

Which Disney princess caught a ride to the ball in a pumpkin?

- a. Snow White
- b. Cinderella
- c. Princess Aurora

Answers: a, b, b

MIGHTY MATH



Mathematical Terms for Word Problems

| Addition (+) | Subtraction (-) |
|---|--|
| <ul style="list-style-type: none"> • sum • plus • altogether • perimeter • increased by • together | <ul style="list-style-type: none"> • difference • less than • take away • left over • are not • how many more • decreases |
| Multiplication (x) | Division (÷) |
| <ul style="list-style-type: none"> • times • in all • product • area • multiple • multiplied by • equal groups | <ul style="list-style-type: none"> • half • quotient • equal group • separate • divided by • shared equally • cut up |

Recipe Delights

<https://www.verybestbaking.com/libbys-recipes/gift-giving-pumpkin-cranberry-breads/>

Pumpkin Cranberry Bread

INGREDIENTS

6 cups all-purpose flour
3 tablespoons plus 1 teaspoon pumpkin pie spice
1 tablespoon plus 1 teaspoon baking soda
1 tablespoon salt
6 cups granulated sugar
1 can (29 ounces) LIBBY'S® 100% Pure Pumpkin
8 large eggs
2 cups vegetable oil
1 cup orange juice or water
2 cups sweetened dried, fresh or frozen cranberries

Directions:

Step 1

Preheat oven to 350° F. Grease and flour four 9 x 5-inch disposable loaf pans.

Step 2

Combine flour, pumpkin pie spice, baking soda and salt in extra large bowl. Combine sugar, pumpkin, eggs, oil and juice in large bowl with wire whisk; mix until just blended. Add pumpkin mixture to flour mixture; stir until just moistened. Fold in cranberries. Spoon 4 cups of batter in each prepared loaf pan.

Step 3

Bake for 75 to 80 minutes or until wooden pick inserted in center comes out clean. Cool in pans on wire racks. Once completely cooled, wrap pans with colored plastic wrap. Decorate with ribbon.

VARIATIONS

If using 29oz Libby's Pure Pumpkin Double all ingredients

Eagle Community School Maintains Accreditation Status

Eagle Community School recently underwent another Accreditation Review. The review team lead by Paula Casperson, Principal of Juneau-Douglas High School, along with former Director of Cognia, Tim Cline, and Brian Rozell, Principal of CyberLynx Homeschool program out of Fairbanks, virtually met with stakeholders of Eagle school to determine the credibility of our program and the progress of our improvement efforts over the last five years. The team notified Principal/Teacher, Kristy Robbins, today that they would be recommending that the school maintain its accreditation status for another five years. They were very complimentary of the “collective efficacy” at Eagle School. They believe our “sense of family” is the strength of our school. They also believe our Individual Learning Plan initiative is the cornerstone of our continued success. Congratulations to the entire ECS family!



Past Due Awards

Recently AGSD sent two students some belated awards from last school year. Taylor Beaucage received the Presidential Award for Academic Excellence in the secondary classroom and the School Citizenship Award. Bryce Sharpe received the Presidential Award for Academic Excellence in the Elementary classroom. Congratulations to both of these students!



Not pictured, Mattie Volkheimer

Eagle Community School

Physical Education

We are turning up the heat on PE and taking advantage of the last days of good weather to work out outside of the building. After soliciting student input, PE has been moved to the first class of the day. This is an attempt to help students and the teacher wake up and attack a day of online learning. We are working hard to diversify what we do to improve our physical capacity for work, and to make sure that we highlight the strengths of students as well as challenge them. We offer a special "thanks" to Gina Bailey for loaning us her rower.

BUZZ BINGO—Family Activity Night



Our first Family Activity Night was September 30. Families came together to play BINGO and parents learned more about how we use the new online curriculum—BUZZ! This learning management system was adopted from Florida Virtual School and now serves students across the state through Alaska Statewide Virtual School. ECS chose this platform and students have embraced it with vigor. HomeLink families participated in the fun too through a Zoom meeting.



Marla Lowder continues to look out for us. She was sure to include Eagle students in the *Great Pumpkin Giveaway* sponsored by 4-H and the UAF Extension Office. Three boxes of small pumpkins, carving kits, and other treats arrived at ECS today. Students will participate in a 4-H pumpkin carving contest later in the month. They will be able to decorate their school and homes with their creations. Our HomeLink students will participate virtually during these fall festivities.



Dot Lake School

Home of the Eagles

October 2020

September marked the first whole month of school with students back in the classroom. We are happy to have smiling faces to interact with every day.

Our first event of the month was our Dot Lake School open house. Students worked diligently to write about something they enjoyed doing with their families this summer. Their stories and artwork graced the hallway for our guests to appreciate, along with various art and science projects. Participation was high with our families and many local community members in attendance.

During September, our students took part in the district-wide MAP assessments. We are pleased to see that our students performed very well in spite of the early end to last school year. Dot Lake School wants to acknowledge the parents who dedicatedly helped their students keep learning at home! Also, a shout-out to our students for giving their best—scoring above the national average in reading!



Another highlight of September was our first Family Activity Night. We had an evening of picking cranberries, roasting banana boats, hotdogs, chili, and s'mores. It was nice to enjoy the fresh air and take home some cranberries to relish later.





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: 10/09/20
To: Scott MacManus, Superintendent
From: Pepper Good- Principal Teacher
RE: Mentasta School Activities Report for October

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"

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TO: Scott MacManus
FROM: Joe Krause, Principal, Northway School
DATE: October 8, 2020
RE: October Principal Report

- COVID-19:
 - The village is redoubling their efforts to advertise and enforce their travel guidelines. The school is making efforts to enforce the travel guidelines. As a result:
 - Four staff members were quarantined for 7-days. This ended on October 13.
 - Travel to Tok is permitted on Wednesdays and Saturdays
 - Medical travel is open, with a letter from the doctor stating that you were seen
 - ALL staff members are expected to adhere to these guidelines.
 - We are experiencing about a 40% absentee rate in the brick and mortar school...with some parents choosing to use HomeLink or keep kids out until the recent
- Facility:
 - District and local school maintenance have been doing great work on Northway's water. There's a noticeable improvement in the school...and in the teacher's apartments.
 - Maintenance staff are getting things buttoned up before the weather turns cold. They're almost completed with their exterior punch-lists.
- Events:
 - GAP was up and running for two weeks. The Northway Covid-19 Task Force asked that after school programming cease until village travel restrictions are re-advertised and community concerns are adequately addressed.
 - Junior High Basketball is also cancelled until 10/19/2020
- Academics:
 - Fall MAP and AIMSweb testing took place. Student performance has been charted in an RTI Model.
 - A large majority of Northway's students obtained scores that placed them in Tier 3, which indicates they have large gaps in their instruction that should require "intensive intervention" to help these students catch up.
 - Tier 3 indicates their scores place them in the lowest 19% of the students who took the MAP test...nation-wide.
 - Tier 2 indicates their scores place them at the 20th-34th percentile.
 - Tier 1 indicates their scores place them at the 35th percentile and above.
 - The goal is to move students closer and closer to Tier 1 as the year progresses.

**Northway's MAP and AimsWeb
Performance**

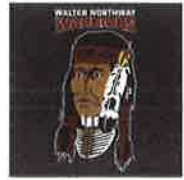
Response to Intervention Chart

Walter Northway School

Home of the Warriors

PO Box 519, Northway, AK 99764

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



MATH

READING



= Northway Student

Tier 3
1-19%
Intensive, individualized
Interventions needed

Tier 3
1-19%
Intensive, individualized
Interventions needed

Tier 2
20-34%
Targeted, small group
interventions

Tier 2
20-34%
Targeted, small group
interventions

Tier 1
35% and higher
(ideally, this should be
80% of a school's
population.

Tier 1
35% and higher
(ideally, this should be
80% of a school's
population.



Tok School

Jon Summar Dr., Tok, AK 99780

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

Drew Larrabee, Principal

Date: Oct. 8, 2020

To: Scott MacManus, Superintendent

From: Drew Larrabee

RE: Tok School Report

1. ASB Oct. 20 @ 5:30
2. Tok school staffing:
 - a. Scheduling interviews for a cook position
 - b. Advertising for a permanent kindergarten aide (Enrollment will be 19)
 - c. Tok school will advertising for 2 replacement aid positions.
 - d. Advertising for Highschool boys and girls Basketball coaches.
3. Tok Enrollment:
 - a. K-5 = 73
 - b. 6-12 = 73
4. PLCs occur during Monday early releases
 - i. Current Elementary topics include Data review, Online teaching and Learning
 - ii. Current Secondary topics include Data review, School Climate and culture, and student intervention.
5. Parent Teacher Conferences on Sept 30 were a huge success. Many teachers met with every family in there class and the secondary school filled nearly every time slot.
6. The volleyball team made the schools first athletic trip for the season
 - a. The school and district are carefully monitoring athletic destinations for COVID safety. The trip this weekend (Oct. 9) has unfortunately been canceled due to the safety level at the destination.
7. Middle School Basketball is off to a great start. We have great enrollment and some very enthusiastic athletes. Practice began Monday Sept. 9th. Unfortunately the Oct. 9th games with Delta have been canceled for COVID safety. At this point we are hopeful that we will be able to host Valdez Oct. 16-17.
8. Recent events:
 - a. Goat visit to 1st Grade
 - b. Sled Dog visit for ACHILL and Vet science
 - c. Presenter in 1st grade by an adult that traveled to Africa
 - d. Classroom speakers in middle school (Cultural Awareness)
 - i. Mike Cronk
 - ii. Frank Cook
 - iii. Scott MacManus
 - iv. Anne Esmailka
9. Upcoming School Activities:
 - a. Spirit Week (Oct. 12-16) Pep Rally (Friday Oct. 16)
 - b. F.A.N. Night Light on after school bon fire (Oct. 22)
 - c. Drone presentation (Oct. 27)
 - d. Trick or Treat Street

Serving you,

Drew Larrabee

Principal, AGSD-Tok School

From the Principal

We are off and running! September brought us the beginning of GAP, and did we make some tasty treats. We baked cookies, cupcakes, chocolate chip bread, an Italian Herb Parmesan Quick Bread, brownies, and muffins.

Zombies also attacked us here in Tanacross! Check out the picture page to see the fun things Mrs.

GAP

Our Gateway After-School Program (GAP) is in full swing. This month we will be learning how to sew! We will be starting out with hand sewing and then the older students will learn how to use a sewing machine.

UPCOMING

10/13 Family Activity Night (6:00-7:00)
10/23 End of Quarter
10/28 Family Activity Night
10/30 Halloween Party (during school)
11/25-Thanksgiving
11/27 Break

Family Activity Night

Our first Family Activity Night had to be postponed. The new date will be Tuesday, October 13th from 6:00 – 7:30! We will be kicking off the year with Literacy Night. We will be having tacos, refried beans, corn, and more! There will be a reading of Dragons Love Tacos and the Elementary class will read The Very Hungry Caterpillar for everyone. Come join us for food and fun with books!

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.

GAP is Monday,



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

Each month we will be highlighting one of our yearly goals. Last month we highlighted reading. This month we will be looking at our math goal. Our other goals are reading and culture. We are reassessing our language goal. It is something we want to do, but we may

Math

To increase our math scores we are focusing on basic math facts in all grades. Knowing our multiplication facts and becoming fluent in simple addition and subtraction will be our first mini goal. We have a new program we will be beginning called Reflex Math to help us practice and become fluent in these facts.

How to help at home?

Going to the grocery store? Have them add up the prices. Quiz your child(ren) at home - K-1 Basic Addition, 3rd – 7th Basic Addition and Multiplication through 12. Cook with your child(ren). This will help them learn fractions. Make math FUN! Even if you don't like math, keep it fun and don't make it a chore. Card games like Go Fish and Crazy 8 are great for younger children and number recognition.





SPECIAL



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ALASKA GATEWAY SCHOOL DISTRICT

Scott MacManus – Superintendent of Schools

PO BOX 277, Tok, AK 99780

Ph: 907.324-2104 Fax: 907.324-2120

Tetlin School, Ben Glover, Principal

Date: 10/7/2020

To: Scott MacManus, Superintendent

From: Benjamin Glover M. Ed.

RE: Tetlin Activities Report for September 2020

Things continues to be quite active in Tetlin in September. We have a new teacher. Her name is Lora Jett. She joins us from Arkansas but has most recently taught Hoonah and Kobuk. She is the teacher for our 8th-12th grade allowing Mr. Glover to return to 4th-7th grade. Previously Mr. Glover was teaching English/Language Arts for all students in 4th-12th grade as all sciences, government, and math for all students 8th-12th grade. The school thanks Mari Hoe-Raitto for subbing over the past few weeks and Drew Larrabee for loaning her to us.

The school has really focused on “being distinctively Tetlin”. We have taken a berry picking trip to Chicken, gone berry picking in Tetlin, and gone root picking for “Eskimo potatoes” in Tetlin (see the pictures below). This effort is based in our Indian Educational plan and will be followed up by trapping later this month and skin sewing later in the year. The principal is very thankful to his terrific classified staff for making this possible.

Parent-Teacher Conferences were a success as the families of 13 students came through the doors. We also had our first Family Activity Nights with 9 people staying well into the night working on traditional sewing projects. The families that attended have committed to continue to get together for community sewing nights once a week.

“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

Another development is we had two students join Home Link. These are the first two and so far, the only two in Tetlin.

Another focus of the Tetlin School this year has been increasing attendance and so far we are seeing an uptick in attendance from last year to this one.

Two activities being planned for October is a student led dance and fundraiser as well as a Halloween party at the end of the month.



REACH Academy

Resources for Educating Alaska's Children at Home



1st Quarter Grades due October 31st

The school year is off to a great start! Just a reminder that first quarter grades are due October 31st. Forms are available online in both print and PDF to either print out and mail in or to submit electronically. Work samples must be submitted for all courses listed on the ILP. For courses that do not produce a “work sample”, an activity log should accompany the report. Work samples should be graded and demonstrate competency. The summary of work section for all grades must include: the number of lessons completed out of the total lessons for the year, time spent per week; major topics studied and skills mastered. Please contact the REACH office if you have any questions or need any assistance.

Drone Workshop October 28th



The Alaska Center for Unmanned Aircrafts Incorporated (ACUASI) will be hosting an introductory drone workshop for REACH families from 2:10-3:10. The group is based out of the University of Alaska Fairbanks will present a one hour introductory workshop on the exciting field of unmanned aircraft. Due to social distancing restrictions space is limited. Please contact the REACH office if you would like to take part.

Generation Genius

REACH families again have free access to this cool online science resource. There are videos, reading passages, interactive games, quizzes and hands on activities for just about any science topic or concept for grades K-8. Information about how to access the site has been emailed to families. Contact the office if you have any questions.

