



Kashunamiut School District  
Chevak High School  
985 KSD Way  
Chevak, AK 99563

### **Agenda for Regular School Board Meeting**

**Date: Thursday, September 21, 2023 Time: 7:00 pm**

**Work Session Date: Wednesday, September 20, 2023: 6:00 pm**

**Place: Kashunamiut District Office Conference Room**

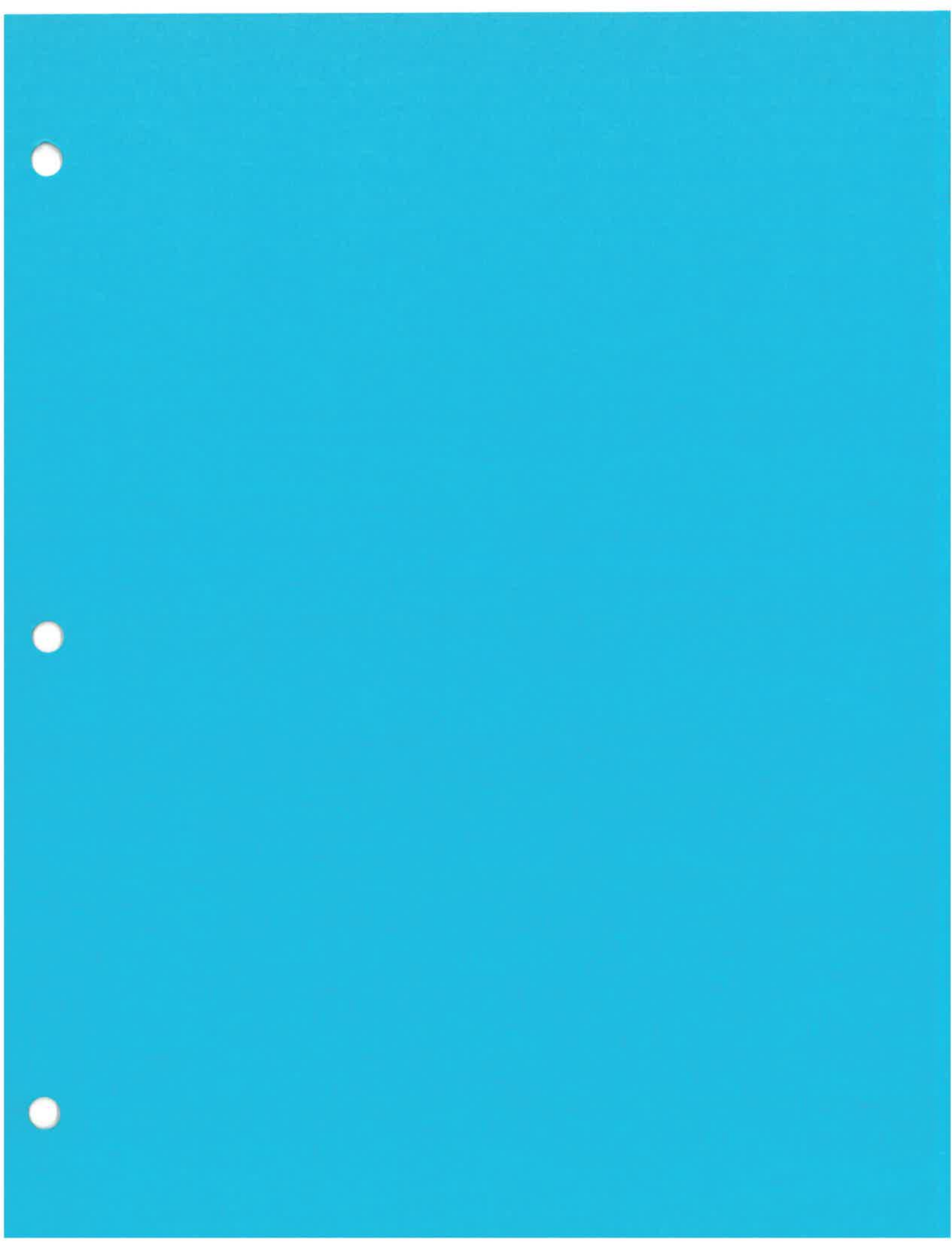
- I. Call Meeting to Order
- II. Roll Call
- III. Approval of Agenda—**Action**
- IV. Approval of Regular Board Meeting Minutes August 31, 2023 – **Action**
- V. People to be Heard—Alaska's Open Meeting Act
- VI. Superintendent Report – Information
  - A. ASAA Proposed Bylaw/Policy Amendments—Article 7 Section 1 & 11 – Information
    1. SBOE EDUCATION AND EARLY DEV. revised 4 AAC 06.115(b)(5) – Information
    2. National School Lunch Program (NSLP) Administrative & Procurement Review – information
  - B. Student Individual Reading Improvement Plan (IRIP) Template – Information
  - C. FY2024 School Broadband
  - D. DesertAir AK Cargo (bleachers) – Information
  - E. Amplify Curriculum – Information
- VII. Principal Report – Information
- VIII. Director of Curriculum & Grant Management Report – Information
- IX. Director of Resources – Information
- X. Counselor Report – Information
- XI. Personnel
  - A. Classified Hire(s) - **Action**
  - B. Extra Duty Hire(s) - **Action**
  - C. Open Positions, Resignation(s), Hire Approval letter from the Commissioner - Information
- XII. Board Business
  - A. BP Review of Series 0000-3000 2nd reading – **Action**
  - B. BP 6145.2 Interscholastic Competition references AAC 06.115 – Information
  - C. BP Review of Series 4000 1st reading – **Action**
- XIII. School Finance
  - A. AKEBS Financial Report – **Action**
- XIV. Executive Session
- XV. Board Comments
- XVI. Adjournment

#### **VISION**

We believe at Kashunamiut School District that each and every student will be educated, supported, and challenged so that they can achieve their goals and be successful in a changing society.

#### **MISSION STATEMENT**

We at Kashunamiut School District will work together with the parents, students, staff, and community to promote a safe, supportive and culturally relevant environment by providing vast educational opportunities for each student to achieve their goals and develop the skills necessary to thrive in a changing world.





Kashunamiut School District  
Chevak High School  
985 KSD Way  
Chevak, AK 99563

**Minutes for Regular School Board Meeting**

**Date: Thursday, August 31, 2023 Time: 7:00 pm**

**Work Session Date: Wednesday, August 30, 2023: 6:00 pm**

**Place: Kashunamiut District Office Conference Room**

- I. Call Meeting to Order at 7:03 pm.
- II. Roll Call **Member Imgalrea - present, Member Tuluk - present, and Member Slats - present. Member Nash and Member Atchak were absent and excused.**
- III. Approval of Agenda—**Action. Member Tuluk motion to approve the agenda with the deletion of “XV. Executive Session”; Member Imgalrea second the motion. All Members approve with 3 ayes and 0 nays. Motion approved.**
- IV. Approval of Regular Board Meeting Minutes July 25, 2023 – **Action. Member Tuluk motion to approve the minutes of July 25, 2023; Member Imgalrea second the motion. All Members approve with 3 ayes and 0 nays. Motion approved.**
- V. People to be Heard—Alaska’s Open Meeting Act. None
- VI. Superintendent Report – Information
  - A. Athletic Physical with DocDave – Information
- VII. Principal Report – Information
- VIII. Director of Curriculum & Grant Management Report – Information
  - A. BOY In service Summary – Information
- IX. Director of Resources – Information
- X. Counselor Report – Information
- XI. Activities Director – Information
- XII. Personnel
  - A. Classified Hire(s) - **Action. Member Tuluk motion to approve: Treydon Atchak- Cook, Jolene Umagak- SPED 1:1, Aaron Ulroan- SPED 1:1, and Justina Jones- SPED 1:1 aide; Member Imgalrea second the motion. Due to Treydon Atchak being a Board Member's son, we will have to get approval from the Commissioner to hire him. All Members approve with 3 ayes and 0 nays. Motion approved.**
  - B. Open Positions – Information
- XIII. Board Business
  - A. BP Review of Series 0000-3000 – **Action. Member Tuluk motion to approve BP Series 0000-3000 as reviewed; Member Imgalrea second the motion. All Members approve with 3 ayes and 0 nays. Motion approved.**
  - B. CIP Application Contract with Aurora Corporate Enterprises, INC.– **Action. Member Tuluk motion to approve the Aurora Corporate Enterprise for \$7,600; Member Imgalrea second the motion. Roll call vote, Member Imgalre- aye, Member Tuluk- aye, and Member Slats- aye. All Members approve with 3 ayes and 0 nays. Motion approved.**
  - C. Amplify CKLA GL00-05 / ELA GL06-08 Curriculum adoption – **Action. Member Tuluk motion to approve the Amplify Curriculum for \$133,143.32; Member Imgalrea second the motion. Roll call vote, Member Imgalre- aye, Member Tuluk- aye, and Member Slats- aye. All Members approve with 3 ayes and 0 nays. Motion approved.**
- XIV. School Finance
  - A. AKEBS Financial Report – **Action. Member Tuluk motion to approve the check numbers from 98723 through 602174 for a total of \$527,442.16; Member Imgalrea second the motion. All Members approve with 3 ayes and 0 nays. Motion approved.**



Kashunamiut School District  
Chevak High School  
985 KSD Way  
Chevak, AK 99563

~~XV. Executive Session~~

XVI. Board Comments. Member Slats talked about “yesterday morning Alaska’s News Source they talked about ASAA Policy was considering for Bio-Girls to only participate in girls sports. We need to stay no top of this and what AASA policy produces we need to make sure that AASB has that similar policy. This talks about transgender females playing female sports.”

“Yesterday I wanted to bring up the immersion between k-5th grade, where immersion is a requirement for students k-5th. I spoke with a couple parents regarding immersion and how they felt about them. The native parent from Bethel said she regret sending her student to immersion school, and when she got out of immersion school to 6th grade she was behind, even though she was excelling in immersion.

When I spoke with a native parent from Fairbanks, when she was teaching, they taught immersion in Napakiak or Napaskiak, the family was new to immersion school work that the kids brought home (homework), and the parents could not understand it. It's the same when my grandkids bring home homework. My wife, who can understand yupik, but cannot read it, cannot help my grandkids or my daughter. There are pro's and con's to this. When you look at yupik homework for the first time, you cannot comprehend it. So, it's good for those who want immersion for their child, but for those that do not want it, we should go back to optional immersion and english class. I do not recall, as a board approving a two tier school day for K-5th grade with immersion . In the past we had an option for K-3rd grade for English and immersion class, and I'd like to go back to that option for the parents.

My last comment is the student records, the parents are enrolling like they are new students. We shouldn't keep reapplying. The only thing we should give is student immunizations.

Superintendent Campbell replied in response to the immersion, last year, with the AK Reads act, the Cupik teachers were teaching in English, in reading and writing, so their classes were dual classes. The kids are spoken to in cupik and writing in english. The 3rd grade glass of 14 is spoken to in both, when Monica teaches she talks in Cupik, and when Thomasina teaches she teaches in English. Monica is Thomasina's aide, Monica is taking her internship this year. It's going to be tough to restructure with the AK Reads act policy and standards. We will meet with all the teachers and have a discussion, then take a representative and discuss with the community what the options could be. What's good is that they're getting a taste of their own language, even though they are all mostly talking in english. The option for the English and Immersion would have to restructure the classes. We are going to start with the teachers, then the community, and we will keep you posted on that.

The student records policy is to have all the students enroll every year, it's a policy and we haven't been following it. Since Falon got on board we started following that policy.

XVII. Adjournment. Member Tuluk motion to adjourn the meeting, Member Imgalrea second the motion. All Members approve with 3 ayes and 0 nays. Motion approved at 8:30 pm.

Chairperson Signature

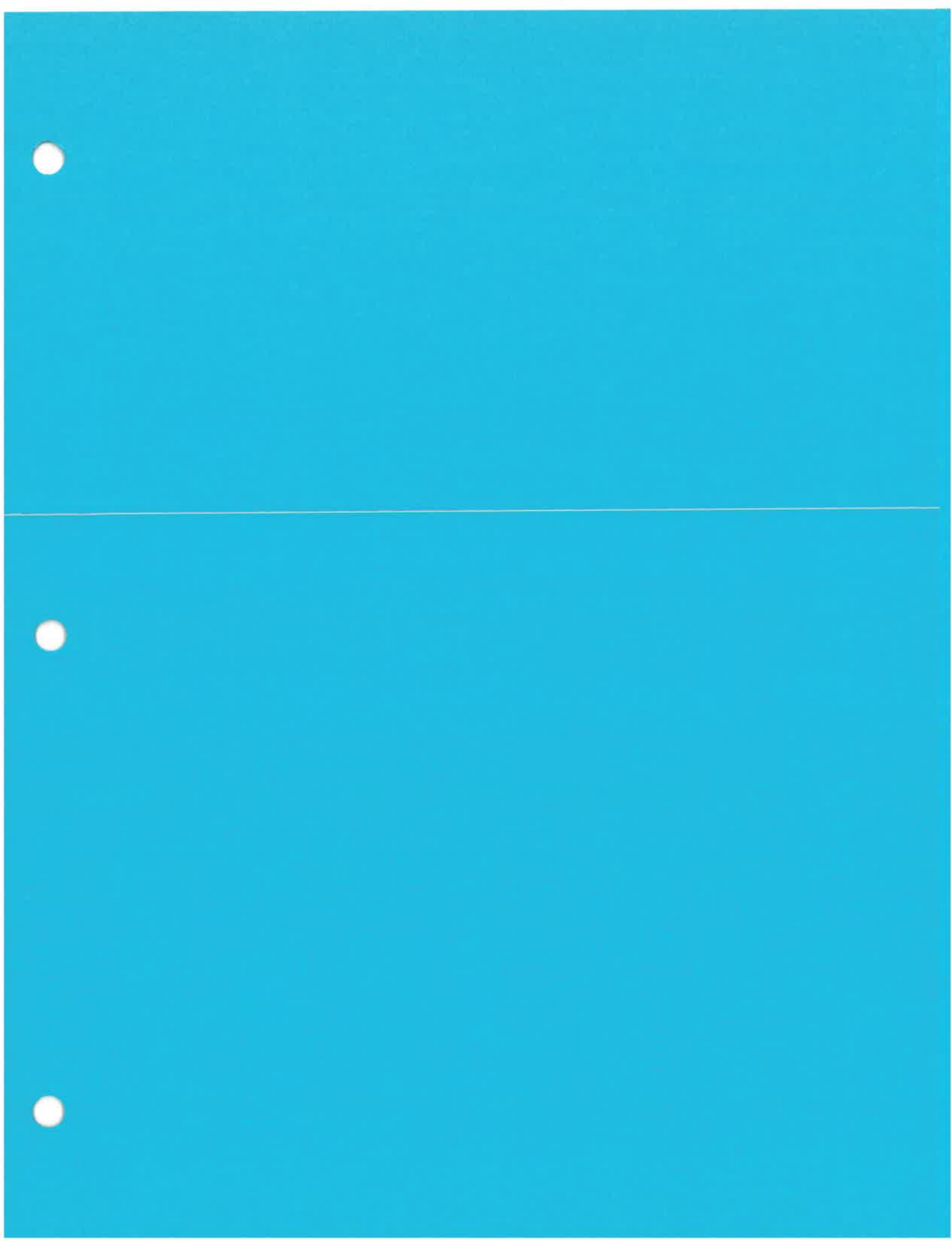
Secretary Signature

Date

Date

9-21-2023

9/21/2023



**To:** KSD Board Members: Greg Slats, Jeremy Tuluk, John Atchak, Dayna Nash, Pius Imgalrea  
**cc:** Lucienne Smith, Dave Herbert, Falon Tardiff  
**From:** Jeanne Campbell, Superintendent  
**Topic:** September 15, 2023 report

**Board Business** - Next Board Meeting September 21, 2023 at 7:00 pm, Work Session is Wednesday, September 20, 2023.

## 2022 - 2027 Strategic Plan Goals -

1. All students in Kashunamiut School District will interact with Elders to help develop pride, respect, and Cup'ik Values.
  - o
2. The Kashunamiut School District will encourage classified staff to become certified teachers and strive to recruit local Chevak residents to become certified teachers and administrators.
  - o Registration for ED111 is underway. 3 instructional aides enrolled. UAF is still trying to complete the paperwork for 6 students to enroll. They missed the first Zoom class but the professor said that he would set up a session just for the students to catch them up.
3. Every Middle School and High School student will explore career options and develop a career plan.
  - o The person facilitating this position resigned. This is on hold while SpEd priorities are addressed for staffing.
4. Kashunamiut School District will ensure that all student data will be reviewed regularly to identify and provide timely academic support.
  - o .... The school leadership team will present an academic growth data overview of the DRA and MAP assessments after the first set of screeners and MAP assessments are complete.

**Student Enrollment:** The student count will fluctuate as the students move away from or into the village.

Number	Date	Day	Membership	Attendance
1	09/13/2023	Wed (A)	166.00	164.00
<b>Total:</b>			166.00	164.00
<b>Average:</b>			166.00	164.00

Number	Date	Day	Membership	Attendance
1	09/13/2023	Wed (A)	166.00	163.00
<b>Total:</b>			166.00	163.00
<b>Average:</b>			166.00	163.00

**GL06-12:** increased 2 students since 8/29/2023

**GLPK-05:** increased by 1 since 8/29/2023

## The Alaska Reads Act - State Mandated Expectations

- A plan for each kindergarten - 3rd grade based on a multi tiered framework for planning evidence based reading instruction and intervention. The plan must be approved by DEED.
  - o Tier 1 – all students
  - o Tier 2 – students in need of assistance
  - o Tier 3 – students far below proficient in need of targeted, intense support
- Use of the state adopted culturally responsive literacy screener (mClass) in grades K-3 to identify reading deficiencies of students.
  - o State approved mClass screener used PK-5
  - o Communicate with each parent the screener results - Parents are made aware of their child's reading level throughout the year. (see sample letter in board packet)
- A culturally responsive individualized reading improvement plan for each K-3rd grade student with an identified deficit on the literacy screener to address skill gaps.
  - o Refer to MTSS tiers and tentative tutoring after school.
- A reading teacher that has proficiency and experience in evidence-based reading intervention resulting in student reading growth to support planning instruction of the individual reading improvement plan.
  - o Reading pull outs in Tier 2 and 3.
- Parent and DEED communications in regard to grade progression. The state mandates
  - o Fields added to OASIS reporting is the child's reading level, grade progression if applicable, and teacher's certified identification number.

- Parent/guardian - Initial letter sent home after first screening; Mid year communication to identify progress or lack of progress. [KSD policy states the conversation about retaining a student should begin in December. BP 5123, AR 5123, E 5123 (a,b,c,d,e)]
- Communicate reading growth or lack of growth 45 days before the end of the school year. Discuss grade progression if applicable. In grades 1-2, parents decide with the teacher to retain or not to retain their child if he or she is reading below grade level. If the parent does not engage in this discussion the superintendent or designee will make that decision and send a letter home. The parent or guardian still has the option to change that decision.
- Entering grade 4, if a student is not reading at grade level, the Superintendent or designee will send a letter to the parent that their child will not progress to the next grade. The parent may change this by filling out a waiver for the student to progress. The student is obligated to receive 20 hours of individualized reading instruction over the summer.

- **Elementary Classes - Dual Immersion in self-contained classrooms**

The PK-4th grade met and discussed the topic of choice for the Immersion program. Falon then sent out the survey that you see here.  $\frac{2}{3}$  of the staff voted for the self contained classroom.  $\frac{1}{3}$  voted to split the groups throughout the day.

The Cup'ik immersion teachers will teach the reading and writing in English and continue to teach the math and science in Cup'ik. Still to consider:

- When best to make the change?
  - Right away, at the 3rd quarter, or the semester?
- Did we order enough English Curriculum for both teachers to have a set with teacher guides?
- Homework in Cup'ik - Most said that they do not send Cup'ik language homework home. Those who do provide optional information in English. Some teachers currently are teaching in both English and Cup'ik to help those who were not in the program to acclimate.

**Personnel Update** - See board packet

●  
**Budget** - We are starting to tighten the reigns on the budget in preparation for the loss of ESSER funding. Staff come to me with requests over 20,000 and I have to remind them that in January we plan the budget for the next school year. Every January, I ask all the staff to fill out a form. What do you absolutely need, what do you want, and what do you wish for? Lucienne and I look over this list and start to discuss the budget line items. The cash flow will decrease significantly for FY25. We need to be prepared.

1. Staff for FY25

- a. Positions funded by ESSER include:

### Immersion Choice

Knowing that at this point it is not possible to go back to 100% Cup'ik immersion and based off the information you received from Jeanne about the AKreads Act. Please take time to consider the option you feel is best for our students. Qu'ana much!

[jcampbell@chevakaschool.org](mailto:jcampbell@chevakaschool.org)
[Switch account](#)

Not shared

\* Indicates required question

**Name \***

Your answer

I would like to have a self-contained classroom (same kids all day. Cup'ik teachers \* would have to teach reading in English. If this option was chosen, it would go back to the "lottery" system in kindergarten).

☐ Yes
 ☐ No

I would like to keep the classes set up the way they are now. (am group and pm \* group. English teacher teaches reading in english. Cup'ik teacher can teach math and science in Cup'ik).

☐ Yes
 ☐ No

Submit

Clear form



- i. Dean of Students - position will end and replaced with a vice-principal;
- ii. Director of Resources - position will end and be considered for VP;
- iii. MS Social Studies - position will end and not be replaced;
- iv. Cultural Coordinator/Community Liaison - will return to a stipend position funded by JOM. The community Liaison part will end.
- v. One Maintenance - will be deducted by general funds;
- vi. One Custodian - will be deducted by general funds;
- vii. Consultant contracts will not be renewed.

### **Building Operations -**

1. Teacher Housing Units 10A,B & 2A -
  - a. Hydronic baseboards are on order via Ferguson Supplies. ETA first week in October, Jamie Feathers the boiler contractor will return to finish the installation and tests.
  - b. Electrical -
  - c. A certified electrician will need to return to inspect 2A.
  - d. Franklin will install and vent out the toilet, tub, and showers.
  - e. The second Hot water heater is found but will not be installed. The heater in Unit 2 is operational.
  - f. Flooring is complete in Unit 10A and due to be complete in Unit 10B by the time this meeting takes place. If there is no vinyl flooring and enough plank flooring, we will finish all with the plank.
  - g. Drywall still needs hung, patched, and painted once the toilets and tubs are installed.
  - h. The
2. Erwin and Jonalyn Marcelo are currently housed in Unit 11. Heather Coralluzzo is in Unit 2B.
3. Gym Floor - The barge is delayed. It is tentatively due to arrive on 9/22/23. Gifford Industries will have to reschedule their trip here after looking at their schedule.
4. Bleachers - The bleachers are due to arrive in Anchorage tentatively in Anchorage September 13, 2023. We are looking into how to air freight them the rest of the way to Chevak.

**CIP Application** - Nothing new to report - looking into gravel costs for next spring.

### **Superintendent Leave -**

- Alaska Superintendent Association Fall Conference - September 25-31, 2023

### **Board Travel -**

- AASB Fall Boardsmanship Academy - September 16-17, 2023; travel on the 15th and return the 18th.
  - Meeting is at the Captain Cook



**To:** KSD Board Members: Greg Slats, Jeremy Tuluk, John Atchak, Dayna Nash, Pius Imgalrea  
**cc:** Lucienne Smith, Dave Herbert, Falon Tardiff  
**From:** Jeanne Campbell, Superintendent  
**Topic:** September 20, 2023 report

**Board Business -** Next Board Meeting September 21, 2023 at 7:00 pm, Work Session is Wednesday, September 20, 2023.

## 2022 - 2027 Strategic Plan Goals -

1. All students in Kashunamiut School District will interact with Elders to help develop pride, respect, and Cup'ik Values.
  - Tony Imgalrea will come to school every Thursday and Friday pending personal responsibilities.
  - Kathy Tangiegak will come to class every Wednesday to talk with a class.
2. The Kashunamiut School District will encourage classified staff to become certified teachers and strive to recruit local Chevak residents to become certified teachers and administrators.
  - Registration for ED111 is underway. 3 instructional aides enrolled. Seven high school students are enrolled in ED F111. The professor held a private class with them this week to get them acclimated with their university account and classroom platforms and the course syllabus. Charlene Joe is enrolled in the class and offered to host homework sessions.
3. Every Middle School and High School student will explore career options and develop a career plan.
  - The person facilitating this position resigned. We have an employee who has quite a few CTE certifications who may be able to get a Type M certification. This would be a smooth transition to keep this program active.
4. Kashunamiut School District will ensure that all student data will be reviewed regularly to identify and provide timely academic support.
  - .... The school leadership team will present an academic growth data overview of the DRA and MAP assessments after the first set of screeners and MAP assessments are complete.

**Student Enrollment:** The student count will fluctuate as the students move away from or into the village.

Number	Date	Day	Membership	Attendance
1	09/20/2023	Wed (A)	163.00	162.86
<b>Total:</b>			163.00	162.86
<b>Average:</b>			163.00	162.86

Number	Date	Day	Membership	Attendance
1	09/20/2023	Wed (A)	165.00	162.00
<b>Total:</b>			165.00	162.00
<b>Average:</b>			165.00	162.00

**GL06-12:** Membership decreased 3 since 9/13/2023;  
 Attendance decreased by 1.14;

**GLPK-05:** Membership decreased by 1  
 since 9/13/2023; attendance increased by 1.

## The Alaska Reads Act - State Mandated Expectations

- As noted in the last report, the elementary staff met with administrators and discussed the adjustment to the new schedule. The freedom of choice was addressed. After much discussion the vote was 8 to 4 in favor of self contained classrooms. The kindergarten students' parents are contacted and the lottery is activated to determine who will receive Cup'ik language instruction and who will not.
- The administration is going to host an AK Reads Act information night with pertinent information that directly involves the parents.

Community/information night - dinner & AK Reads expectations from the state

- Spaghetti w/cake and juice
- 6-8 pm; 9/28
- ??Broadcasting on KCUK - ask Peter & Esther
- Adult only presentation. Kids play out until food is served.

- **Elementary Classes** - Dual Immersion in self-contained classrooms will take place Q<sup>2</sup> October 23, 23.
- Personnel Update** - See board packet
- Cook is added to open positions

**Budget** - BP 3310 - add Purchase orders in excess of \$50,000 will require approval of the Board. Items such as textbooks, janitorial supplies, classroom supplies – are all budgeted items. Things that are not necessarily budgeted are large pieces of equipment, professional/purchased services oftentimes coming from a fund balance, not in the current year's budget. Two such items are:

1. The gym bleachers and shipping costs were approved last spring. Nor Pac did not get them on the summer or fall barge direct to Chevak, so we have an additional cost of **45,136.32** to air freight them from ANC to VAK via DesertAir Alaska. ESSER funded.
2. The elementary classes are returning to self contained. As a result additional reading supplies will be required for five classrooms, which will add **12,846.00** to the Amplify curriculum that was previously board approved. CLSD grant funded

**Building Operations -**

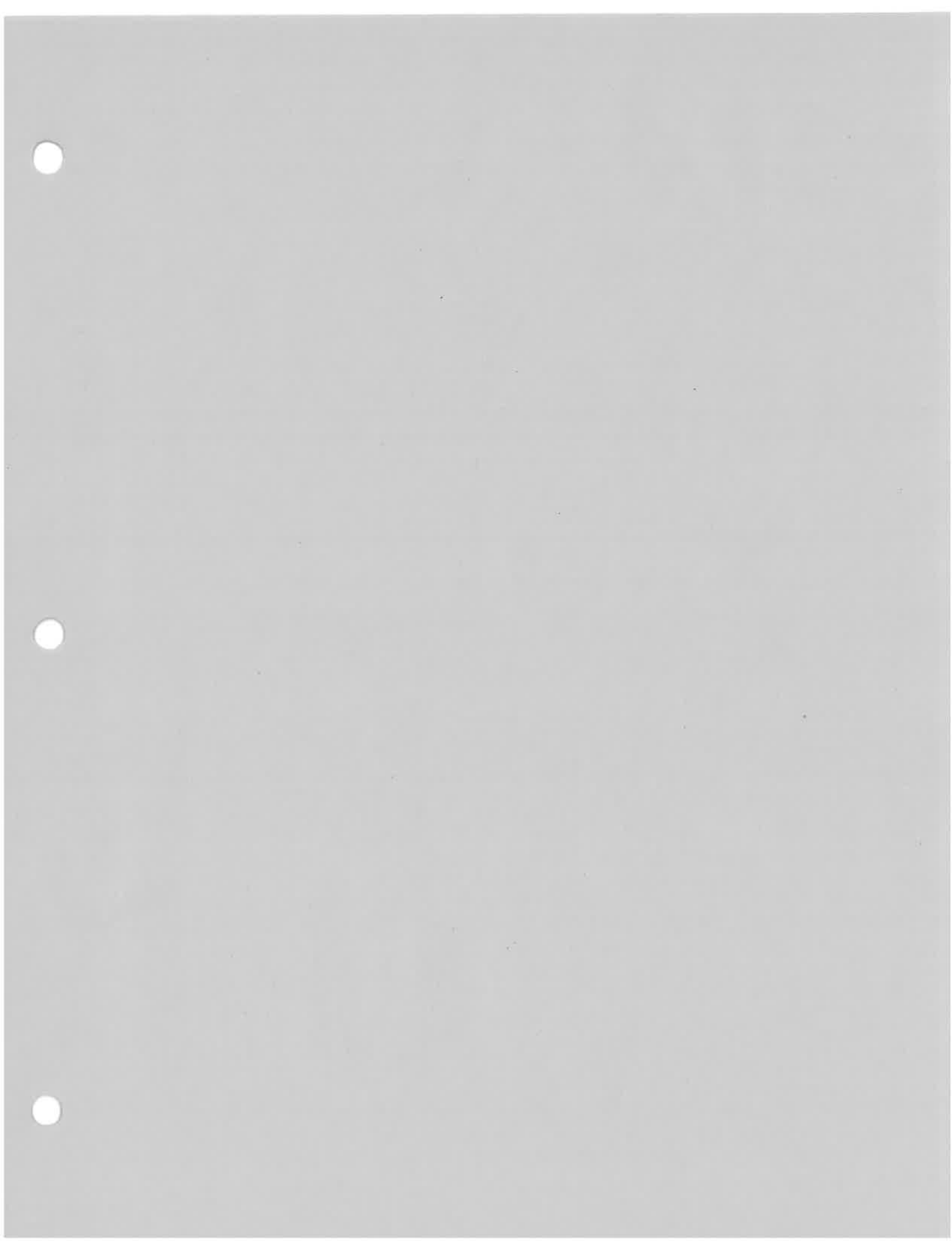
1. Teacher Housing Units 10A,B & 2A -
  - a. Boiler Contractor - tentative arrival the first week of October
  - b. Electrical Contractor - tentative arrival mid October
  - c. Franklin will install and vent out the toilet, tub, and showers.
  - d. Need to order Arctic Entry doors on the exterior and into the Kitchen, six in total.
2. Gym Floor - The barge has arrived. Gifford Industries will have to reschedule their trip here after looking at their schedule.
3. Bleachers - The bleachers are due to arrive in Anchorage tentatively in Anchorage September 13, 2023. We are looking into how to air freight them the rest of the way to Chevak.

**CIP Application** - Nothing new to report - looking into gravel costs for next spring.

**Superintendent Leave -**

- Alaska Superintendent Association Fall Conference - September 25-31, 2023

**Class Cohorts** - Graduation rate impacts our designation as a Targeted School for Improvement (TSI) or a Comprehensive School for Improvement (CSI). Generally, our graduation rate is pretty good and that keeps us as a TSI. Attached is the current cohort list.





4048 Laurel St. #203, Anchorage, AK 99508 / Phone: 907-563-3723 / Fax: 907-563-3739 / Web: [www.asaa.org](http://www.asaa.org)

TO: High School Principals  
Athletic/Activities Directors  
Superintendents  
School Board Presidents

FROM: Billy Strickland  
Executive Director

DATE: August 31, 2023

RE: Proposed Bylaw/Policy Amendments—Article 7 Section 1 and Section 11

The Alaska School Activities Association (ASAA) Board of Directors proposes to amend Association bylaws at its meeting on October 9-10, 2023. Preceding the amendment is a short explanation of the proposal.

In amending the Bylaws, the Board of Directors will be using the following procedure:

Article 18, Bylaw Amendment, Section 1, Method, states:

“These Bylaws may be amended by a simple majority vote of the Board of Directors sitting in regular session provided that at least 30 days advance notice has been mailed to the general membership.”

Section 2, Effective Date, states:

“Unless otherwise specified, amendments to these Bylaws take effect 30 days after their filing.”

Please review these proposed changes and if you wish, provide written comment by letter or email [billy@asaa.org](mailto:billy@asaa.org), to the ASAA office prior to the meeting.

### Explanation

A recent change to 4 AAC 06.115 by the Department of Education and Early Development to requires ASAA to change its policy relating to divisions based on gender. The proposed amendment would meet the new regulatory requirement if approved by the Department of Law.

## Amendments

### ARTICLE 7 - SANCTIONED ACTIVITIES

#### Section 1 - Compliance with Title IX

A. The Association will comply with the provisions of Title IX of the Education Amendments of 1972, Alaska Statute Chapter 18.80, and all amendments there to. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any activities regulated by the Association.

B. Separate Teams, ~~(delete) Gender Determination~~ and Contact Sports: Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. **(Add) If a separate high school athletics team is established for female students, participation shall be limited to females who were assigned female at birth. (Delete)**~~The Association will rely on a gender determination made by the student's member school where the determination is based upon prior written and objective criteria adopted by the school; ASAA will not make separate gender identity determinations. However, once a member school determines a student may participate in an interscholastic activity, which does not match the gender assigned at birth, the determination shall remain in effect for the duration of the student's high school eligibility. A student attending a member school which does not have a prior written objective policy used to determine gender identity may only participate based upon the gender assigned at birth.~~ Contact sports include wrestling, ice hockey, football, basketball, and any other sport "the purpose or major activity of which involves bodily contact."

#### C. Sports Divisions

Single-**(add) Division (delete) Team** Sports: Whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

**(add) Double Division Sports: Whenever a school has separate divisions based on sex, one team shall be limited to females who were assigned female at birth. The other team shall open to both females and males. However, a female is ineligible to compete on both teams during the same school year.**

**(add) Coed Teams: Prior to the first contest of the season for a specific sport, a school may declare a team as a coed team. If a school chooses to have a coed team, then it may not have a separate team in that sport. Any school declaring a coed team may not compete in any district, regional or state competition in the division limited to females who were assigned female at birth. An exception to the playoff rule is made for mixed-six volleyball when a separate playoff category is provided by the Board of Directors.**

D. Equal Opportunity: A school must provide equal athletic opportunity for both sexes in numbers that are "substantially proportionate" to enrollment. In determining whether athletic

opportunities are equal, the United States Department of Health, Education and Welfare (HEW) will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. HEW will also consider (among other factors): locker rooms, practice and competitive facilities, medical and training facilities and services, equipment, supplies, game and practice schedules, travel, per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, publicity and support services. Equal expenditures are not required, but HEW “may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.”

### **Section 11- (Delete) Girls and Boys, Joint Participation and Cooperative School Programs.**

~~(Delete) A. Coed Teams: Prior to the first contest of the season for a specific sport, a school may declare a team as a coed team. If a school chooses to have a coed team, then it may not have a separate girl or separate boys team in that sport. Any school declaring a coed team may compete in any district, regional or state competition in the boys' playoffs. An exception to the playoff rule is made for mixed six volleyball when a separate playoff category is provided by the Board of Directors.~~

The revised bylaw would read:

## **ARTICLE 7 - SANCTIONED ACTIVITIES**

### **Section 1 - Compliance with Title IX**

A. The Association will comply with the provisions of Title IX of the Education Amendments of 1972, Alaska Statue Chapter 18.80, and all amendments there to. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any activities regulated by the Association.

B. Separate Teams and Contact Sports: Separate teams for each sex are permissible in contact sports or where selection for teams is based on competitive skill. **If a separate high school athletics team is established for female students, participation shall be limited to females who were assigned female at birth.** Contact sports include wrestling, ice hockey, football, basketball, and any other sport “the purpose or major activity of which involves bodily contact.”

### **C. Sports Divisions**

**Single Division Sports:** Whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

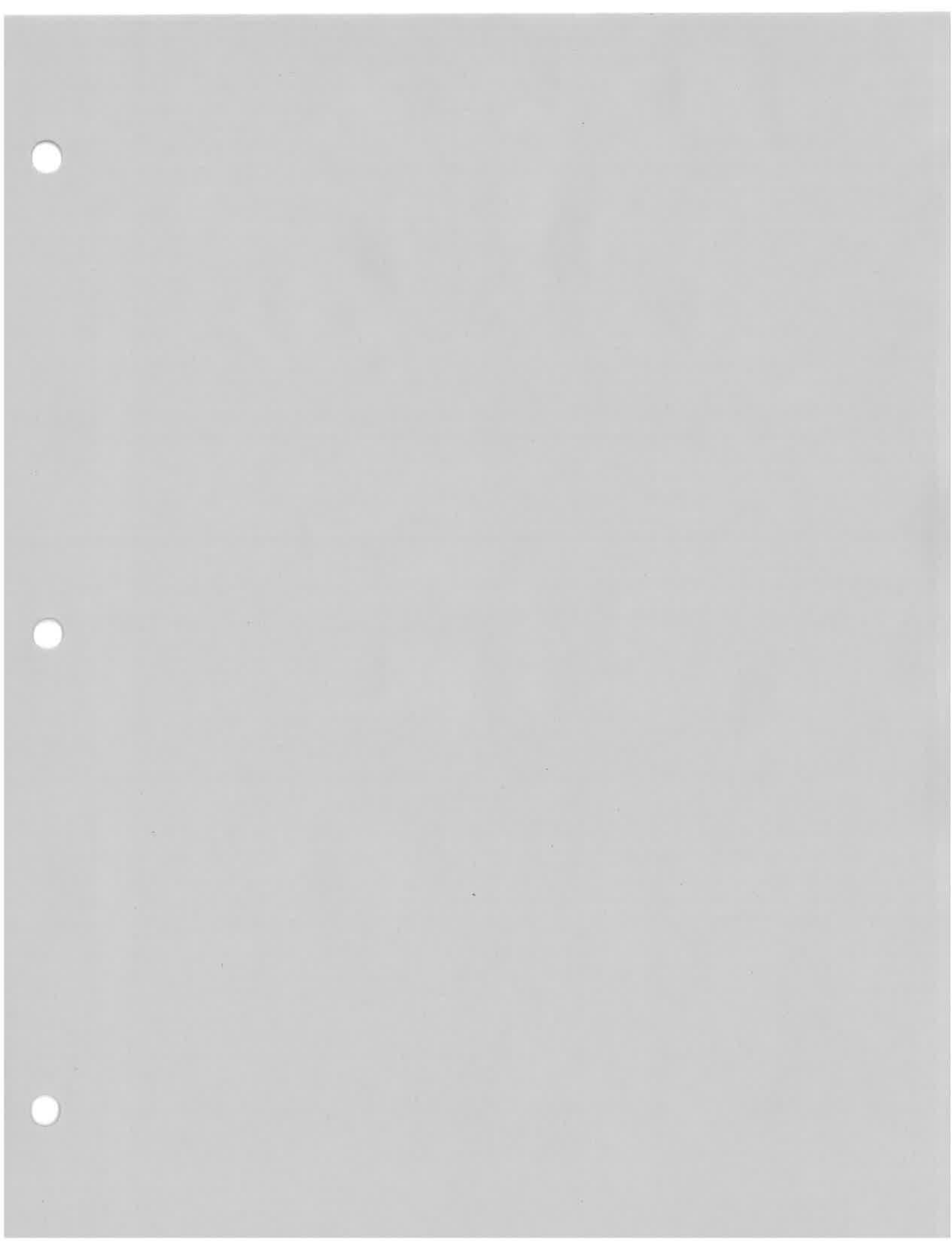
**Double Division Sports:** Whenever a school has separate divisions based on sex, one team shall be limited to females who were assigned female at birth. The other team shall not be limited to either sex. However, a female is ineligible to compete on both teams during the same school year.

**Coed Teams:** Prior to the first contest of the season for a specific sport, a school may declare a team as a coed team. If a school chooses to have a coed team, then it may not have a separate team in that sport. Any school declaring a coed team may not compete in any district, regional or state competition in the division limited to females who were assigned female at birth. An exception to the playoff rule is made for mixed-six volleyball when a separate playoff category is provided by the Board of Directors.

**D. Equal Opportunity:** A school must provide equal athletic opportunity for both sexes in numbers that are “substantially proportionate” to enrollment. In determining whether athletic opportunities are equal, the United States Department of Health, Education and Welfare (HEW) will consider whether the selection of sports and levels of competition effectively accommodates the interests and abilities of members of both sexes. HEW will also consider (among other factors): locker rooms, practice and competitive facilities, medical and training facilities and services, equipment, supplies, game and practice schedules, travel, per diem allowances, coaching (including assignment and compensation of coaches), academic tutoring, housing, dining facilities, publicity and support services. Equal expenditures are not required, but HEW “may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.”

## **Section 11- Joint Participation and Cooperative School Programs.**





Register \_\_, \_\_\_\_\_ 2023 EDUCATION AND EARLY DEV.

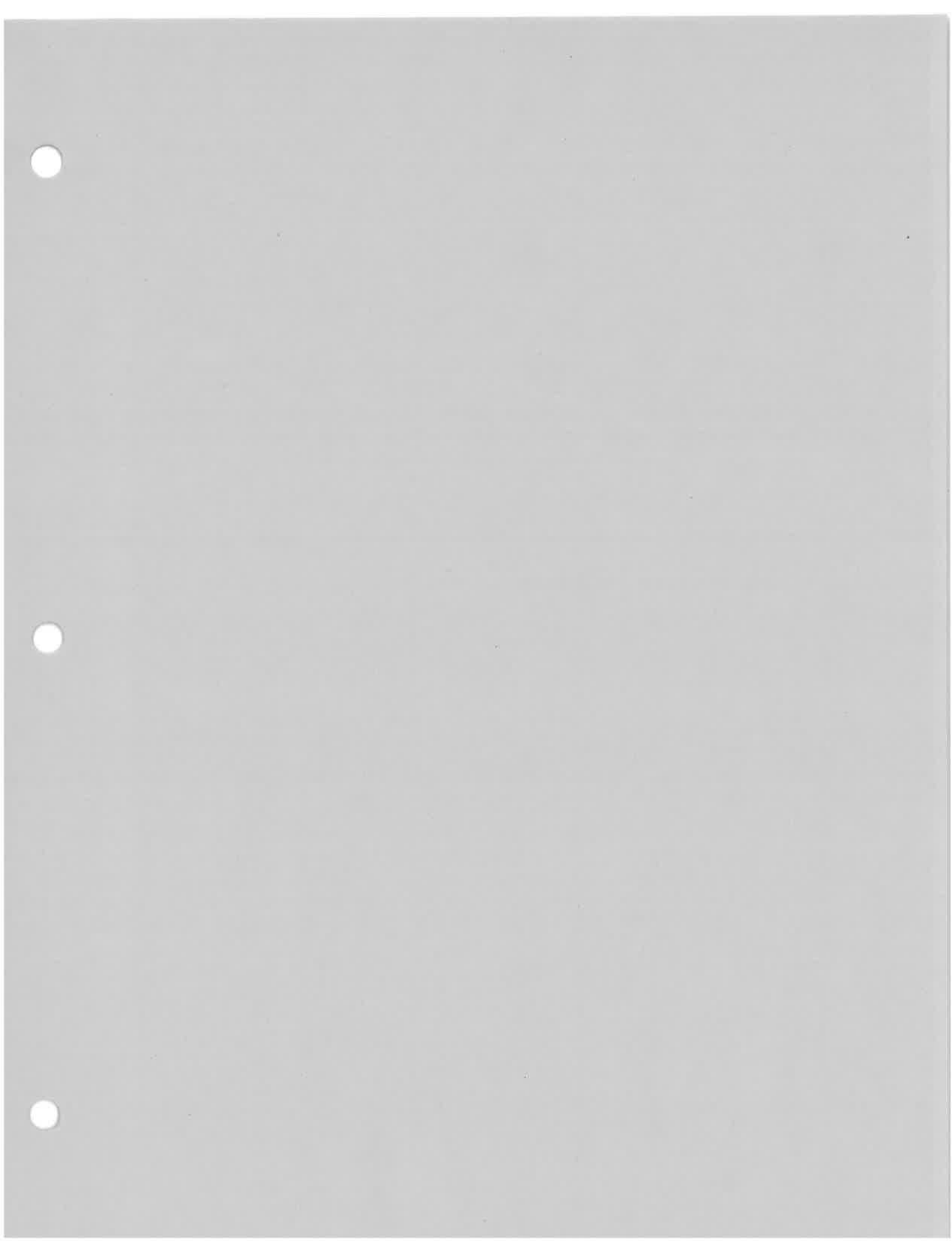
4 AAC 06.115(b)(5) is amended by adding a new subparagraph to read:

(D) ensures fairness, safety, and equal opportunity for female students in high school athletics by providing, in consideration of responses to a school survey under 4 AAC 06.520, that if a separate high school athletics team is established for female students, participation shall be limited to females who were assigned female at birth; in this subparagraph, "athletics" means competitive or contact sports, as determined by the association.

(Eff. 6/26/94, Register 130; am 8/2/97, Register 143; am 5/4/2000, Register 154; am \_\_/\_\_/\_\_, Register \_\_)

**Authority:** AS 14.03.015 AS 14.07.060 **AS 14.18.050**

AS 14.07.020 **AS 14.18.040**





THE STATE  
of **ALASKA**  
GOVERNOR MIKE DUNLEAVY

**Department of Education  
& Early Development**

**FINANCE & SUPPORT SERVICES  
Child Nutrition Programs**

333 Willoughby Ave, 9<sup>th</sup> Floor  
P.O. Box 110500  
Juneau, Alaska 99811-0500  
Main: 907.465.8709

September 1, 2023

Kashunamiut School District  
Ms. Jeanne Campbell, Superintendent  
985 KSD Way  
Chevak, AK 99563

Dear Superintendent Campbell:

The National School Lunch Program (NSLP) at (the) Kashunamiut School District is scheduled for an Administrative Review and Procurement Review for school year 2023-2024 per regulation 7 CFR 210.18. The review will be conducted by TCB Consulting at the following site:

- Chevak School

The Administrative Review is a federal requirement; the purpose is to monitor compliance of the federal meal programs administered by the organization. Part of this review includes an off-site assessment, of which all sections must be completed, submitted with supporting documentation, and reviewed by our team at least two weeks prior to the day of the onsite visit. It is important that staff members collaborate to complete the off-site assessment and submit supporting documents in a timely manner.

To keep the review on track, due dates for each review section have been identified on the Review Checklist.

Attached you will find the:

1. AR Checklist
2. Offsite Assessment Tool
3. Dietary Specifications Tool
4. Resource Management Risk Tool
5. Procurement Table
6. Meal Compliance Risk Assessment Tool

We encourage you to provide as much documentation as possible prior to the onsite review. We accept documents via a shared Google folder or via email. Additional documentation may be requested during the review based on initial documentation submissions.

We look forward to working with you. If you have any questions, please contact Sherri or me at [swebber@CNResource.com](mailto:swebber@CNResource.com) or [rtennille@CNResource.com](mailto:rtennille@CNResource.com).

Sincerely,

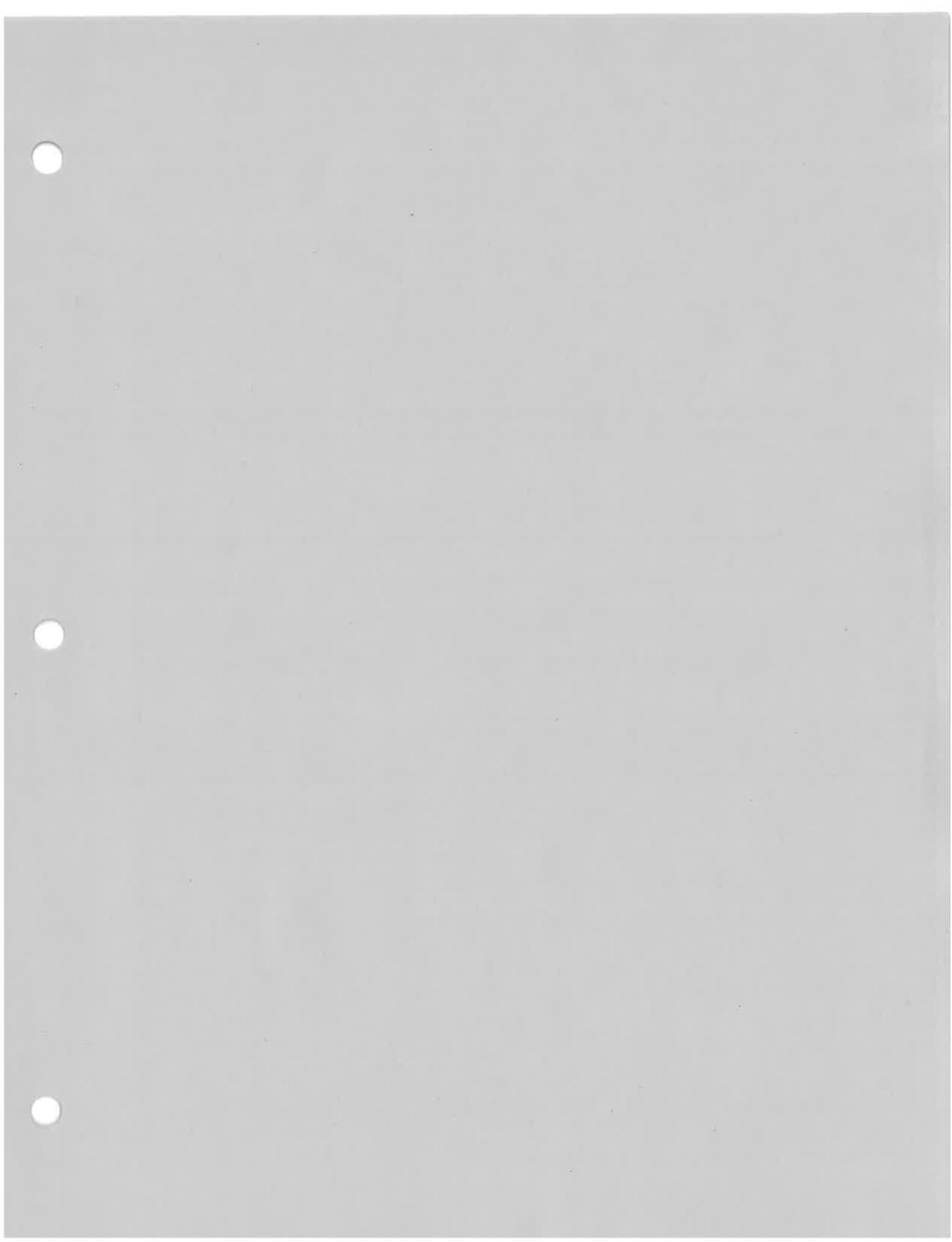


Robin Tennille  
(contracted) Administrative Review Specialist

Enclosure:

1. AR Checklist
2. Offsite Assessment Tool
3. Dietary Specifications Tool
4. Resource Management Risk Tool
5. Procurement Table
6. Meal Compliance Risk Assessment Tool

CC: Mr. Leroy Moses, Food Service Manager  
Ms. Antonia Moses, Business Manager  
Debbie Soto, (Acting) NSLP Coordinator  
Gavin Northey, Program Manager



# Student Individual Reading Improvement Plan (IRIP) Template

School:

District:

Address:

Phone Number:

The school shall notify parents of reading deficiency no later than 15 days after identification.

Student Individual Reading Improvement Plan must be implemented no later than 30 days after identification.

Each school district shall offer intensive reading intervention services to students in grades kindergarten through three who exhibit a reading deficiency to assist students in achieving reading proficiency at or above grade level by the end of grade three. Complete the following:

Student Name:	Grade:	School Year:
Student ID:	Classroom Teacher:	Parents/Guardians:
Date of Identified Reading Deficiency: (Using the approved literacy screener)	Date Parent/Guardian was Notified of Deficiency: (Notified within 15 days of identification) <input type="checkbox"/> Written Notification <input type="checkbox"/> Oral Notification	Date Plan was Implemented: (Implemented within 30 days of identification)

## Section 1. Considerations:

Does this student have an identified disability with goals specific to reading addressed in an Individual Education Plan (IEP)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	------------------------------	-----------------------------

If yes, complete sections 4 and 7 only

Did this student score at the lowest level overall on the literacy screening tool? Identified as Intensive Support by mCLASS with DIBELS® 8th Edition (individual subtest) or below the 20 <sup>th</sup> national percentile on department approved alternative literacy screener.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
--	------------------------------	-----------------------------

If yes, also complete Section 6.





Grade level: K

### Section 2. Student Individual Reading Improvement Plan (IRIP) Development:

IRIP Collaboration Date(s):	IRIP Collaboration Communication: <input type="checkbox"/> Written <input type="checkbox"/> Verbal	
<b>Team Members Involved in the Collaboration:</b> <i>(List each person that was involved in the collaboration. If they were not involved, leave blank)</i> Reading Teacher Name: _____ Principal Name: _____ Parent/Guardian Name: _____ Other: _____		
Notes Regarding Collaboration in Development of the Plan:		

### Section 3. Data used to inform the IRIP:

<b>Literacy Screener Used:</b> <i>(Attach results or indicate scores below that indicated a reading deficiency)</i>	<b>Additional Assessment Data Used to Inform IRIP:</b> <i>(i.e., classroom, diagnostic, observations, etc.)</i>  Assessment: _____ Date: _____ Assessment: _____ Date: _____ Assessment: _____ Date: _____
<b>Other Considerations:</b> <i>(prior interventions, risk factors, special education/504 services, language proficiency, attendance- attach record, etc.)</i>	
<b>Summary of findings:</b> <b>Strengths:</b>	
<b>Needs:</b>	



**Grade level:**

**Section 4. Instructional Focus:**

**Tier I:**

The student receives Tier I grade level core reading instruction with peers that is explicit, evidence-based, and culturally responsive

	Number of Days per Week:	Number of Minutes per Day:
--	--------------------------	----------------------------

Intervention the Student will Receive (In addition to Tier I core instruction): <i>(Indicate the Tiered Intervention the student will receive)</i>		Total Number of Days per Week:	Total Number of Minutes per Day:	Average Group Size:
Tier II Intervention				
Tier III Intervention				
Areas of Instructional Focus:		Specific Skill(s) to Address in Each Area of Instructional Focus:		Evidence-Based methods or materials used for each instructional area:
Phonemic Awareness	Tier II	Tier III		
Phonics	Tier II	Tier III		
Reading Fluency	Tier II	Tier III		
Vocabulary Development	Tier II	Tier III		
Oral Language Skills	Tier II	Tier III		
Reading Comprehension	Tier II	Tier III		



Grade level:

Section 5. Reading Support at Home:	
Recommended Culturally Relevant, Evidence-Based Instructional Activities to Support Classroom Intervention: <i>(Materials/training will be provided to parents/guardians in the identified areas that correlate with the instructional focus above.)</i>	
Phonemic Awareness	Activity:
Phonics	Activity:
Reading Fluency	Activity:
Vocabulary Development	Activity:
Reading Comprehension	Activity:
Oral Language Skills	Activity:
Other: <i>(Specify)</i>	Activity:
Notes:	



Grade level:

**Section 6. After-School Intervention:**

This section is only to be completed if the student was identified with a reading deficiency on the lowest level using the literacy screener as indicated in Section 1 above. Identified as *Intensive Support* in mCLASS with DIBELS® 8th Edition (individual subtest, not composite score) or below the 20<sup>th</sup> national percentile on department approved alternative literacy screener.

(Indicate the instruction focus area(s) for after-school intervention that supports in classroom intervention.)

Instructional Area Focus:	Specific Skill focus:	Number of Days Each Week:	Number of Minutes Each Week:	How Intervention will be Delivered: (i.e., computer-based, reading teacher, paraprofessional, etc.)	Materials/Methods Used for After-School Intervention:
Phonemic Awareness					
Phonics					
Reading Fluency					
Vocabulary					
Comprehension					
Oral Language					



**Grade level:**

**Section 7. Progress Monitoring and Reporting to Parents:**

Literacy Screening and Progress Monitoring occurring during the year is included in the K-5 MTSS Plan developed by the district. The screening and progress monitoring report must be attached to this plan and reported to parents.

For students with an IRIP, progress must be reported to parents ten times each year.

Date:		Date:	
Orally Reported	Making Progress in Focus Area	Orally Reported	Making Progress in Focus Area
Reported in Writing	Not Making Progress in Focus Area	Reported in Writing	Not Making Progress in Focus Area
Date:		Date:	
Orally Reported	Making Progress in Focus Area	Orally Reported	Making Progress in Focus Area
Reported in Writing	Not Making Progress in Focus Area	Reported in Writing	Not Making Progress in Focus Area
Date:		Date:	
Orally Reported	Making Progress in Focus Area	Orally Reported	Making Progress in Focus Area
Reported in Writing	Not Making Progress in Focus Area	Reported in Writing	Not Making Progress in Focus Area
Date:		Date:	
Orally Reported	Making Progress in Focus Area	Orally Reported	Making Progress in Focus Area
Reported in Writing	Not Making Progress in Focus Area	Reported in Writing	Not Making Progress in Focus Area
Date:		Date:	
Orally Reported	Making Progress in Focus Area	Orally Reported	Making Progress in Focus Area
Reported in Writing	Not Making Progress in Focus Area	Reported in Writing	Not Making Progress in Focus Area
Date:		Date:	
Orally Reported	Making Progress in Focus Area	Orally Reported	Making Progress in Focus Area
Reported in Writing	Not Making Progress in Focus Area	Reported in Writing	Not Making Progress in Focus Area



Grade level: 1st

Section 8: Change in Student Individual Reading Improvement Plan:

This section is only to be completed when a change in the IRIP is needed.

<p>Discontinuation of Individual Reading Plan <input type="checkbox"/></p> <p>Data used to make determination: <i>(Attach data or record in this space)</i></p> <p>Date <b>Determination</b> was made:</p> <p>Date <b>Intensive Intervention</b> was discontinued:</p> <p>Team involved in making the decision: <i>(List each person that was involved in the decision. If they were not involved, leave blank)</i></p> <p>Reading Teacher:</p> <p>Principal:</p> <p>Parent/Guardian:</p> <p>Other:</p> <p>The decision has been made for a referral to special education: <input type="checkbox"/></p> <p>Date decision was made:</p>	<p>Change in:</p> <p><input type="checkbox"/> Tiered Intervention</p> <p><input type="checkbox"/> Instructional Focus</p> <p><input type="checkbox"/> Frequency of intervention (number of days per week)</p> <p><input type="checkbox"/> Duration of intervention (number of minutes each day)</p> <p><input type="checkbox"/> Methods/Materials used for Intervention</p> <p><input type="checkbox"/> Other: (Specify)</p> <p>Data used to make the determination: <i>(Attach data or record in this space)</i></p> <p>Described the change needed to meet the student's individual needs:</p> <p>Date <b>Determination</b> was made:</p> <p>Date the <b>Change</b> will begin:</p> <p>Team involved in making the decision:</p> <p>Reading Teacher:</p> <p>Principal:</p> <p>Parent/Guardian:</p> <p>Other:</p>
--	--



### Section 9: Summer Reading Plan for Third Grade Students:

**This section is only to be completed for students advancing to grade four with a waiver due to non-proficient reading skills.**  
(20 hours of individual reading intervention is required during the summer for students progressing to grade four with a waiver due to non-proficient reading skills. Indicate the instruction focus area(s) for summer intervention that supports in classroom intervention.)

Instructional Area Focus:	Specific Skill focus:	Number of Days Each Week:	Number of Minutes Each Week:	How Intervention will be Delivered: (i.e., computer-based, reading teacher, paraprofessional, etc.)	Materials/Methods Used for Summer Intervention:
Phonemic Awareness		n/a	n/a		
Phonics		n/a	n/a		
Reading Fluency		n/a	n/a		
Vocabulary		n/a	n/a		
Comprehension		n/a	n/a		
Oral Language		n/a	n/a		

*This Student Individual Reading Improvement Plan has been reviewed by the reading teacher, principal, parent/guardian, and other pertinent staff as indicated by each signature below:*

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

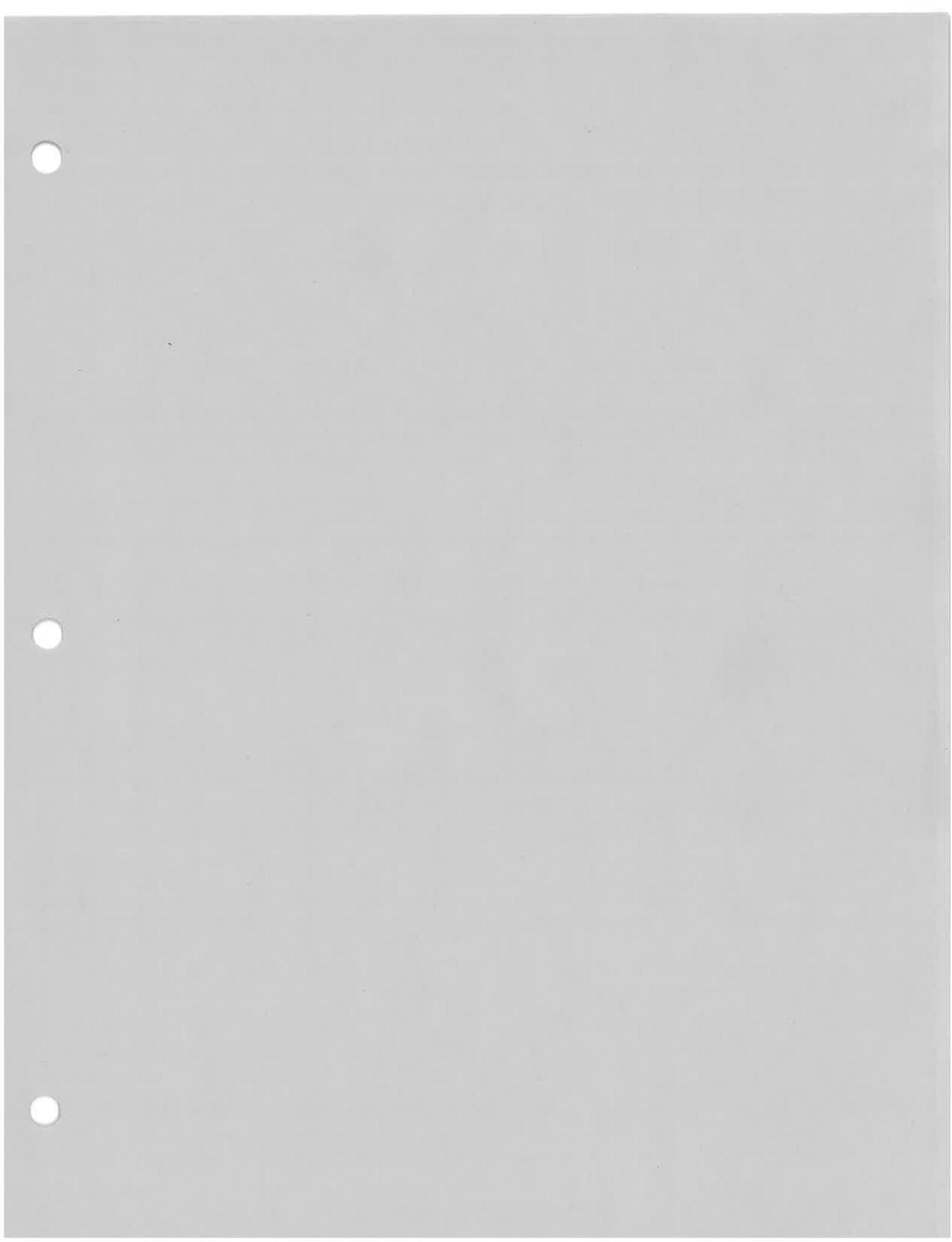
Name: \_\_\_\_\_ Title: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_









THE STATE  
of **ALASKA**  
GOVERNOR MIKE DUNLEAVY

Department of Education  
& Early Development

DIVISION OF LIBRARIES, ARCHIVES & MUSEUMS

395 Whittier Street  
P.O. Box 110571  
Juneau, Alaska 99811-0571  
Main: 907.465.4837  
Fax: 907.465.215

September 14, 2023

Ms. Jeanne Campbell  
PO Box 345  
Chevak, AK 99563

Dear Superintendent Campbell,

The Alaska Department of Education & Early Development (DEED) has reviewed your FY2024 School Broadband Assistance Grant (BAG) application for **Kashunamiut School District** and has awarded state funds in the amount of **\$19,965.79** to your school district to help bring schools listed in your application up to or closer to 25 Mbps of download capacity. Please note that FY2024 School BAG awards for eligible school districts exceeded the amount of available funding and were prorated under 4 AAC 33.620(g).

To receive School BAG funds for July 2023 through June 2024, please review the attached grant agreement and the table showing calculations based on the application you submitted. The FY2024 Alaska School Broadband Assistance Grant Agreement must be signed by both the superintendent and information technology or business manager and returned to [EED.BAG@alaska.gov](mailto:EED.BAG@alaska.gov) before the grant award can be distributed.

The Alaska Department of Education & Early Development has directed that School BAG funds should be collected and reported in a special revenue fund for each school district that receives BAG funds. This special revenue fund should account for specific revenue sources that are legally restricted for specific purposes, i.e. BAG funds to be used for internet costs.

This award letter and award amount constitutes a final action for the School BAG program for FY2024. Please submit a written notice of appeal to the Department of Education & Early Development Office of the Commissioner at [deed.commissioner@alaska.gov](mailto:deed.commissioner@alaska.gov) within 30 days from this award letter if you believe there is an error in the award decision.

We are delighted that your school district will receive this grant and that your students and teachers will benefit from enhanced access to the internet.

Sincerely,

**Amy Phillips-Chan, PhD**  
*Director, Alaska State Libraries, Archives & Museums*

**Andrew P. Kashevaroff Building**  
**Mail:** PO Box 110571, Juneau, AK 99811  
**Visit:** 395 Whittier St., Juneau, AK 99801  
**Office Phone:** 907.465.8718  
**Cell Phone:** 907.419.4283

School District	School Name	FY2024 Calculated School Award	FY2024 Prorated School Award
Kashunamiut	Chevak	20,398.80	19,965.79
		20,398.80	19,965.79

## FY2024 Alaska School Broadband Assistance Grant Agreement

This agreement is made and entered into this fourteenth day of September 2023, by and between the **Department of Education & Early Development**, referred to as the Grantor; and the **Kashunamiut School District**, referred to as the Grantee. Whereas, the State of Alaska has appropriated funds for Alaska School Broadband Assistance Grants (BAG); and whereas, the application of the Grantee for a BAG award has been approved. NOW THEREFORE and in consideration of the mutual covenants herein contained the parties hereto agree as follows:

The Grantor (DEED) will agree to:

- Furnish funds in the amount of **\$19,965.79** for broadband assistance to help bring circuits or connections that serve students in the schools specified below up to 25 Mbps download during E-rate funding year 2023, July 1, 2023 - June 30, 2024.
- Schools to receive these funds include: **Chevak**

The Grantee (School District) will agree to:

- Seek reimbursement from the FCC Universal Service Fund for E-rate discounts for 25 Mbps to support each of these same BAG circuits/connections.
- Work with the internet service provider serving each school to monitor download broadband services and costs.
- Expend school district funds for broadband for each of the schools as specified in the district's BAG application.
- Expend BAG funds only for services that help bring circuits or connections that serve students in the specified schools up to 25 Mbps download speeds during FY2024.
- Abide by the conditions set forth in Alaska Statutes 14.03.126; Alaska Administrative Code 4.33.600 to 4.33.690, and the BAG application.
- Submit an estimated year-end report on a form provided by the Grantor by April 15, 2024.
- Maintain accurate records for auditing purposes.
- Return any School BAG funds unexpended or unencumbered by June 30, 2024, to the Grantor by July 30, 2024.

The source of funding for this agreement is as follows:

**State of Alaska School BAG**

**\$19,965.79**

By accepting this award or agreement, the grantee may become subject to the audit requirements of State of Alaska Administrative Code 2 AAC 45.010. The grantee may be required to provide for an audit and to permit independent auditors to have access to their records and financial statements. The grantee should consult with an independent auditor for assistance in determining audit requirements for each fiscal year.

**The undersigned understands and agrees to the conditions of this agreement. Both signatures required.**

**Information Technology or Business Manager**

  
Signature

09/14/2023

Date

**Superintendent**

  
Signature

09/14/2023

Date

**Please make a copy of the signed agreement for your records and email another signed copy by October 13, 2023, to: [EED.BAG@alaska.gov](mailto:EED.BAG@alaska.gov)**



Signatures		Date
Supervisor:		
Superintendent:	<i>Jean Cophell</i>	9-20-23



**Alaska**

**(907) 243-4700**

**DC-3 ALL CARGO AIRCRAFT AVAILABLE FOR CHARTER  
WE SPECIALIZE IN ALL TYPES OF CARGO MOVEMENT**

Heavy / Oversized Construction Material  
Bulky / High Cubic Capacity  
Hazardous Material Certified / Explosives  
Quick Response Time for your Immediate Shipping Needs  
Short Runway Specialists  
We go Direct from Anchorage to over 200 places in Alaska

**See Our Website for Details <http://www.desertairalaska.com>**

### Charter Quote

Company: Chevak School Contact Name: Beau Abernathy Date: 9/15/2023

Address: \_\_\_\_\_

Email: [babernathy@chevakschool.org](mailto:babernathy@chevakschool.org)

Phone: 907-302-7447 Cell: \_\_\_\_\_ Ship Date: 9/23-9/28

From: Anchorage To: Chevak Ref By: \_\_\_\_\_

Cargo Description:

7000lbs of cargo
Shipment of Bleachers
Price Quoted is Per Flight

### NO EXCEPTION RATES APPLY

**DIRECT SERVICE FROM ANCHORAGE - ELIMINATING TRANSFER DELAYS AT THE HUBS**

**YOUR CARGO IS NEVER DISPLACED BY MAIL OR PASSENGERS**

Charter Rate:	<u>\$17,735.29</u>
Fuel Surcharge:	<u>\$3,724.41</u>
Federal Tax:	<u>\$1,108.46</u>
Additional Fees:	_____
TOTAL:	<u>\$22,568.16</u> <b>PER TRIP</b>

Quoted By: Kelly Klingbeil

**\* Quote valid for 60 days**

4001 Old Intl Airport Rd Unit # 9 Anchorage, AK 99502  
Ph: (907) 243-4700 Fx: (907) 243-4705 Email: [joey@desertairalaska.com](mailto:joey@desertairalaska.com)  
<http://www.desertairalaska.com>








<b>Requestor:</b>	Jeanne Campbell	<b>Vendor:</b>	Amplify		
<b>Department:</b>	<del>ESSER funded Curriculum</del>	<b>Email:</b>	krockstroth@amplify.com	<b>Phone</b>	800-823-1969
<b>Phone:</b>	1-907-858-6195	<b>Address:</b>	55 Washington St. Suite 800, Brooklyn, NY 11201		

[illegible]

Fund	Function	Object	Amount

Signatures		Date
Supervisor:		
Superintendent:		9-20-23



## Price Quote

### Amplify

55 Washington Street, Suite 800  
Brooklyn, NY 11201  
Phone: (800) 823-1969  
Fax: (646) 403-4700

Quote #:  
Date:  
Expires On:

Q-293236-1  
9/20/2023  
10/20/2023

#### Customer Contact Information

Falon Tardiff  
Kashunamit School District  
000-00-0000  
ftardiff@chevakschool.org

#### Amplify Contact Information

Kristen Rockstroh  
Inside Sales Representative  
krockstroh@amplify.com

CKLA for Cup'ik teachers  
Classroom Kits & Teacher Digital Experience  
6 years

PRODUCT	PRICE	QUANTITY FREE	QUANTITY CHARGE	TOTAL PRICE
CKLA 2nd Ed GK Complete Classroom Kit_NS - 6yr (2023-2029)	\$2,999.00	0	1	\$2,999.00
CKLA 2nd Ed GK Dig Exp Teacher License _NS - 6yr (2023-2029)	\$540.00	1	0	\$0.00
CKLA 2nd Ed G1 Complete Classroom Kit_NS - 6yr (2023-2029)	\$2,499.00	0	1	\$2,499.00
CKLA 2nd Ed G1 Dig Exp Teacher License _NS - 6yr (2023-2029)	\$540.00	1	0	\$0.00
CKLA 2nd Ed G2 Complete Classroom Kit_NS - 6yr (2023-2029)	\$2,899.00	0	1	\$2,899.00
CKLA 2nd Ed G2 Dig Exp Teacher License _NS - 6yr (2023-2029)	\$540.00	1	0	\$0.00
CKLA 2nd Edition G3 Complete Classroom Kit_NS - 6yr (2023-2029)	\$1,999.00	0	1	\$1,999.00
CKLA 2nd Ed G3 Dig Exp Teacher License _NS - 6yr (2023-2029)	\$540.00	1	0	\$0.00
CKLA 2nd Edition G4 Complete Classroom Kit_NS - 6yr (2023-2029)	\$1,499.00	0	1	\$1,499.00
CKLA 2nd Ed G4 Dig Exp Teacher License _NS - 6yr (2023-2029)	\$540.00	1	0	\$0.00
TOTAL				\$11,895.00

SHIPPING AND HANDLING	SHIPPING COST	TOTAL PRICE
Amplify Shipping and Handling	\$951.60	\$951.60

GRAND TOTAL

\$12,846.60

## Scope and Duration

### Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: <http://www.amplify.com/w-9.pdf>

### License and Services Term:

- Licenses: 07/01/2023 until 06/30/2029.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

### Special Terms:

- **FOR SHIPPED MATERIALS:**
  - Expedited shipping is available at extra charge.
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- **FOR SERVICES:**
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

## How to Order Our Products

Amplify would like to process your order as quickly as possible. Please visit [amplify.com/ordering-support](http://amplify.com/ordering-support) to find all the information you need for submitting your order. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:

### **Please include these three documents with your order:**

- Authorized purchase order or check
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

### **If submitting a purchase order:**

To expedite your order, please visit [amplify.com/ordering-support](http://amplify.com/ordering-support) where you can submit your signed purchase order. You can also email a purchase order to [IncomingPO@amplify.com](mailto:IncomingPO@amplify.com) or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

### **If submitting your order via credit card:**

- Please email [Accountsreceivable@amplify.com](mailto:Accountsreceivable@amplify.com) to request a secure credit card payment link

### **If submitting your order via sending a check:**

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.
- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: [amplify.com/ordering-support](http://amplify.com/ordering-support).**

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at [amplify.com/customer-terms](https://amplify.com/customer-terms). Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

## Terms & Conditions

1. **Scope.** These Terms and Conditions (the "Customer Terms") are a legal agreement between Amplify Education, Inc. ("Amplify") and your school, district, state agency, or other educational organization ("you" or "Customer") for the license and use of one or more of Amplify products or services (the "Products"), as specified in the receipt, price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote"). Unless otherwise specified in the Quote, these Customer Terms and the Quote constitute the entire agreement between Amplify and Customer regarding the license and use of the Products (the "Agreement"). This Agreement becomes effective at the earliest of the following: (i) issuing a purchase order, shipment request, or payment against the Quote; (ii) accessing, downloading, or using the Products; or (iii) otherwise accepting this Agreement. You represent and warrant that: (1) you are of legal age to accept this Agreement; (2) you are authorized to accept this Agreement and to access and use the Products; and (3) your use of the Products will comply at all times with Amplify's [Acceptable Use Policy](https://amplify.com/acceptable-use) available at [amplify.com/acceptable-use](https://amplify.com/acceptable-use) ("AUP"). If you do not agree to this Agreement, do not access, download, or use the Products.
2. **License.** Subject to the terms and conditions of the Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicensable license to access and use, and permit Authorized School Users, as defined below, to access and use the Products in accordance with the AUP, for the duration specified in the Quote (the "Term"), and for the number of Authorized School Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized School User" means an individual teacher or other personnel employed by Customer, or an individual student registered or authorized for instruction with Customer, who Customer permits to access and use the Products subject to the terms and conditions of the Agreement, solely while such individual is so employed or so registered. Each Authorized School User's access and use of the Products will be subject to Amplify's AUP in addition to the terms and conditions of the Agreement. Violations of this Agreement or the AUP may result in suspension or termination of the applicable account.
3. **Restrictions.** Customer may access and use the Products solely for non-commercial instructional and administrative purposes. Guidelines for such purposes may be detailed in materials associated with the Product you are accessing. Further, Customer may not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose, or create derivative works based on the contents of, sell, or otherwise exploit, the Products, or any part thereof; (b) decompile, disassemble, reverse engineer the Products, or otherwise use the Products to develop functionally similar products or services; (c) modify, alter, or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease, or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent, or disable any security or digital rights management device, procedure, protocol, or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title, and interest in such works to Amplify. The Products and derivatives thereof may be subject to export control laws, restrictions, regulations, and orders of the U.S. and other jurisdictions (together, "Export Laws"). Customer agrees to comply with all applicable Export Laws, and will not, and will not permit Authorized School Users to, export, or transfer for the purpose of re-export, any Product to any prohibited or embargoed country in violation of any U.S. export law or regulation. Further, Customer represents that it is not a party subject to sanctions by the U.S. Office of Foreign Assets Control or included on any restricted party list maintained by the U.S. Bureau of Industry and Security. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).
4. **Reservation of Rights.** SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title, and interest in and to all Products, including all related IP Rights, are and will remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright, and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer must promptly notify Amplify of any violation of Amplify's IP Rights in the Products, and will reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see [amplify.com/virtual-patent-marking](https://amplify.com/virtual-patent-marking)).

Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer will be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported to Amplify by Customer within 60 days of receipt. In such case, Customer may not return Products without Amplify's written authorization.

7. Account Information. For subscription Products, the authentication of Authorized School Users is based in part upon information supplied by Customer or Authorized School Users, as applicable. Customer will and will cause its Authorized School Users to (a) provide accurate information to Amplify or a third-party service as applicable, and promptly report any changes to such information, (b) not share login credentials or otherwise allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized School Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized School Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized School Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how, or trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

Student Data. The parties acknowledge and agree that in the course of providing the Products to the Customer, Amplify may collect, receive, or generate information that directly relates to an identifiable current or former student of Customer ("Student Data"). Student Data may include personal information from a student's "educational records," as defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Student Data is owned and controlled by the Customer and Amplify receives Student Data as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Individually and collectively, Amplify and Customer agree to uphold our obligations, as applicable, under FERPA, the Children's Online Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amendment ("PPRA"), and applicable state laws relating to student data privacy. Amplify's [Privacy Policy](https://amplify.com/customer-privacy) at [amplify.com/customer-privacy](https://amplify.com/customer-privacy) ("Privacy Policy") will govern collection, use, and disclosure of Student Data collected or stored on behalf of Customer under this Agreement. Customer is responsible for providing notice and obtaining appropriate consents under applicable laws to authorize Authorized School Users' use of the Products, including making a copy of the [Privacy Policy](https://amplify.com/customer-privacy) available to the parents or guardians of users who are under the age of 13. In addition, Amplify has entered into the Data Privacy Agreements listed at [amplify.com/privacy-security](https://amplify.com/privacy-security) aligned with state and national templates to facilitate compliance with applicable state laws and help expedite Customer's student data privacy documentation process.

10. Customer Materials and Requirements. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized School Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at [amplify.com/customer-requirements](https://amplify.com/customer-requirements).

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE

NOR LIABLE FOR ANY THIRD-PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS, OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD-PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD-PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE, AND DISCLOSURE PRACTICES OF THIRD PARTIES.

12. **Limitation of Liability.** IN NO EVENT WILL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY, OR OTHERWISE, MAY NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12-MONTH PERIOD. UNDER NO CIRCUMSTANCES WILL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. **Term/Termination.** This Agreement will be in effect for the Term and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity, or otherwise, a party will have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized School User) materially breaches any term, provision, warranty, or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge, or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of the Products following termination. Upon termination, Amplify will return or destroy any Student Data provided to Amplify hereunder. Notwithstanding the foregoing, nothing will require Amplify to return or destroy any data that does not include Student Data, including de-identified information or data that is derived from access to Student Data but which does not contain Student Data. Sections 3–14 will survive the termination of this Agreement.

14. **Miscellaneous.** This Agreement, including all addenda, attachments, and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement will supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and will supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement will apply to their singular and plural forms, as applicable. The word "including" means "including without limitation." This Agreement will be governed by and construed and enforced in accordance with the laws of the U.S., state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement will constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized School User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement will for any reason be held to be unenforceable at law, such provisions will be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify will have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, pandemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network. Each party represents and warrants that it has all necessary right, power, and authority to enter into this Agreement and to comply with the obligations hereunder.

We are delighted to work with you and we thank you for your order!







Kashunamiut School District  
985 KSD Way  
Chevak, AK 99563  
907-858-6127

**To:** KSD Board Members  
**From:** Falon Tardiff, Principal  
**Topic:** September Board Report

- September 5th-6th we had teacher inservice for all staff which included
  - CKLA/Amplify
  - 7 Mindsets
  - Engaging Lessons
  - RTI/Student Behavior/Incentives
- Mentor Mondays will begin soon! Every 1st and 2nd year teacher has been paired up with a local staff member and will meet weekly to discuss what has been going well and answer any questions they may have.
- Fall MAP testing is almost wrapped up! The goal is to reach 100% tested. Quiana to those that have proctored and made sure their kids attended school each day.
- Heather and I are meeting with students and their parents that are at risk of falling behind in school.
- Our CKLA Curriculum is here and being distributed to the classroom teachers to begin implementing.
- Amplify is all set up which means we are ready to give the mClass screener that is a requirement for the AKreads Act. We plan to have the teachers begin that assessment after the MAPS assessment is completed.
- Derrick McDonald and Heather Coralluzzo took 4 of our students to the Safety and Wellness Conference in Anchorage and we look forward to hearing from them what they learned.
- The leadership team has created a minimum day schedule that will begin on September 27th. Each week we will focus on a different topic. Attached is a rough draft.
- Our District Intervention Plan that our reading team (myself, Lillian, Allan and Stephanie) submitted to the state last month has come back with feedback. We will meet Monday, September 18th, to discuss the area that needs to be addressed.
- As you may have heard many districts have experienced budget cuts in their athletic budgets, specifically for inner village travel. Therefore, our traditional Chevak invitational Cross Country meet was just Hooper Bay. However, it was so nice to have the opportunity for our students to compete! They sure ran some very impressive times.
  - Attached is the most current FY24 sports schedule.
  - A uniform check out form has been created to help keep track of uniforms and equipment throughout the school year. The hope is to reduce the amount of uniforms that need to be replaced.



# **K-3 MTSS District Reading Intervention Plan Rubric**

<p><b>DISTRICT</b> Falon Tardiff Principal ftardiff@chevakschool.org</p>	<p><b>Complete and Consistent Implementation</b> 5</p>	<p><b>Partial or Inconsistent Implementation</b> 3</p>	<p><b>Little or No Implementation</b> 1</p>	<p><b>Not Evident of Implementation</b> 0</p>
<p><b>Tier I: Universal Instruction</b></p>				
<p><b>Notes:</b> CKLA is in route. Suggest <a href="https://www.coreknowledge.org/curriculum/language-arts/">https://www.coreknowledge.org/curriculum/language-arts/</a> instead of LLI</p>	<p><b>a.</b> The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the <b>five components of reading and oral language</b>. Comprehensive instructional materials are evidence-based, do not include three-cueing instructional practices designed to ensure <b>all grade-level content standards</b>.</p>	<p>The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the <b>five components of reading and oral language</b>. Some of the instructional materials are evidence-based, do not include three-cueing instructional practices and designed to teach most <b>grade-level content standards</b>.</p>	<p>The district has a core program adopted which does not teach all components of reading and oral language. Some of the instructional materials may include three-cueing instructional practices and does not cover the scope of <b>grade-level content standards; supplementation is required</b>.</p>	<p>The district does not have an adopted core program. Some of the instructional materials may include three cueing instructional practices. The instructional material does not cover the scope of the <b>grade-level content standards, supplementation is required</b>.</p>
<p><b>b.</b></p>	<p>All grades have sufficient time for reading instruction and reading time is protected.</p>	<p>Instructional time for reading may be adequate and is generally protected.</p>	<p>Instructional time for reading is not always protected and may be insufficient.</p>	<p>Instructional time for reading is not protected nor sufficient.</p>
<p><b>c.</b></p>	<p>Additional time is provided for multi-tiered system of support based on assessed need at all grade levels</p>	<p>Additional time is provided for multi-tiered support based on assessed need in most grade levels</p>	<p>Some additional time is provided for multi-tiered support without regard to assessed need at some grade levels.</p>	<p>No evidence of a multitiered system of support exists.</p>

## Tier II: Targeted Intervention

Heggerly, UFLI, mClass	a.	Intervention materials, based on proven results, are selected to provide a multi-tiered system of support based on identified skill needs.	Intervention materials are available for a multi-tiered system of support but are not clearly based on identified skill needs.	An assortment of intervention materials has been selected but have little or no connection to skill needs.	No intervention materials have been selected.
	b.	The Tier 2 <i>Intervention Programs</i> provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	All Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Tier 2 interventions are not evidence based in content areas and grade levels where they are available.
	c.	Tier 2 interventions supplement Tier 1.	Tier 2 interventions sometimes supplement Tier 1 and sometimes replace Tier 1 instruction	Tier 2 interventions replace Tier 1	Tier 2 interventions are not evident in the K-3 MTSS Plan.

## Tier III: Intensive Intervention

	a.	The Tier 3 <i>Intervention Programs</i> provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	All Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Tier 3 interventions are not evidence based in content areas and grade levels where they are available
Decrease group size and increase minutes	b.	Tier 3 interventions are more intensive than Tier 2 interventions	Tier 3 interventions are more intensive than secondary	Tier 3 interventions are not more intensive (e.g.,	Tier 3 interventions are not evident in the K-3 MTSS Plan.

	and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.	interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than Tier 2 interventions.	
	c. Tier 3 interventions supplement Tier 1 and 2.	Tier 3 interventions sometimes supplement Tier 1 and sometimes replace Tier 2 intervention.	Tier 3 interventions replace Tier 1 or 2.	Tier 3 interventions are not evident in the K-3 MTSS Plan.
<b>Universal Screening Process</b>				
mClass	a. The district has a coherent and clear assessment system, including an approved screener (mClass or approved screener by waiver), progress monitoring, diagnostic, and outcome measures.	The district has an approved screener (mClass or approved screener by waiver) and progress monitoring.	The district has an approved screener (mClass or approved screener by waiver) and is establishing a progress monitoring schedule.	The district does not have an approved screener (mClass or approved screener by waiver).
Recommend Diagnostic Resources on DEED Website	b. There is evidence that diagnostic assessment is consistently used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient	There is some evidence that diagnostic assessment is used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient; however, use of diagnostic assessment is inconsistent.	Current diagnostic assessments do not identify specific reading skill deficits.	No evidence of diagnostic assessment usage.
<b>Professional Development</b>				
5 Days - Check all boxes	a. Professional development includes reading instruction, support aligned with the core reading program, assessment to improve instructional practice,	Some forms of professional development are available, but most are not consistent to ensure continuous improvement in reading instruction, or support aligned	The school does not have a well-defined, professional development plan to support continuous improvement of reading instruction.	Professional development plan is not evident.

	data based decision making, and delivery of interventions.	with the core reading program, assessment, to improve instructional practice, data based decision making, and delivery of interventions.		
<b>b.</b>	Professional development plan identifies the expected number of days/hours for professional development throughout the school year.	Professional development plan identifies the general number of days for professional development throughout the school year.	Professional development plan identifies an estimate of the number of days for professional development throughout the school year.	Professional development plan is not evident.
<b>Public Communication</b>				
Recommend initial meeting to go over MTSS plan, quarterly meetings to update all stakeholders. Dates needed.	<p><b>a.</b></p> <p>All of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention</p>	Two of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	One of the following conditions are met: (1) a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, and; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	There is no evidence of public communication or meetings.
<b>Home Supports</b>				
Recommend parent training be added. Dates Missing	Specific resources are described which are parent-friendly for home use. The plan for parent training is specifically outlined with dates.	Resources are described which are parent-friendly for home use. A plan for parent training is evident.	Some parent-friendly resources are described. No evidence of plans for parent training.	Parent-friendly resources and training plans are not evident.

**Scoring:**

- 0 = K-3 MTSS District Intervention Plan is not accepted. Submit revision with changes within 15 days**
- 1= Conditional Acceptance. Changes in this domain must be addressed for next school year submission**
- 3= Acceptance. Minor changes are encouraged for next school year submission**
- 5= Accepted as final form.**

**Recommendations: (At least 2)**

1. Decrease group size and increase duration for Tier III
2. Recommend initial and quarterly meetings on MTSS plan and updates
3. Recommend Parent Trainings and add discussion decision making process for Tier II and III
4. Dates Needed for Stakeholders and Home Supports.
5. Diagnostic tools need to be listed. Is this a confusion with screener?

**1<sup>st</sup> DEED Review: 8/28/23**

- IRIP document reviewed
- Parent Notification document reviewed

## **2<sup>nd</sup> DEED Review: 8-30-23**

- IRIP document reviewed- DEED Template
- Parent Notification document- DEED Template



## ALIGNMENT OF LITERACY SCREENER WITH DIAGNOSTIC MEASURES, GRADES K-3



The following table is designed to assist you in using students' mClass subtest data to determine appropriate diagnostic measures. To clarify the interventions that should be included in a student's individual reading plan, review the subtests where the student's score was low (or lower than other areas), identify one or more diagnostic measures from the recommended list to administer, and review the resulting data. This is not an exclusive or exhaustive list of available diagnostics.

### Using mClass Subtest Data to Identify Appropriate Diagnostics for Grades K-3

mClass Subtest	Expected Subtest Grades	Related Skill	Measures	Examples of Tier II or III Diagnostic Measures
Phonemic Segmentation Fluency (PSF)	K-1	Phonological / Phonemic Awareness	The ability to separate words into their sequence of individual sounds.	<ul style="list-style-type: none"> <li>• EasyCBM Phonemic Awareness (K-1)</li> <li>• CORE Phonological Segmentation Test*</li> <li>• CORE Phoneme Deletion Test*</li> <li>• CORE Phoneme Segmentation Test*</li> <li>• Phonological Awareness Screening Test - PAST (K-1)</li> <li>• Phonological Awareness Skills Screener - PASS (K-1)</li> <li>• PALS Marketplace Phonological Awareness Literacy Screening (PALS)</li> <li>• Really Great Reading Phonological Awareness Survey</li> </ul>
Letter Naming Fluency (LNF)	K-1	Letter Naming Fluency	The ability to recognize and name capital and lowercase letters of the alphabet.	<ul style="list-style-type: none"> <li>• EasyCBM Letter Names (K-1)</li> <li>• CORE Phonics Surveys*</li> <li>• Amira Letter Sounds</li> <li>• PALS Marketplace Phonological Awareness Literacy Screening (PALS)</li> <li>• Really Great Reading Foundational Skills Survey</li> <li>• Really Great Reading Letter Knowledge Survey</li> </ul>
Nonsense Word Fluency	K-3	Phonics and decoding	The ability to identify complete letter sounds (CLS) and blend letter sounds in words recoded correctly (WRC).	<ul style="list-style-type: none"> <li>• EasyCBM Letter Sounds</li> <li>• Acadience Reading Diagnostic PA &amp; WRD</li> <li>• CORE Phonics Surveys*</li> <li>• Reading A-Z: Alphabet Naming</li> <li>• Really Great Reading Decoding Survey</li> <li>• 95% Group PSI: Phonics Screener for Intervention</li> </ul>

Comprehension (Maze)	2-3	Reading comprehension	Note: Students' listening comprehension will likely be higher than their reading comprehension; they may be able to retell stories told orally but not retell what they have read themselves.	<ul style="list-style-type: none"> <li>• Easy CBM, Reading Comprehension (2-3)</li> <li>• PALS Marketplace Phonological Awareness Literacy Screening (PALS)</li> <li>• CORE Reading Maze Comprehension Test*</li> </ul>
Text Fluency	1-3	Oral reading fluency	The ability to read connected text fluently and with accuracy in order to retell a passage.	<ul style="list-style-type: none"> <li>• EasyCBM Word Fluency/Passage Fluency (1-3)</li> <li>• PALS Marketplace Phonological Awareness Literacy Screening (PALS)</li> <li>• MASI-R Oral Reading Fluency Measures*</li> </ul>
Word Reading Fluency	K-3	High frequency word fluency	The ability to read high frequency words with automaticity and accurately.	<ul style="list-style-type: none"> <li>• CORE Graded High Frequency Word Survey*</li> <li>• San Diego Quick Assessment of Reading Ability*</li> <li>• Really Great Reading Sight Word Survey</li> </ul>
Vocabulary	2-3	Vocabulary	The ability to comprehend grade-level academic English.	<ul style="list-style-type: none"> <li>• CORE Vocabulary Screening Test*</li> </ul>

\*Diagnostic is in CORE Assessing Reading: Multiple Measures or online

## FY24 Minimum Day Schedule (MD)

**Wednesday Workshop 1:45 to 4:00; Agenda form** - duplicate and save for your meeting. [W](#) Copy of Template mtg yyyy\_mo\_dy title agenda.docx

**Week 1: District Office / Spotlights of the Month** -Whole Staff meets to report on the workings of the different teams and or Administration presentation.

**Week 2: Wing Meetings**-Work with student data to identify RTI needs. Work with literacy strategies to identify ways in which to differentiate instruction. Discuss & implement peer observations. Etc...

**Week 3: School Focus Meeting** - Math Curriculum Committee, Place-based Relevant Education, 7 Mindsets, Engagement, Cultural Practices, Parent Engagement, Data Informed Instruction, etc.

**Week 4: Monthly Celebration** - Staff Morale/School Climate

**September 27** — MD - Whole Group Celebration- Staff of the Month/Yuraq/Oil Bread & Agutaq

- 09/15 - Student Council & Pep Rally
- 10/02 - Fall OASIS count begins

**October 04** — MD - District Office- Calendar of Events

**October 11** — MD - Wing Meeting- RTI, Student of the Month, Prepare for self-contained classes

- 10/12- Q ends; Grades Due
- 10/16- In-service

**October 20** — MD - School Focus Meeting TBA

- 10/19 - Parent Teacher Conf. 3-5; 6-8
- 10/20 - Early release students

**October 25** — MD - Staff Halloween Contest

- 10/22 Chevak Invite-Wrestling
- 10/26 Board Meeting 7pm
- 10/27 Fall OASIS count ends
- 10/30 Trunk or Treat Community Event
- 10/31 Awards Assembly/Costume Parade

**November 01** — MD - District Office/ Calendar of Events

**November 08** — MD - Wing Meeting- RTI, Student of the Month, Data Walls

**November 15** — MD - School Focus Meeting TBA

- 11/16 Board Meeting 7:00 pm
- 11/18 Community Thanksgiving Dinner

**November 22** — Early Release 2 hour return

- 11/23-24 Holiday

**November 29** - MD - District Office- Calendar of Events

**December 15** — MD - Staff Party -

- 12/4-14 - MAP Midyear Testing
- 12/15 - End of Q; grades due
- 12/18 - Christmas Program
- 12/20-01/05 - Holiday
- 12/27-12/31- Christmas Tournament Fundraiser

## CHEVAK SPORTS ACTIVITY

### **28 July 23: Cross Country Running Starts:**

25 Aug 23: Scammon XC invite  
08 Sept 23: Chevak XC invite----- LYSD all site come  
16 Sept 23: Bethel XC invite  
29 Sept 23: XC Regionals @ Bethel  
07 Oct 23: XC State @Palmer

### **06 Sept 23: Mix Six Volleyball Start:**

06 Oct 23: Mix Six @ Chevak----- MOU/SCM  
20 Oct 23: Mix Six @ Pilot Station-----VAK/RSM  
03 Nov 23: Mix Six @ St. Mary's-----VAK/EMO  
15 Nov 23: Mix Six Regionals @ Mountain Village

### **27 Sept 23: Wrestling Starts:**

13 Oct 23: Wrestling Scramble @ Bethel  
26 Oct 23: Wrestling @ Chevak-----MS/HS----26 th /27 th MS-----27 th /28 th HS  
09 Nov 23: Wrestling invite @ Bethel  
17 Nov 23: Wrestling @ Lancer Smith (Palmer HS)  
07 Dec 23: Wrestling Regional @ Bethel HS  
15 Dec 23: State Wrestling @ Anchorage Alaska Airline Center

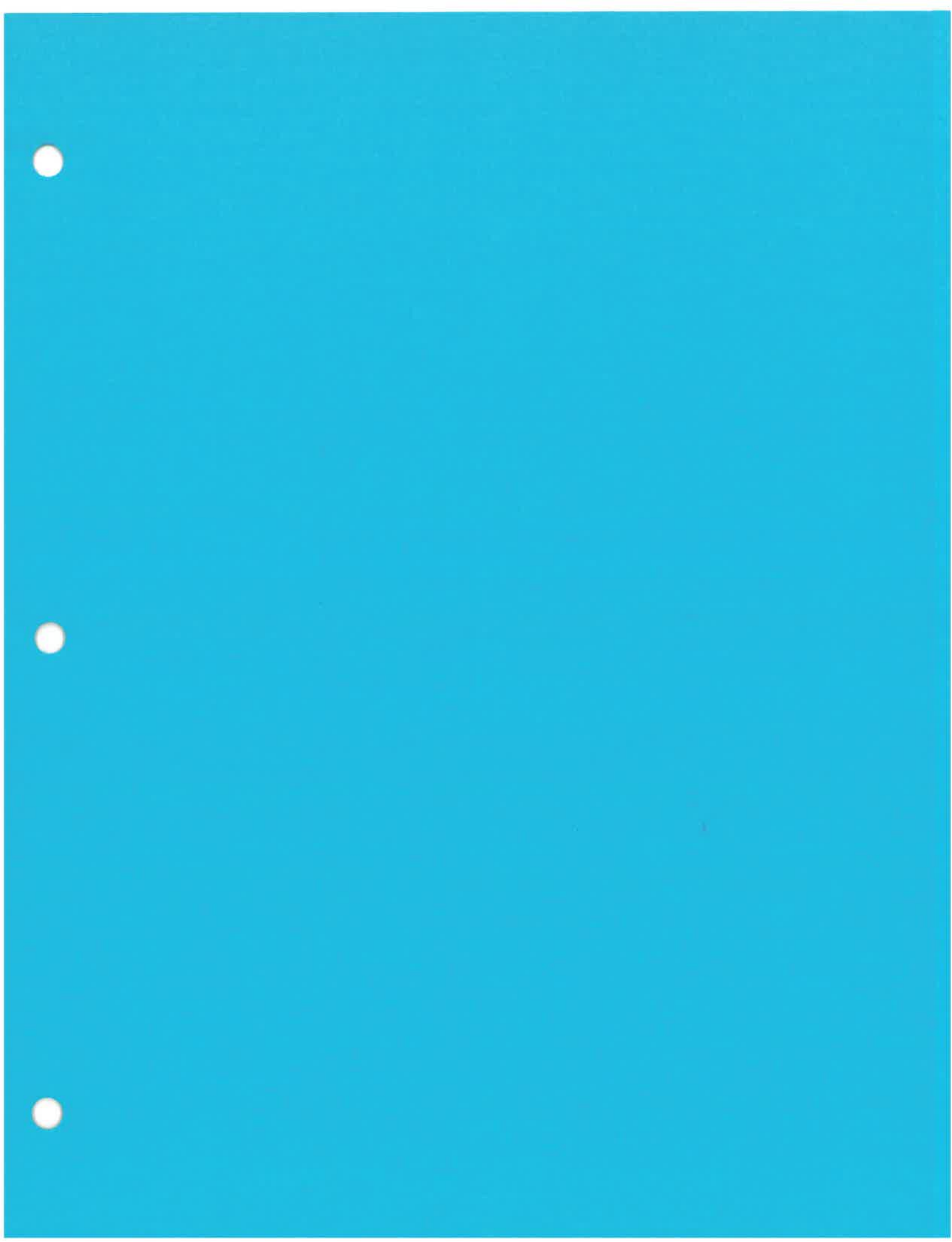
### **29 Nov 23: HS Basketball starts:**

03 Jan 24: Scammon Bay KOK  
10 Jan 24: TBA  
17 Jan 24: Hooper Bay Classic  
24 Jan 24: Chevak HS @ Chefnak----Chefnak MS @ Chevak/ HPB & SCM ????  
31 Jan 24: Chevak Hoopfest  
28 Feb 24: 2A Regionals @ Chevak  
06 Mar 24: MS District @ Chevak---- Boys & Girls LYSD Coming  
13 Mar 24: HS State Basketball  
21 Mar 24: Elem Basketball @ Pilot Station

### **04 Mar 24: Native Youth Olympics Start:**

29-30 Mar 24: NYO invite @ Chevak  
11 Apr 24: NYO District @ Mountain Village  
17 Apr 24: State NYO





**Board Report**  
9.21.2023

At the beginning of the year, I asked our Superintendent to give me three to four top priorities in the first 60 days that would help the district the most (and make you glad you hired me)! Here is an update based on that list.

**Top Priorities for Next 60 Days:**

**1. Understand, plan, write and implement Federal Grants.**

- a. All grants are switched to me now and I am able to access GMS and G5.
- b. Tom Simpkins and Sam Ulroan are leading the Perkins Grant.
- c. Completing the Title VI Grant with an Annual Performance Review due October 13.
- d. Lillian and I are co-leading the Migrant Ed.
- e. Submitted a Grant attempting to raise funds to support a trip for our Eskimo Dancers.
- f. Establishing a timeline for submitting grants before the due dates so that we are able to access every bit of funding possible for our students.
- g. Aggressively pursuing new grants.

**2. Establish an active Parent Advisory Committee (along with Lillian and Mary).**

- a. Lillian and I recruited an excellent PAC.
- b. We met once and will meet monthly with the PAC for their input and guidance on various grants, input about educational choices, items of concern they are hearing in the community, etc.

**3. Establish a functioning Student Government in both the Middle and High School, coaching the teachers to take it over as soon as they are able.**

- a. Recruited fifteen students to run for Student Council.
- b. Helped the students write a short speech encouraging classmates to vote for them.
- c. Held an Assembly for the students to give their speeches and vote.
- d. I will lead the Student Council until our two sponsors feel comfortable in leading the meetings in a positive direction (Erwin Marcelo and Tom Simpkins).
- e. Our goal is be an extremely positive force in the school with Spirit Weeks, Dances, fund raising, encouraging involvement, minimizing discipline concerns, etc.

**4. Implement Relevant Education (Student Exchange).**

- a. Lillian and I spoke with David Herbert about what Relevant Education is and what it could look like for us.
- b. Lillian and I are planning how to implement Relevant Education.

- c. Relevant Education will be a long-term project, taking at least until next fall to really begin. Once we start, it will be easier to implement other disciplines, involve other teachers, etc.

**5. Serve as an Administrator in any way Jeanne sees appropriate/necessary.**

- a. I am currently leading the Custodial and Maintenance Staff.
  - i. Jeanne (when available) and I meet weekly with both teams for encouragement and support.
  - ii. I am now assigning Work Orders to the maintenance staff.
  - iii. We have issued verbal and written warnings to one custodian and two maintenance staff.
  - iv. All three have responded in a positive manner verbally but we are watching to make certain the behavior matches.
- b. It is taking some significant time initially during the week to administrate the Custodial and Maintenance Staff well.
- c. Assisted Jeanne in determining the best way to ship bleachers to Chevak. This has been a logistical challenge.
- d. Assisted Jeanne and Falon in administrating some of the "loose ends" around the school involving instruction.
- e. Modeled an "Engaging Lesson" for the Teachers/Para Pros during In-Service that they can use as a template to create excellent, engaging lessons. The response was very positive.
- f. Have spent three hours this week calling about scheduling the Para Pro Praxis Test. It is challenging to get a commitment from Prometric! When the test is scheduled, I will let everyone know!
- g. Assisting in the technology piece for the school with Lynx.

**6. On a personal note, caught a nice moose that I was able to share with teachers and elders.**





September 12, 2023

## **Report to the School Board**

Lillian Olson – Director of Resources  
District Testing Coordinator

Waqaa, School Board-ani! I have moved my work space from the District Office to the school office area for the rest of my contract work with the school district. My work in this current school year will be to concentrate in the K-5<sup>th</sup> grade levels and I will continue to learn the protocol and procedures for student behavior issues for these grade levels and other duties assigned as I work with Principal Falon and Derrick McDonald in the coming weeks. I have already started the walkthroughs in the classrooms on a weekly basis except for this week due to MAP Testing.

All of the grades in K-12 are being tested this week on MAPs Reading, Language Use and Math. The other upcoming tests are the Kindergarten Alaska Developmental Profile (ADP) and then the mCLASS Dibels which will be given for grades Kindergarten through 2<sup>nd</sup> grade. This is the new and required assessment from Education and Early Development Alaska READS Act. The school will be doing this for the first time and everyone is on a learning stage. All of the MAP make-up testing will be all of next week for the students that missed their testing blocks this week. I want to thank the staff members that are helping with the testing this week in advance.

The update on the teacher aides ParaPro Testing has been a technical and difficult bureaucratic process with the ETS Institute. Their process and communication with us have been a very slow and delayed process but Beau at the District Office has assured me that he will help Michelle get the process rolling.

Last week I teamed up with Falon to go over Expectations for Teachers and Aides and also Engaging Lessons & Curriculum with Beau Abernathy during the school's Workshop / Inservice days. Other than that, I am filling in to help monitor gym use during the high school lunch time all week. I will also continue to do walkthroughs in the classrooms and helping to monitor hallways whenever I am free from any duties assigned or not attending SPED and leadership meetings. I have upcoming webinars with EED for the work as the school's District Testing Coordinator.



**Regular School Board Meeting**  
**Date: Thursday, August 24, 2023**  
**Personnel Items on the Agenda**

**ACTION Items:**

1. The next Personnel item(s) on the agenda is an **Action** item. The following were interviewed by a committee, background checks were run and:
  - a. I recommend Mary Agimuk for the part time payroll position retroactive to the start date of 9/11/23.
  - ~~b.~~ I recommend Erwin Marcelo for the HS Volleyball coach.
  - c. I recommend June Tuluk for HS Volleyball assistant coach.
  - d. I recommend Aaron Ulroan for HS Wrestling coach.
  - e. I recommend Jo Bukowski for the Ele/MS Wrestling coach.
  - f. I recommend Lawrence Matchian Jr. for HS boys basketball assistant coach.
  - g. I recommend Michelle Night for MS Girls basketball coach.
  - h. I recommend Sebastian Usugan for MS NYO coach.
  - ~~i.~~ I recommend Kris Imgalrea for the fulltime temporary Maintenance position.
  - ~~j.~~ I recommend Tom Simpkins and Sam Ulroan to share the CTE / Perkins grant coordinator duties and stipend.
  - k. I recommend Lillian Olson for the Migrant Education Grant coordinator.

**INFORMATION Items:**

2. Open Positions:
  - a. Student Support Service
  - b. Instructional Aide 50/50 SpEd & AKCIS (TBD)
3. Colin Ayuluk's resignation letter was received and accepted September 1, 2023; his last day was September 15.
4. Aaron Ulroan's resignation letter as the Activities Director position was received and accepted on September 1, 2023.
5. The commissioner sent a letter approving the hire of Treydon Atchak.



THE STATE  
of **ALASKA**  
GOVERNOR MIKE DUNLEAVY

**Department of Education &  
Early Development**

OFFICE OF THE COMMISSIONER

P.O. Box 110500  
Juneau, Alaska 99811-0500  
Main: 907.465.2800  
TTY/TDD: 907.465.2815  
Fax: 907.465.4156

September 11, 2023

Jeanne Campbell, Superintendent  
Kashunamiut School District  
985 KSD Way  
Chevak, AK 99563

Superintendent Campbell,

This is in response to the Kashunamiut School District's September 1, 2023 letter requesting permission to hire Treydon Atchak as a classified School Cook. Mr. Atchak is the son of School Board Member John Atchak, which is a restriction in AS 14.14.140 stating "members of the immediate family of a school board member may not be employed by the school board except upon written approval of the commissioner."

Since the Kashunamiut School Board has followed appropriate hiring procedures and has approved the hire of Mr. Atchak during their August 31, 2023 regular board meeting, the request to waive AS 14.14.140 is approved.

Sincerely,

A handwritten signature in blue ink, appearing to read "Heidi Teshner".

Heidi Teshner  
Deputy Commissioner



## **BP 6145.2 INTERSCHOLASTIC COMPETITION**

The School Board considers the interscholastic program an integral component of the district educational program. The interscholastic athletic program shall be geared to the interests and abilities of students of both sexes and varied in scope to ensure wide participation, consistent with the financial and personnel constraints of the district.

*(cf 6145 - Extracurricular and Cocurricular Activities)*

The School Board shall not approve membership of the district, or any school in the district, in any voluntary interscholastic athletic organization which discriminates against or denies the benefits of any program to any person on the basis of race, sex, or ethnic origin.

*(cf 0410 - Nondiscrimination in District Programs and Activities)*

The School Board shall maintain general control over all aspects of the interscholastic athletic policies, programs and activities in the district, including eligibility, season of sport, number of sports, personnel, and sports facilities. The Superintendent or designee shall be responsible to the School Board for district compliance with federal and state law.

*(cf 6145.21 - Sportsmanship)*

The School Board recognizes its responsibility to ensure that the health and welfare of students is given the highest consideration in planning a program of interscholastic competition. Special care shall be taken to ensure that all interscholastic training and competition is organized and supervised in a manner which will not overtax the physical capabilities of the participants. The district interscholastic program shall require for medical examinations, ongoing medical supervision, and the use of protective equipment as appropriate.

*(cf. 5131.63 - Performance Enhancing Drugs)*

*Legal Reference:*

### **ALASKA STATUTES**

**14.18.040** *Discrimination in recreational and athletic activities prohibited*

**14.30.365** *Interscholastic activities: eligibility*

### **ALASKA ADMINISTRATIVE CODE**

**4 AAC 06.115** *Interscholastic activities*

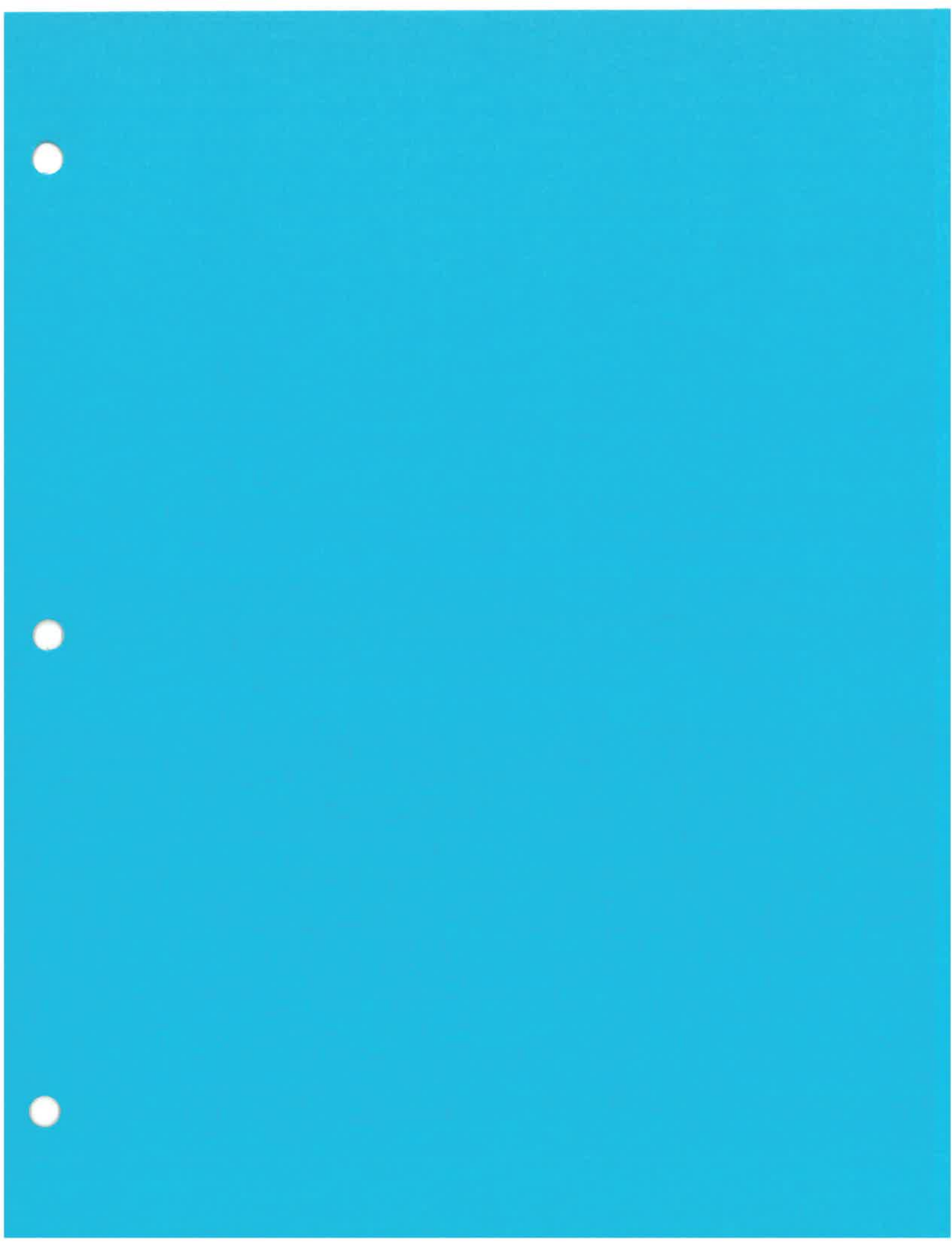
**4 AAC 06.520** *Recreational and athletic activities*

**4 AAC 06.600** *Definitions*

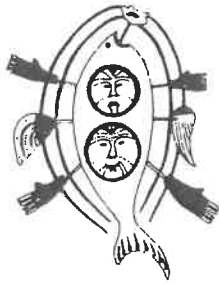
*Revised 5/2014*

*Adopted: 5/07*

**Kashunamiut School District**







KASHUNAMIUT SCHOOL DISTRICT  
985 KSD WAY  
CHEVAK, AK 99563

Phone (907) 858-7713

Fax (907) 858-7328

## MEMORANDUM

**TO:** Kashunamiut School District Board of Education

**THRU:** Jeanne Campbell, Superintendent

**FROM:** Lucienne Smith, Contracted CFO  
Alaska Education & Business Services, Inc.

**SUBJECT:** Finance and Business

**Date:** September 15, 2023

---

**FY 2024 IMPACT AID APPLICATION REVIEW** - US DOE – Office of Impact Aid are reviewing the updated that we uploaded to the Impact Aid portal. We await their decision on the new information provided.

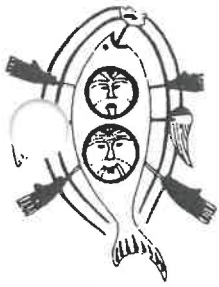
**FY 2023 AUDIT** – We are proceeding with submitting the sampling documentation to auditors and all adjustments, schedules and financials will be uploaded to their portal by the end of next week. The final audit will begin the week following.

We will continue to work on GASB 96 which requires us to post the whole span of time for subscriptions as a liability with offsetting transactions to the subscription. We (meaning me) must reclassify the current year expense between principal and interest. This is for any subscriptions that are paid in advance for more than one year.

**STAFFING** – Once the payroll trainee is up to speed on processing payroll and the current years' Food Service Administrative review is completed and passed, I shall begin training the payroll officer on the tasks I've been performing.

**ERATE** – The window for submitting Form 470 will be opening soon and we are working with Lynx to determine what equipment needs replacement and what needs to be managed of which USAC will reimburse.

Please do not hesitate to ask questions. Thank you !



# KASHUNAMIUT SCHOOL DISTRICT

985 KSD WAY  
CHEVAK, AK 99563

Phone (907) 858-7713

Fax (907) 858-7328

## MEMORANDUM

**TO:** KSD BOARD OF EDUCATION

**THRU:** Jeanne Campbell, Superintendent

**FROM:** Lucienne Smith, Contracted CFO  
Alaska Education & Business Services, Inc

**Date:** September 16, 2023

**SUBJECT:** FINANCIAL REPORT NARRATIVE

The following pages are the Monthly September Board Reports.

The format of these monthly revenue and expenditure information reports are presented to the Board of Education to apprise them of the District's financial position in comparison to the respective budgets for all funds as well as a more detailed presentation of the general fund.

**Statement of Revenue Budget vs. Actual:** This printout recaps fund specific revenue information per the column headings for all funds of the District:

Received current Month	Includes activity for the month noted in the report
Received YTD	Includes year to date activity
Estimated Revenue	Reflects the current revenue budget
Revenue to be received	Reflects the amount expected to be received by year end

**Statement of Expenditures Budget vs. Actual:** This printout recaps fund specific expenditure information per the column headings for all funds of the District:

Committed Current Month	Includes activity for the month noted in the report
Committed YTD	Includes year to date activity
Original Appropriation	Board of Education and DOEED approved original budgets
Current Appropriation	Includes the original budget amount, budget transfers, budget revisions and rollover encumbrances from prior year
Available Appropriation	Budgeted amounts not yet expended or encumbered but available

**Statement of Revenue Budget vs. Actual for Operating Fund:** This report represents a more detailed view of the operating Fund revenue categories. The columns reflect the same information as noted above for the Statement of Revenue Budget vs. Actuals.

**Statement of Expenditure Budget vs. Actual for Operating Fund:** This report presents a functional recap of the Operating Fund. The columns reflect the same information as noted above for the Statement of Expenditure – Budget vs. Actual.

09/15/23  
13:05:53

KASHUNAMIUT SCHOOL DISTRICT  
Statement of Revenue Budget vs Actuals  
For the Accounting Period: 9 / 23

Page: 1 of 1  
Report ID: B110F

Fund	Received Current Month	Received YTD	Estimated Revenue	Revenue To Be Received	% Received
100 GENERAL FUND	107,935.20	906,055.90	9,772,284.00	8,866,228.10	9 %
200 BROADBAND ASSISTANCE GRANT (BAG)	0.00	0.00	42,720.00	42,720.00	0 %
205 PUPIL TRANSPORTATION	0.00	0.00	1,555.00	1,555.00	0 %
245 SCHOOL IMPROVEMENT 1003A FY22	0.00	0.00	25,000.00	25,000.00	0 %
250 TITLE IA-BASIC	0.00	0.00	666,972.00	666,972.00	0 %
251 TITLE VI-B SPED	0.00	0.00	111,919.00	111,919.00	0 %
252 TITLE IC MIGRANT LITERACY	0.00	0.00	6,150.00	6,150.00	0 %
253 TITLE IC MIGRANT ED	0.00	0.00	216,857.00	216,857.00	0 %
254 CARL PERKINS	0.00	0.00	28,525.00	28,525.00	0 %
255 FOOD SERVICE	0.00	4,363.00	555,500.00	551,137.00	1 %
280 CLSD (COMPREHENSIVE LITERACY STATE DEVELOPMENT)	0.00	0.00	287,300.00	287,300.00	0 %
296 COVID RELIEF - ARP ACT: ESSER III	0.00	0.00	1,930,000.00	1,930,000.00	0 %
300 INDIAN EDUCATION	0.00	0.00	134,770.00	134,770.00	0 %
351 REAP	0.00	10,650.00	10,650.00	0.00	100 %
352 JOHNSON O'MALLEY	24,040.00	24,040.00	32,000.00	7,960.00	75 %
370 HOUSING	0.00	5,945.00	477,800.00	471,855.00	1 %
372 CORP FOR PUBLIC BROADCAST	0.00	0.00	108,000.00	108,000.00	0 %
380 STUDENT ACTIVITIES	0.00	38,834.64	0.00	-38,834.64	** %
381 EMPLOYEE SCHOLARSHIP FUND	0.00	210.00	2,250.00	2,040.00	9 %
501 DISTRICT CONSTRUCTION	0.00	0.00	49,810.37	49,810.37	0 %
502 IMPACT AID CONSTRUCTION	0.00	0.00	35,205.00	35,205.00	0 %
503 APBC CAPITAL GRANT-RASMUSSEN	0.00	0.00	3,530.00	3,530.00	0 %
Grand Total:	131,975.20	990,098.54	14,498,797.37	13,508,698.83	7 %

09/15/23  
13:07:57

KASHUNAMIUT SCHOOL DISTRICT  
Statement of Expenditure - Budget vs. Actual Report  
For the Accounting Period: 9 / 23

Page: 1 of 1  
Report ID: B100F

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL FUND	165,464.15	1,594,041.86	9,772,288.00	9,772,288.00	8,178,246.14	16 %
200 BROADBAND ASSISTANCE GRANT (BAG)	0.00	0.00	42,720.00	42,720.00	42,720.00	0 %
205 PUPIL TRANSPORTATION	84.00	84.00	1,555.00	1,555.00	1,471.00	5 %
245 SCHOOL IMPROVEMENT 1003A FY22	0.00	0.00	25,000.00	25,000.00	25,000.00	0 %
250 TITLE IA-BASIC	0.00	33,522.92	647,080.00	647,080.00	613,557.08	5 %
251 TITLE VI-B SPED	0.00	5,962.71	110,602.00	110,602.00	104,639.29	5 %
252 TITLE IC MIGRANT LITERACY	0.00	0.00	6,150.00	6,150.00	6,150.00	0 %
253 TITLE IC MIGRANT ED	0.00	371.80	135,617.72	135,617.72	135,245.92	0 %
254 CARL PERKINS	0.00	5,485.50	28,525.00	28,525.00	23,039.50	19 %
255 FOOD SERVICE	802.15	39,722.79	624,300.00	624,300.00	584,577.21	6 %
275 SAFETY & WELL BEING CONFERENCE	2,305.20	4,505.20	6,500.00	6,500.00	1,994.80	69 %
CLSD (COMPREHENSIVE LITERACY STATE	4,489.27	142,882.59	308,901.30	308,901.30	166,018.71	46 %
296 COVID RELIEF - ARP ACT: ESSER III	21,871.92	175,284.99	1,930,000.00	1,930,000.00	1,754,715.01	9 %
350 INDIAN EDUCATION	2,475.92	13,808.55	134,770.00	134,770.00	120,961.45	10 %
351 REAP	0.00	0.00	10,650.00	10,650.00	10,650.00	0 %
352 JOHNSON O'MALLEY	1,250.00	34,381.54	32,000.00	32,000.00	-2,381.54	107 %
370 HOUSING	19,933.69	149,085.21	258,500.00	258,500.00	109,414.79	58 %
371 CPB EMERGENCY RELIEF GRANT	17.10	17.10	13,832.86	13,832.86	13,815.76	0 %
372 CORP FOR PUBLIC BROADCAST	200.00	33,706.93	108,000.00	108,000.00	74,293.07	31 %
501 DISTRICT CONSTRUCTION	0.00	0.00	49,810.37	49,810.37	49,810.37	0 %
502 IMPACT AID CONSTRUCTION	0.00	0.00	35,205.00	35,205.00	35,205.00	0 %
503 APBC CAPITAL GRANT-RASMUSSEN	0.00	3,685.10	3,530.00	3,530.00	-155.10	104 %
Grand Total:	218,893.40	2,236,548.79	14,285,537.25	14,285,537.25	12,048,988.46	16 %

09/15/23  
13:07:11

KASHUNAMIUT SCHOOL DISTRICT  
Statement of Revenue Budget vs Actuals  
For the Accounting Period: 9 / 23

Page: 1 of 1  
Report ID: B110AK

100 GENERAL FUND

Function / Object	Received		Estimated Revenue	Revenue		% Received
	Current Month	Received YTD		To Be Received		
000						
0000						
30 EARNINGS ON INVESTMENTS	0.00	0.00	3,000.00	3,000.00		0 %
40 OTHER LOCAL REVENUE	0.00	6,524.10	35,000.00	28,475.90		18 %
47 E RATE	107,935.20	216,677.90	1,295,222.00	1,078,544.10		16 %
51 REGULAR FOUNDATION	0.00	677,558.00	4,080,571.00	3,403,013.00		16 %
52 QUALITY SCHOOLS	0.00	0.00	17,397.00	17,397.00		0 %
90 OTHER STATE REVENUE	0.00	0.00	730,742.00	730,742.00		0 %
96 PERS ON-BEHALF PAYMENTS	0.00	0.00	35,047.00	35,047.00		0 %
97 TRS ON-BEHALF PAYMENTS	0.00	0.00	242,172.00	242,172.00		0 %
110 IMPACT AID	0.00	0.00	3,333,133.00	3,333,133.00		0 %
230 SALE OF PROPERTY/EQUIP	0.00	5,295.90	0.00	-5,295.90		** %
Function Total:	107,935.20	906,055.90	9,772,284.00	8,866,228.10		9 %
Org Total:	107,935.20	906,055.90	9,772,284.00	8,866,228.10		9 %
Fund Total:	107,935.20	906,055.90	9,772,284.00	8,866,228.10		9 %
Grand Total:	107,935.20	906,055.90	9,772,284.00	8,866,228.10		9 %

09/15/23  
13:09:32

KASHUNAMIUT SCHOOL DISTRICT  
Expenditure Budget vs. Actual Query  
For the Accounting Period: 9 / 23

Page: 1 of 1  
Report ID: B100AKAF

funds 100- 100

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL FUND						
100 REGULAR INSTRUCTION	445.16	500,213.13	1,695,125.00	1,695,125.00	1,194,911.87	29
120 BILINGUAL/BICULTURAL	0.00	28,595.48	517,555.00	517,555.00	488,959.52	5
160 VOCATIONAL EDUCATION	0.00	16,996.41	340,967.00	340,967.00	323,970.59	4
200 SPECIAL EDUCATION	0.00	67,056.70	880,169.00	880,169.00	813,112.30	7
300 SUPPORT SERVICES-STUDENTS	0.00	8,148.74	185,913.00	185,913.00	177,764.26	4
350 SUPPORT SERVICES-INSTRUCT	136,469.48	266,552.43	1,632,844.00	1,632,844.00	1,366,291.57	16
400 SCHOOL ADMINISTRATION	0.00	26,223.86	166,246.00	166,246.00	140,022.14	15
450 SCHOOL ADMIN SUPPORT	0.00	7,363.35	139,702.00	139,702.00	132,338.65	5
511 BOARD OF EDUCATION	0.00	40,026.92	294,125.00	294,125.00	254,098.08	13
512 OFFICE OF SUPERINTENDENT	6,893.20	36,824.80	242,708.00	242,708.00	205,883.20	15
550 DISTRICT ADMIN/FISCAL SVC	656.28	157,996.79	280,349.00	280,349.00	122,352.21	56
600 OPERATIONS & MAINTENANCE	20,698.03	433,283.12	1,817,536.00	1,817,536.00	1,384,252.88	23
700 STUDENT ACTIVITIES	302.00	4,760.13	401,049.00	401,049.00	396,288.87	1
900 FUND TRANSFERS	0.00	0.00	1,178,000.00	1,178,000.00	1,178,000.00	0
0.00Fund Total:	165,464.15	1,594,041.86	9,772,288.00	9,772,288.00	8,178,246.14	16 %
Grand Total:	165,464.15	1,594,041.86	9,772,288.00	9,772,288.00	8,178,246.14	16 %

09/15/23  
13:11:31

KASHUNAMIUT SCHOOL DISTRICT  
Claims and/or Payroll Checks List For Checks from 08/17/23 to 09/15/23  
For checks between: 08/17/23 - 09/15/23

Page: 1 of 3  
Report ID: W100X

Claims

Check		Vendor/Employee/Payee Number/Name	Check Amount	Period	Date	CL #/Payroll Notes
Check #	Type				Issued	
-98669	E	20391 WELLS FARGO	16935.92	8/23	08/23/23	
-98668	E	262 NWEA	12000.00	8/23	08/24/23	
-98667	E	239 ANTHONY BOYSCOUT	1200.00	8/23	08/24/23	
-98666	E	18585 HUB INTERNATIONAL NORTHWEST LLC	249157.93	8/23	08/24/23	
-98665	E	17545 SPENARD BUILDERS SUPPLY	32594.16	8/23	08/24/23	
-98664	E	17923 GRANT AVIATION	2114.00	8/23	08/24/23	
-98663	E	17429 ALASKA AIRLINES	300.60	8/23	08/24/23	
-98662	E	20307 ANDO MEDIA, LLC	200.00	8/23	08/24/23	
-98661	E	10 AYULUK, COLIN	300.00	8/23	08/24/23	
-98660	E	224 CHAYALKUN, TWILA	300.00	8/23	08/24/23	
-98659	E	338 CHASING EXCELLENCE EDUCATIONAL SE	2000.00	8/23	08/25/23	
-98658	E	17923 GRANT AVIATION	1208.00	8/23	08/25/23	
-98657	E	17719 AIRGAS USA, LLC	2091.25	8/23	08/25/23	
-98656	E	17452 AVEC	18850.54	8/23	08/25/23	
-98655	E	208 GSD EDUCATIONAL SERVICES	575.00	8/23	08/25/23	
-98654	E	20323 CAMPBELL, JEANNE P.	3878.88	8/23	08/31/23	
-98653	E	209 FERGUSON ENTERPRISES, INC	4354.83	8/23	08/31/23	
-98652	E	17742 GRAINGER	1077.12	8/23	08/31/23	
-98651	E	246 HERBERT AND ASSOCIATES EDUCATIONA	15467.29	8/23	08/31/23	
-98650	E	17742 GRAINGER	2893.20	8/23	08/31/23	
-98649	E	17742 GRAINGER	1637.23	8/23	08/31/23	
-98648	E	436 EVERTS AIR CARGO	5668.65	8/23	08/31/23	
-98647	E	467 CURIOUS QUEST ED. LLC	1660.40	8/23	08/31/23	
-98646	E	20315 PUBLIC EDUCATION HEALTH TRUST	63664.00	8/23	08/31/23	
-98645	E	17923 GRANT AVIATION	2072.00	8/23	08/31/23	
-98644	E	20394 ALASKA EDUCATION & BUSINESS SERVI	7850.00	8/23	08/31/23	
-98643	E	17551 UNITED UTILITIES, INC.	429.47	8/23	08/31/23	
-98642	E	17551 UNITED UTILITIES, INC.	855.49	8/23	08/31/23	
-98641	E	19162 ANTHC-ARUC	13862.20	8/23	08/31/23	
-98640	E	17719 AIRGAS USA, LLC	290.39	8/23	08/31/23	
-98639	E	19829 KONICA MINOLTA PREMIER FINANCE	436.99	8/23	08/31/23	
-98638	E	19424 KONICA MINOLTA BUSINESS SOL. USA	589.58	8/23	08/31/23	
-98637	E	19335 APPLE INC.	64150.00	9/23	09/07/23	
-98636	E	18287 USF-ANCHORAGE	1895.94	9/23	09/07/23	
-98635	E	17742 GRAINGER	10806.26	9/23	09/07/23	
-98634	E	20426 AMAZON CAPITAL SERVICES	301.86	9/23	09/07/23	
-98633	E	20426 AMAZON CAPITAL SERVICES	498.86	9/23	09/07/23	
-98632	E	17742 GRAINGER	491.80	9/23	09/07/23	
-98631	E	19553 AMERICAN FAST FREIGHT	453.89	9/23	09/07/23	
-98630	E	17429 ALASKA AIRLINES	2305.20	9/23	09/07/23	
-98629	E	20280 POWERSCHOOL GROUP LLC	2591.48	9/23	09/07/23	
-98628	E	208 GSD EDUCATIONAL SERVICES	57.50	9/23	09/07/23	
-98627	E	20426 AMAZON CAPITAL SERVICES	3565.84	9/23	09/07/23	
-98626	E	20426 AMAZON CAPITAL SERVICES	123.59	9/23	09/07/23	
-98625	E	20539 GCI COMMUNICATION CORP	12135.30	9/23	09/07/23	
-98624	E	20539 GCI COMMUNICATION CORP	250.00	9/23	09/07/23	
-98623	E	17499 JERMAIN DUNNAGAN & OWENS	6373.20	9/23	09/07/23	
-98622	E	20323 CAMPBELL, JEANNE P.	520.00	9/23	09/14/23	

Check Types: MC=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH  
P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)



09/15/23  
13:11:31

KASHUNAMIUT SCHOOL DISTRICT  
Claims and/or Payroll Checks List For Checks from 08/17/23 to 09/15/23  
For checks between: 08/17/23 - 09/15/23

Page: 2 of 3  
Report ID: W100X

Claims

Check		Vendor/Employee/Payee Number/Name	Check Amount	Period	Date		CL #/Payroll Notes
Check #	Type				Issued		
-98621	E	467 CURIOUS QUEST ED. LLC	4489.27	9/23	09/14/23		
-98620	E	20280 POWERSCHOOL GROUP LLC	12750.00	9/23	09/14/23		
-98619	E	17742 GRAINGER	1415.60	9/23	09/14/23		
-98618	E	42 HUBERT COMPANY	24.62	9/23	09/14/23		
-98617	E	20307 ANDO MEDIA, LLC	200.00	9/23	09/14/23		
-98616	E	270 LYNX LLC	18048.42	9/23	09/14/23		
-98615	E	17452 AVEC	25471.96	9/23	09/14/23		
-98614	E	208 GSD EDUCATIONAL SERVICES	3766.00	9/23	09/14/23		
602175	SC	212 AYULUK, MARSHA	350.00	8/23	08/24/23		
602176	SC	322 ULROAN, FRANKLIN	400.00	8/23	08/24/23		
602177	SC	341 MATCHIAN JR, LAWRENCE A.	1700.00	8/23	08/24/23		
602178	SC	376 FOOTPRINTS RECRUITING INC.	4000.00	8/23	08/24/23		
602179	SC	20440 KATHRYN TANGIEGAK	700.00	8/23	08/24/23		
602180	V	Vendor not on File	0	/ 0	/ /		
602181	R	20468 BROADCASTERS GENERAL STORE INC	0	8/23	08/24/23		
602182	SC	433 ANTHONY UMUGAK	875.00	8/23	08/25/23		
602183	SC	467 CURIOUS QUEST ED. LLC	5250.00	8/23	08/25/23		
602184	SC	473 7 MINDSETS ACADEMY, LLC	7500.00	8/23	08/25/23		
602185	SC	475 JACKE WILDE	1700.00	8/23	08/24/23		
602186	SC	476 JAMES M. TULUK	1700.00	8/23	08/24/23		
602187	SC	477 ELIAS H. FRIDAY	1700.00	8/23	08/24/23		
602188	SC	479 BARANOF DOWNTOWN	836.00	8/23	08/24/23		
602189	C	480 CATHERINE JONES	0	8/23	08/24/23		
602190	SC	481 DANIEL JOE	250.00	8/23	08/24/23		
602191	SC	482 MONICA M. SLATS	250.00	8/23	08/24/23		
602192	SC	483 REIGH CHAYALKUN	300.00	8/23	08/24/23		
602193	SC	18146 NATIONAL PUBLIC RADIO, INC	4656.00	8/23	08/24/23		
602194	SC	18292 AML	4693.71	8/23	08/24/23		
602195	SC	18324 VERA ULROAN-PANIYAK	300.00	8/23	08/24/23		
602196	SC	18439 KRIS IMGALREA	1200.00	8/23	08/24/23		
602197	SC	18797 RESIDENCE INN BY MARRIOTT	1733.40	8/23	08/24/23		
602198	SC	19053 MEMORY BOOK COMPANY	577.70	8/23	08/24/23		
602199	SC	19068 NATHAN WASSILLIE	1200.00	8/23	08/24/23		
602200	SC	19089 CHARLENE JOE	650.00	8/23	08/24/23		
602201	SC	19844 MICHELLE NIGHT	300.00	8/23	08/24/23		
602202	SC	480 CATHERINE JONES	300.00	8/23	08/25/23		
602203	SC	20468 BROADCASTERS GENERAL STORE INC	3685.10	8/23	08/25/23		
602204	SC	229 COAST ALASKA	6733.94	8/23	08/25/23		
602205	SC	484 REBEKAH JONES	350.00	8/23	08/25/23		
602206	SC	485 EDDIE NIGHT	1423.04	8/23	08/25/23		
602207	SC	18292 AML	15997.24	8/23	08/31/23		
602208	C	20400 GREGORY E. SLATS	0	8/23	08/31/23		
602209	SC	20495 JEREMY TULUK	230.00	8/23	08/31/23		
602210	SC	18659 PIUS IMGALREA	230.00	8/23	08/31/23		
602211	SC	51 ATCHAK, JOHN	230.00	8/23	08/31/23		
602212	SC	18582 DAYNA BLAKESLEY-NASH	230.00	8/23	08/31/23		
602213	SC	356 MCDONALD DERRICK	1820.00	8/23	08/31/23		
602214	SC	487 HEATHER CORALLUZZO	380.00	8/23	08/31/23		

Check Types: MC=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH  
P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)

09/15/23  
13:11:31

KASHUNAMIUT SCHOOL DISTRICT  
Claims and/or Payroll Checks List For Checks from 08/17/23 to 09/15/23  
For checks between: 08/17/23 - 09/15/23

Page: 3 of 3  
Report ID: W100X

Claims

Check		Vendor/Employee/Payee Number/Name	Check Amount	Period	Date		CL #/Payroll Notes
Check #	Type				Issued		
602215	SC	53 NASCO	930.00	8/23	08/31/23		
602216	SC	138 KONICA MINOLTA	16603.98	8/23	08/31/23		
602217	SC	19346 CHINOOK FIRE PROTECTION INC.	14888.00	8/23	08/31/23		
602218	SC	19346 CHINOOK FIRE PROTECTION INC.	4371.00	8/23	08/31/23		
602219	SC	17462 CHEVAK COMPANY CORPORATION	6718.55	8/23	08/31/23		
602220	SC	19048 OUR CACHE	250.55	8/23	08/31/23		
602221	SC	464 ALASKA LAMINATED SIGNS	2309.60	8/23	08/31/23		
602222	SC	18048 RYAN AIR	306.00	8/23	08/31/23		
602223	SC	19134 OETC	1491.36	8/23	08/31/23		
602224	SC	487 HEATHER CORALLUZZO	130.00	8/23	08/31/23		
602225	SC	303 DOMAIN LISTINGS, LLC	288.00	8/23	08/31/23		
602226	SC	75 ULINE	991.06	9/23	09/07/23		
602227	SC	412 ENVIRONMENTAL MANAGEMENT INC. TRA	1120.00	9/23	09/07/23		
602228	SC	18015 PHILLIP TULIM	84.00	9/23	09/07/23		
602229	SC	491 BASS PRO SPORTSMANS CENTER C/O CA	2209.92	9/23	09/14/23		
602230	SC	229 COAST ALASKA	17.10	9/23	09/14/23		
602231	SC	17529 PITNEY BOWES BANK INC PURCHASE PO	613.32	9/23	09/14/23		
602232	SC	17515 NAC CARGO OPERATIONS	714.00	9/23	09/14/23		
602233	SC	20495 JEREMY TULUK	208.00	9/23	09/14/23		
602234	SC	18582 DAYNA BLAKESLEY-NASH	208.00	9/23	09/14/23		
602235	SC	51 ATCHAK, JOHN	208.00	9/23	09/14/23		
602236	SC	18659 PIUS IMGALREA	208.00	9/23	09/14/23		

Claims Total # of Checks: 118 Total: 768501.28

Grand Total # of Checks: 118 Total: 768501.28

Check Types: MC=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH  
P=Payroll, C=Cancelled (cancelled in system), R=Reissued, D=Deleted (deleted in system)