



Kashunamiat 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: Kashunamiat District Office Conference Room

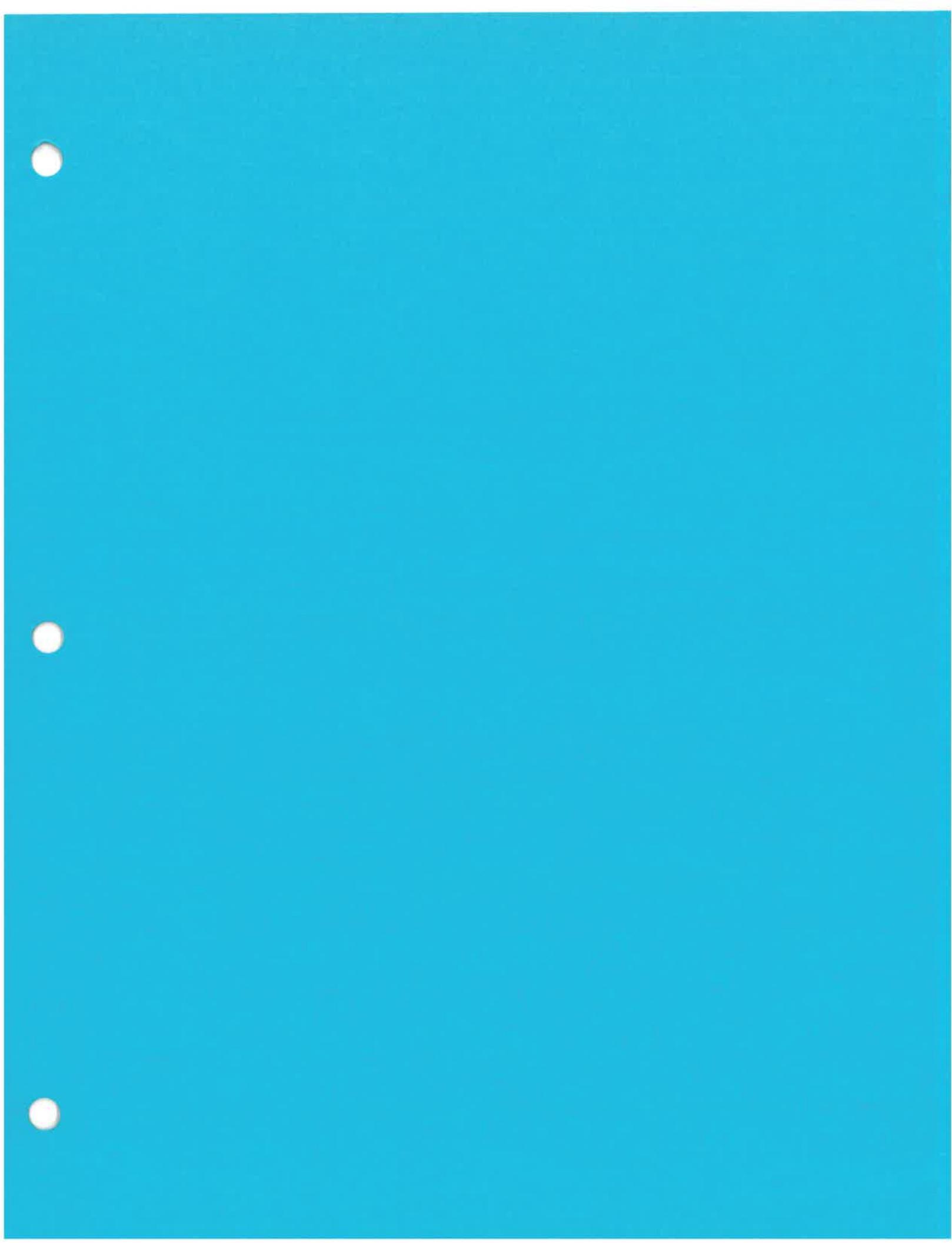
- I. Call Meeting to Order
- II. Roll Call
- III. Approval of Agenda—**Action**
- IV. Approval of Regular Board Meeting Minutes August 31, 2023 – **Action**
- V. People to be Heard—Alaska's Open Meeting Act
- VI. Superintendent Report – Information
 - A. ASAA Proposed Bylaw/Policy Amendments—Article 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 Kashunamiat 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 Kashunamiat 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.





Kashunamiat 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: Kashunamiat District Office Conference Room

- I. Call Meeting to Order at 7:03 pm.
- II. Roll Call Member Imgalea - 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 Imgalea second the motion. All Members approve with 3 ayes and 0 nayes. 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 Imgalea second the motion. All Members approve with 3 ayes and 0 nayes. 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 Umugak- SPED 1:1, Aaron Ulroan- SPED 1:1, and Justina Jones- SPED 1:1 aide; Member Imgalea 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 nayes. 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 Imgalea second the motion. All Members approve with 3 ayes and 0 nayes. 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 Imgalea second the motion. Roll call vote, Member Imgalea- aye, Member Tuluk- aye, and Member Slats- aye. All Members approve with 3 ayes and 0 nayes. 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 Imgalea second the motion. Roll call vote, Member Imgalea- aye, Member Tuluk- aye, and Member Slats- aye. All Members approve with 3 ayes and 0 nayes. 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 Imgalea second the motion. All Members approve with 3 ayes and 0 nayes. Motion approved.



Kashunamiat School District
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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 Imgalea second the motion. All Members approve with 3 ayes and 0 nayes. Motion approved at 8:30 pm.

Chairperson Signature

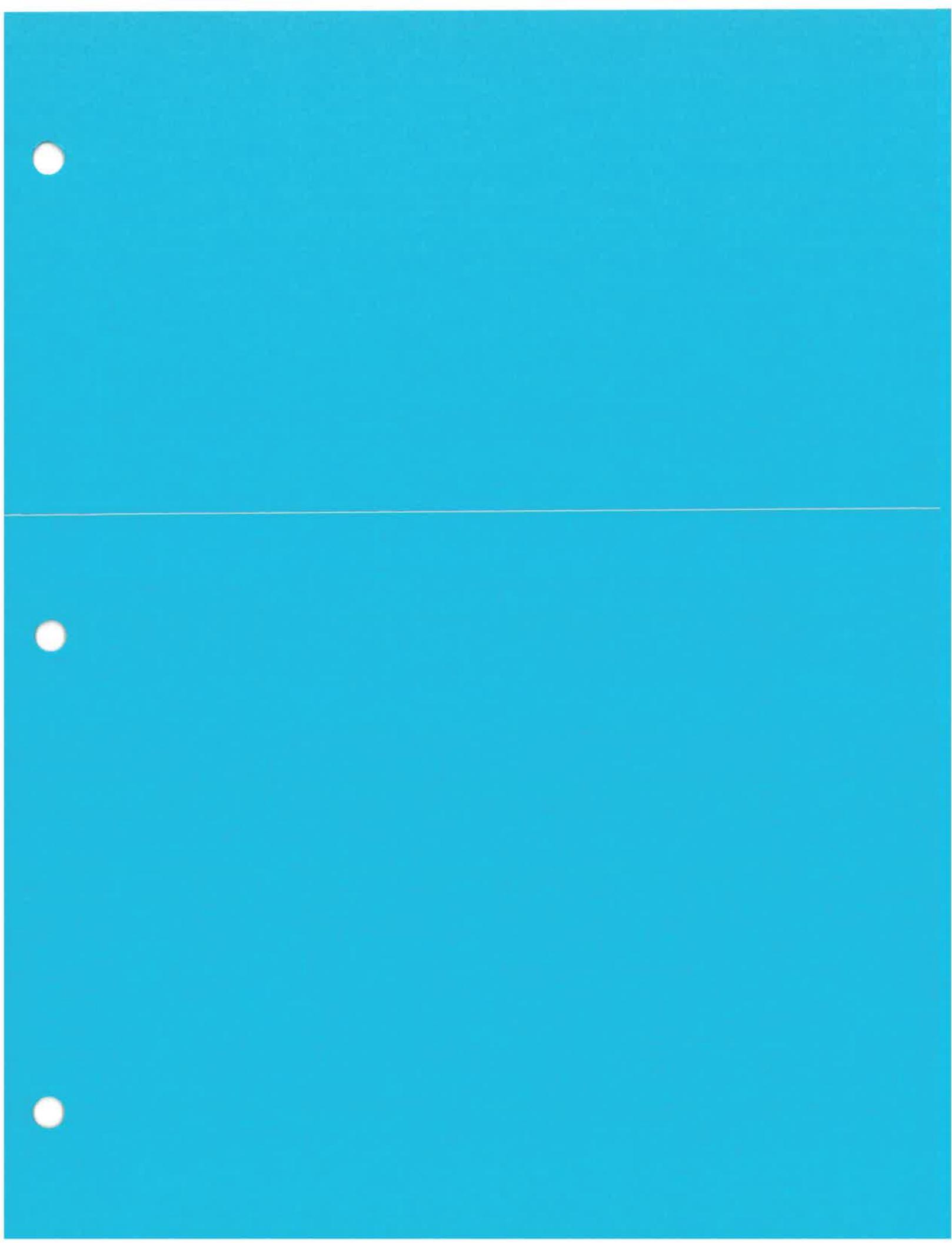
Secretary Signature

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 Kashunamiat School District will interact with Elders to help develop pride, respect, and Cup'ik Values.
 - o
2. The Kashunamiat 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. Kashunamiat 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
		Total:	166.00	164.00
		Average:	166.00	164.00

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

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

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. Quyana much!

jcampbell@chevak-school.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 Boardsmanhip 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 Imgalea
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 Kashunamiat School District will interact with Elders to help develop pride, respect, and Cup'ik Values.
 - Tony Imgalea 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 Kashunamiat 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. Kashunamiat 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
		Total:	163.00	162.86
		Average:	163.00	162.86

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

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

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 Q3 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 -

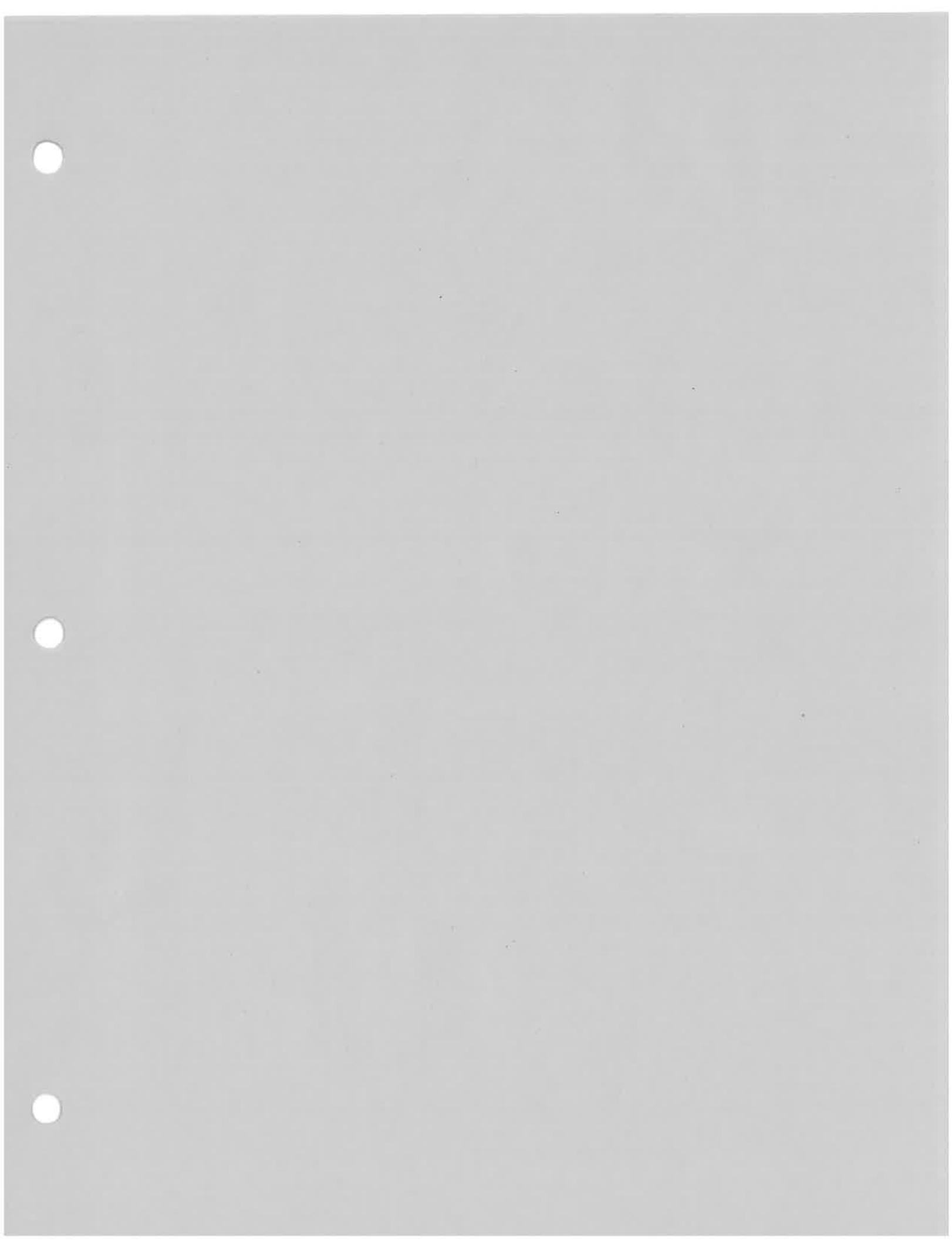
1. Teacher Housing Units 10A,B & 2A -
 - a. Boiler Contractor - tentative arrival the first week of October
 - b. Electrical Contractor - tentative arrival mid October
 - c. Franklin will install and vent out the toilet, tub, and showers.
 - d. Need to order Arctic Entry doors on the exterior and into 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

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, 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 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 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

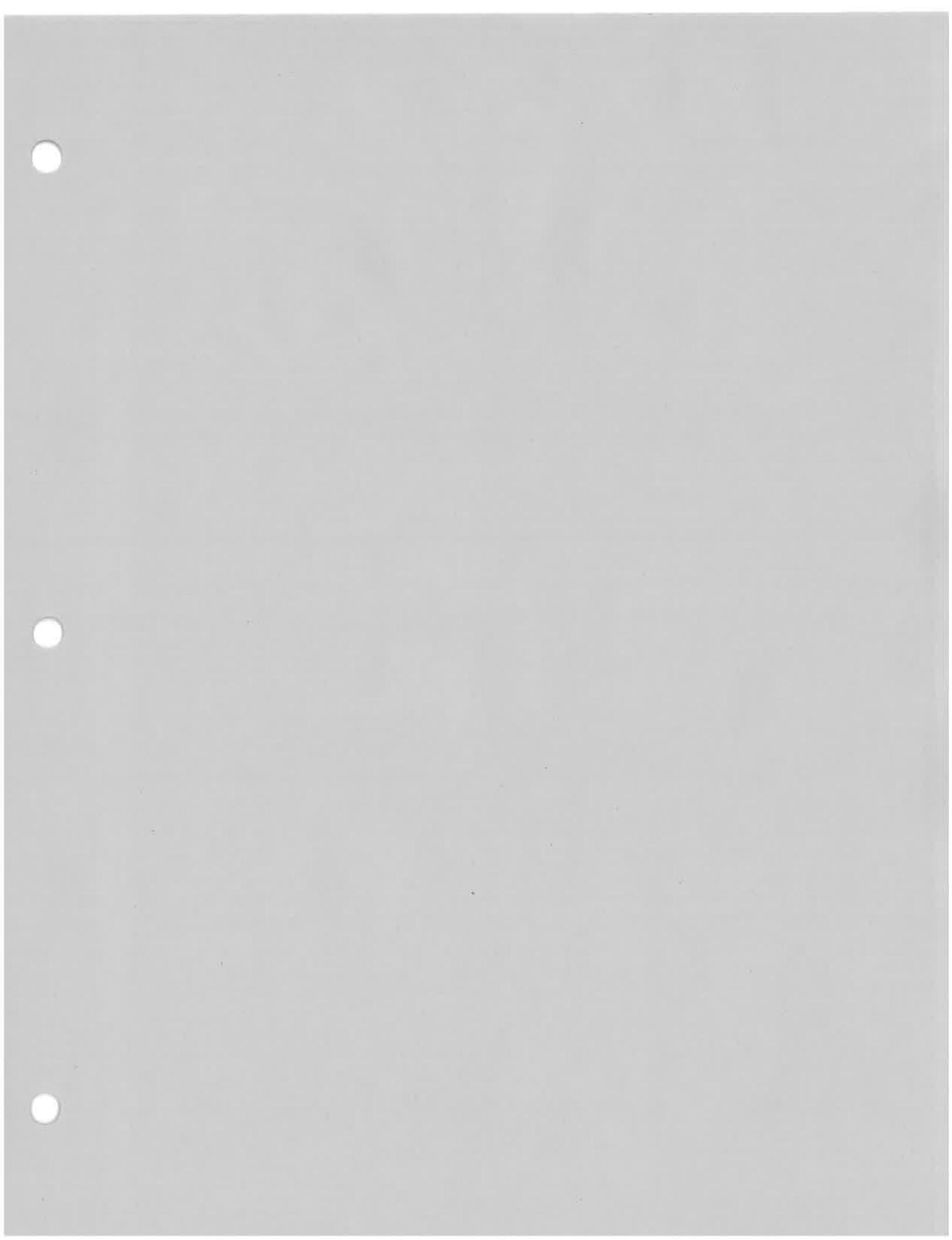
Single Division Sports: Whenever a school has a team in a given sport for one sex only, and athletic opportunities for the other sex have been limited, members of both sexes must be allowed to try out for the team.

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.

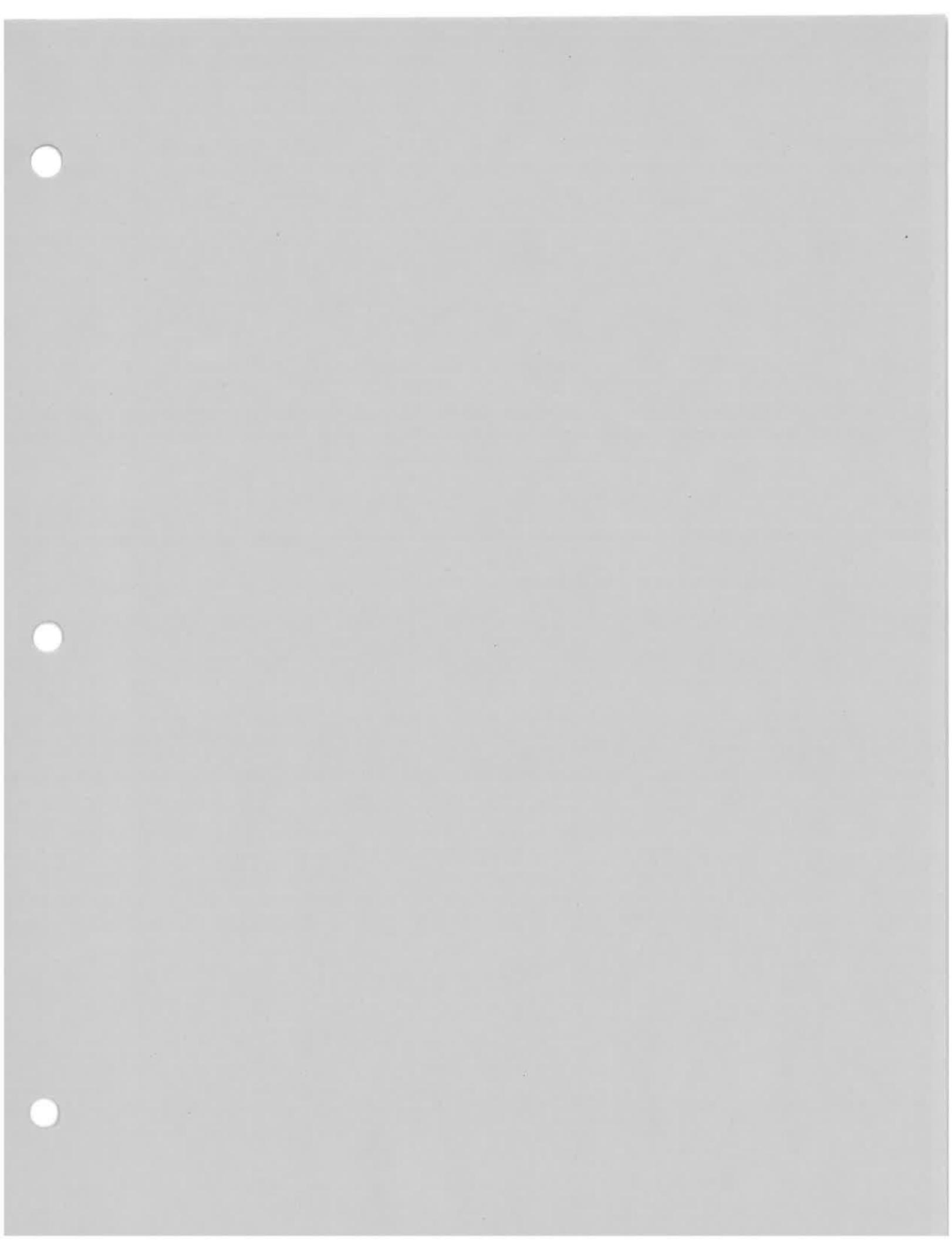
4 AAC 06.115(b)(5) is amended by adding a new subparagraph to read:

(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, 9th Floor
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.8709

September 1, 2023

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

Dear Superintendent Campbell:

The National School Lunch Program (NSLP) at (the) Kashunamit 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 or rtennille@CNResource.com .

Sincerely,

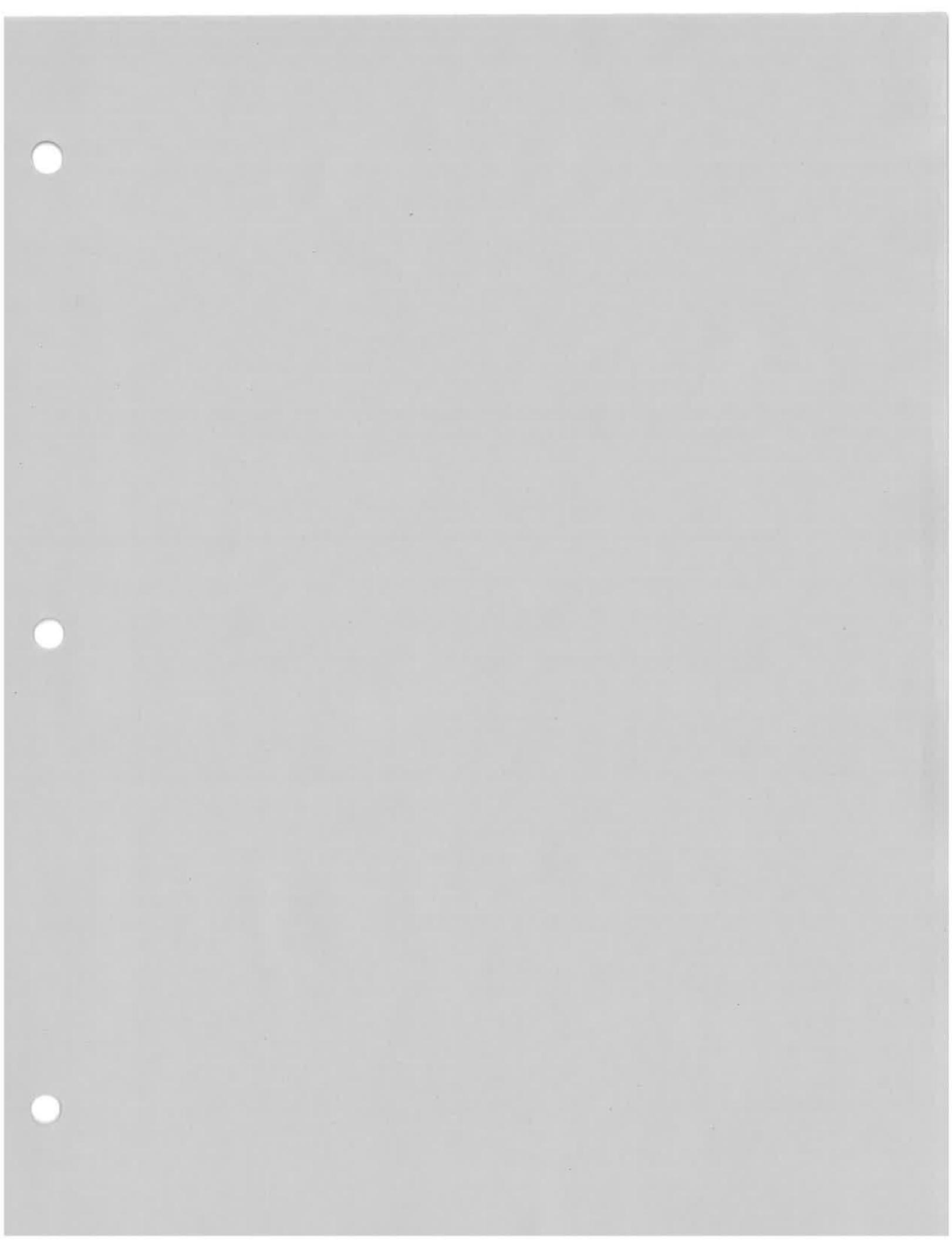
Robin Tennille

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

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

Address:

Phone Number:

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: <small>(Using the approved literacy screener)</small>	Date Parent/Guardian was Notified of Deficiency: <small>(Notified within 15 days of identification)</small>	Date Plan was Implemented: <small>(Implemented within 30 days of identification)</small>
	<input type="checkbox"/> Written Notification <input type="checkbox"/> Oral Notification	

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 20th 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): <i>(list each person that was involved in the collaboration. If they were not involved, leave blank)</i>	IRIP Collaboration Communication: <input type="checkbox"/> Written <input checked="" type="checkbox"/> Verbal
Team Members Involved in the Collaboration: Reading Teacher Name: _____ Principal Name: _____ Parent/Guardian Name: _____ Other: _____	

Section 3. Data used to inform the IRIP:

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



Alaska Department of Education and Early Learning: Student Individual Reading Improvement Plan (IRIP) Template

December 2022

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:	Average Group Size:
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:	
Tier II Intervention		Total Number of Days per Week:	Total Number of Minutes per Day:	
Tier III Intervention		Total Number of Days per Week:	Total Number of Minutes per Day:	
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		



December 2022

Alaska Department of Education and Early Learning: Student Individual Reading Improvement Plan (I RIP) Template

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: (Specify)	Activity:
Notes:	



Alaska Department of Education and Early Learning: Student Individual Reading Improvement Plan (IRIP) Template

December 2022

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 20th 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>(i.e., computer-based, reading teacher, paraprofessional, etc.)</i>	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:	Orally Reported	Making Progress in Focus Area	Not Making Progress in Focus Area	Date:	Orally Reported	Making Progress in Focus Area	Not Making Progress in Focus Area
Reported in Writing				Reported in Writing			
Date:	Orally Reported	Making Progress in Focus Area	Not Making Progress in Focus Area	Date:	Orally Reported	Making Progress in Focus Area	Not Making Progress in Focus Area
Reported in Writing				Reported in Writing			
Date:	Orally Reported	Making Progress in Focus Area	Not Making Progress in Focus Area	Date:	Orally Reported	Making Progress in Focus Area	Not Making Progress in Focus Area
Reported in Writing				Reported in Writing			
Date:	Orally Reported	Making Progress in Focus Area	Not Making Progress in Focus Area	Date:	Orally Reported	Making Progress in Focus Area	Not Making Progress in Focus Area
Reported in Writing				Reported in Writing			
Date:	Orally Reported	Making Progress in Focus Area	Not Making Progress in Focus Area	Date:	Orally Reported	Making Progress in Focus Area	Not Making Progress in Focus Area
Reported in Writing				Reported in Writing			



Alaska Department of Education and Early Learning: Student Individual Reading Improvement Plan (IRIP) Template

December 2022

Grade level: 1st

Section 8: Change in Student Individual Reading Improvement Plan:
This section is only to be completed when a change in the I RIP is needed.

<p>Discontinuation of Individual Reading Plan <input type="checkbox"/></p> <p>Data used to make determination: (Attach data or record in this space)</p> <p>Date Determination was made:</p> <p>Date Intensive Intervention was discontinued:</p> <p>Team involved in making the decision: (List each person that was involved in the decision. If they were not involved, leave blank)</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: (Attach data or record in this space)</p> <p>Described the change needed to meet the student's individual needs:</p> <p>Date Determination was made:</p> <p>Date the Change 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>
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Alaska Department of Education and Early Learning: Student Individual Reading Improvement Plan (I RIP) Template

December 2022

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	n/a		
Phonics	n/a	n/a	n/a		
Reading Fluency	n/a	n/a	n/a		
Vocabulary	n/a	n/a	n/a		
Comprehension	n/a	n/a	n/a		
Oral Language	n/a	n/a	n/a		

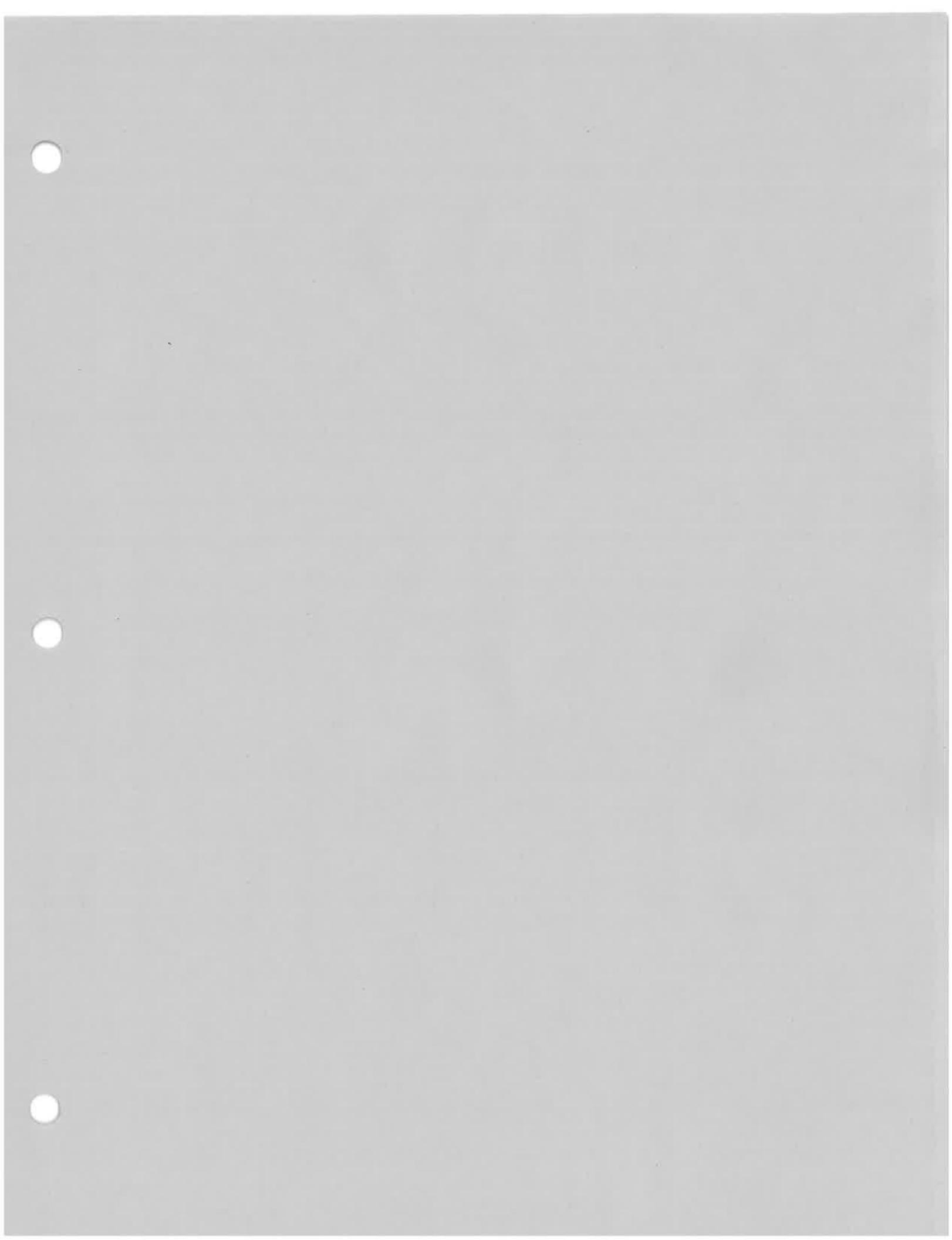
This Student Individual Reading Improvement Plan has been reviewed by the reading teacher, principal, parent/guardian, and other pertinent staff as indicated by each signature below:

Name: _____ Title: _____ Signature: _____ Date: _____
 Name: _____ Title: _____ Signature: _____ Date: _____
 Name: _____ Title: _____ Signature: _____ Date: _____
 Name: _____ Title: _____ Signature: _____ Date: _____



Alaska Department of Education and Early Learning: Student Individual Reading Improvement Plan (IIRIP) Template

December 2022





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 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 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.

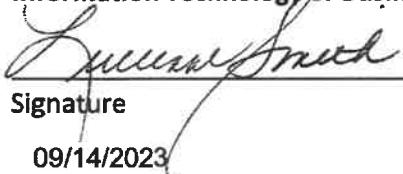
The source of funding for this agreement is as follows:

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.

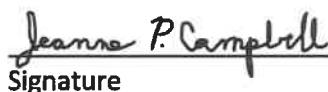
The undersigned understands and agrees to the conditions of this agreement. Both signatures required.

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



Kashunamiut School District

Chevak, Alaska

985 KSD Way — Phone (907) 858-7713
Fax (907) 858-7328

PURCHASE REQUEST

Requestor:	Jeanne Campbell	Vendor:	DesertAir AK
Department:	ESSER funded Maintenance	Email:	joey@desertairalaska.com
Phone:	1-907-858-6195	Address:	4001 Old Intl Airport Rd Unit #9, ANC, AK 99502

AP is processed once a week - every Thursday afternoon, be sure to have your invoices/payment requests in no later than Tuesday afternoon each week.

This is a request subject to approval, not a purchase order.

Official Use Only

Fund	Function	Object	Amount

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



Alaska

(907) 243-4700

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Short Runway Specialists
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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

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:	<u> </u>
TOTAL:	<u>\$22,568.16</u> PER TRIP

Quoted By: Kelly Klingbeil

** Quote valid for 60 days*



Kashunamiut School District

Chevak, Alaska

985 KSD Way — Phone (907) 858-7713
Fax (907) 858-7328

PURCHASE REQUEST

Requestor:	Jeanne Campbell	Vendor:	Amplify
Department:	ESSE ^C ESSE funded Curriculum	Email:	krockstroth@amplify.com
Phone:	1-907-858-6195	Address:	55 Washington St. Suite 800, Brooklyn, NY 1120

AP is processed once a week - every Thursday afternoon, be sure to have your invoices/payment requests in no later than Tuesday afternoon each week.

This is a request subject to approval, not a purchase order.

Official Use Only

Fund	Function	Object	Amount

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



Price Quote

Amplify

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

Quote #: Q-293236-1
Date: 9/20/2023
Expires On: 10/20/2023

Customer Contact Information
Falon Tardiff
Kashunamiut 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.

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Amplify would like to process your order as quickly as possible. Please visit 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 where you can submit your signed purchase order. You can also email a purchase order to 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 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.**

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at 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

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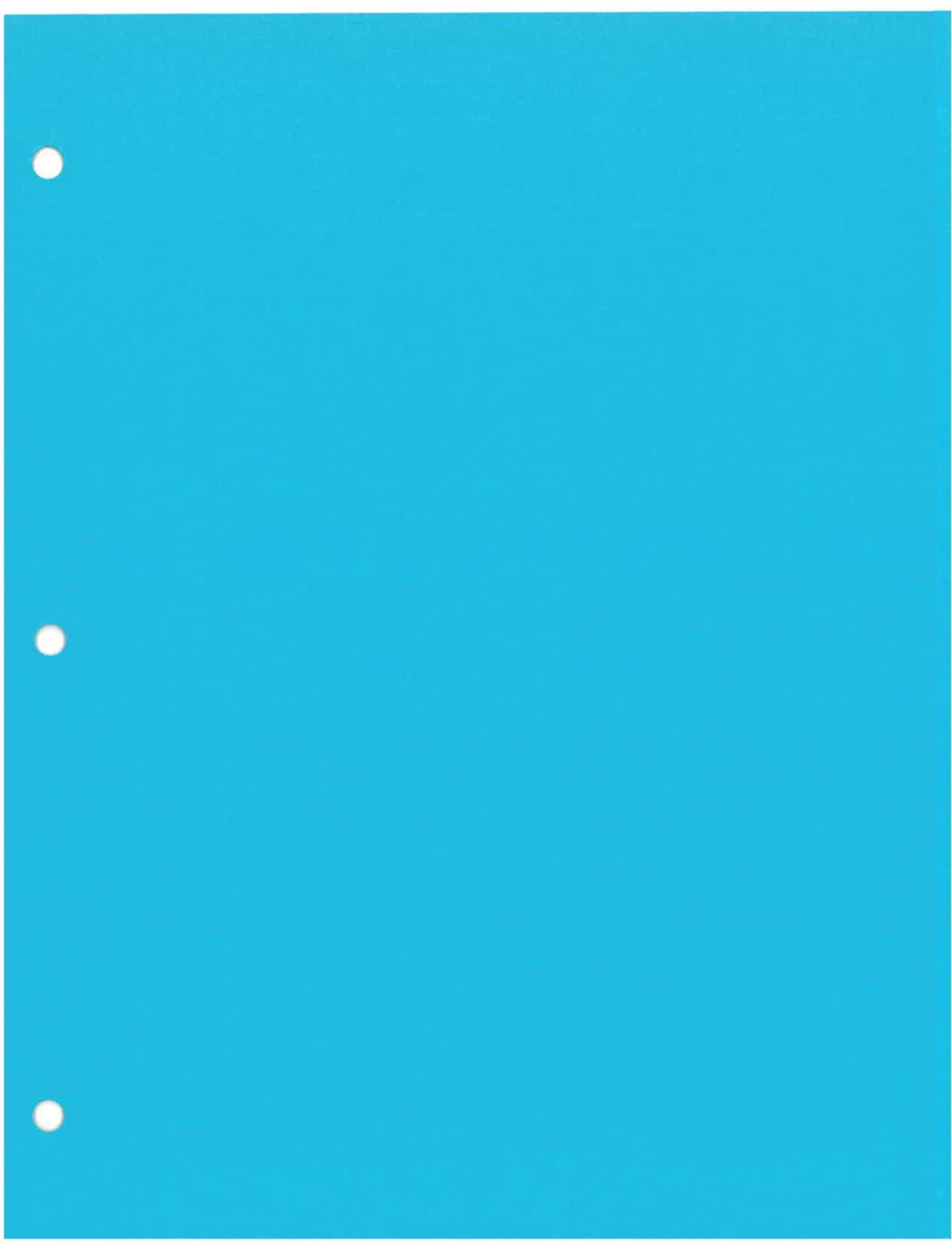
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Kashunamiut School District
985 KSD Way
Chevak, AK 99563
907-858-6127

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. Quyana 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



DISTRICT	Complete and Consistent Implementation	Partial or Inconsistent Implementation	Little or No Implementation	Not Evident of Implementation
Falon Tardiff Principal ftardiff@chevakschool.org	5	3	1	0
Tier I: Universal Instruction				
Notes: CKLA is in route. Suggest https://www.coreknowledge.org/curriculum/language-arts/ instead of LLI	<p>The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the five components of reading and oral language. Comprehensive instructional materials are evidence-based, do not include three-cueing instructional practices and are designed to teach most grade-level content standards.</p> <p>a.</p> <p>The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the five components of reading and oral language. Comprehensive instructional materials are evidence-based, do not include three-cueing instructional practices and are designed to teach most grade-level content standards.</p>	<p>The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the five components of reading and oral language. Some of the instructional materials are evidence-based, do not include three-cueing instructional practices and are designed to teach most grade-level content standards; supplementation is required.</p> <p>b.</p> <p>All grades have sufficient time for reading instruction and reading time is protected.</p> <p>c.</p> <p>Additional time is provided for multi-tiered system of support based on assessed need at all grade levels</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 the grade-level content standards; supplementation is required.</p> <p>Instructional time for reading may be adequate and is generally protected.</p> <p>Additional time is provided for multi-tiered support based on most grade levels</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 grade-level content standards; supplementation is required.</p> <p>Instructional time for reading is not always protected and may be insufficient.</p> <p>Some additional time is provided for multi-tiered support without regard to assessed need at some grade levels.</p>

Tier II: Targeted Intervention				
Heggerty, UFLI, mClass	<p>a. Intervention materials, based on proven results, are selected to provide a multi-tiered system of support based on identified skill needs.</p> <p>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.</p> <p>c. Tier 2 interventions supplement Tier 1.</p>	<p>Intervention materials are available for a multi-tiered system of support but are not clearly based on identified skill needs.</p> <p>All Tier 2 interventions are evidence based in content areas and grade levels where they are available.</p> <p>Tier 2 interventions sometimes supplement Tier 1 and sometimes replace Tier 1 instruction</p>	<p>An assortment of intervention materials has been selected but have little or no connection to skill needs.</p> <p>Some Tier 2 interventions are evidence based in content areas and grade levels where they are available.</p> <p>Tier 2 interventions replace Tier 1</p>	<p>No intervention materials have been selected.</p> <p>Tier 2 interventions are not evidence based in content areas and grade levels where they are available.</p> <p>Tier 2 interventions are not evident in the K-3 MTSS Plan.</p>
Tier III: Intensive Intervention		<p>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.</p> <p>b. Tier 3 interventions are more intensive than Tier 2 interventions</p>	<p>All Tier 3 interventions are evidence based in content areas and grade levels where they are available.</p> <p>Tier 3 interventions are more intensive than secondary</p>	<p>Some Tier 3 interventions are evidence based in content areas and grade levels where they are available.</p> <p>Tier 3 interventions are not evident in the K-3 MTSS Plan.</p>
Decrease group size and increase minutes				

		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.
Universal Screening Process					
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.
Professional Development					
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.	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.
Public Communication					
Recommend initial meeting to go over MTSS plan, quarterly meetings to update all stakeholders. Dates needed.	a.	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	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) 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	There is no evidence of public communication or meetings.
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 II
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?

1st DEED Review: 8/28/23

- IRIP document reviewed
- Parent Notification document reviewed

2nd 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"> EasyCBM Phonemic Awareness (K-1) CORE Phonological Segmentation Test* CORE Phoneme Deletion Test* CORE Phoneme Segmentation Test* Phonological Awareness Screening Test - PAST (K-1) Phonological Awareness Skills Screener - PASS (K-1) PALS Marketplace Phonological Awareness Literacy Screening (PALS) Really Great Reading Phonological Awareness Survey
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"> EasyCBM Letter Names (K-1) CORE Phonics Survey* Amira Letter Sounds PALS Marketplace Phonological Awareness Literacy Screening (PALS) Really Great Reading Foundational Skills Survey Really Great Reading Letter Knowledge Survey
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"> EasyCBM Letter Sounds Acadience Reading Diagnostic PA & WRD CORE Phonics Survey* Reading A-Z: Alphabet Naming Really Great Reading Decoding Survey 95% Group PSI: Phonics Screener for Intervention

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"> Easy CBM, Reading Comprehension (2-3) PALS Marketplace Phonological Awareness Literacy Screening (PALS) CORE Reading Maze Comprehension Test*
Text Fluency	1-3	Oral reading fluency	The ability to read connected text fluency and with accuracy in order to retell a passage.	<ul style="list-style-type: none"> EasyCBM Word Fluency/Passage Fluency (1-3) PALS Marketplace Phonological Awareness Literacy Screening (PALS) MASI-R Oral Reading Fluency Measures*
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"> CORE Graded High Frequency Word Survey* San Diego Quick Assessment of Reading Ability* Really Great Reading Sight Word Survey
Vocabulary	2-3	Vocabulary	The ability to comprehend grade-level academic English.	<ul style="list-style-type: none"> CORE Vocabulary Screening Test*

*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 & Agutaaq

- 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:

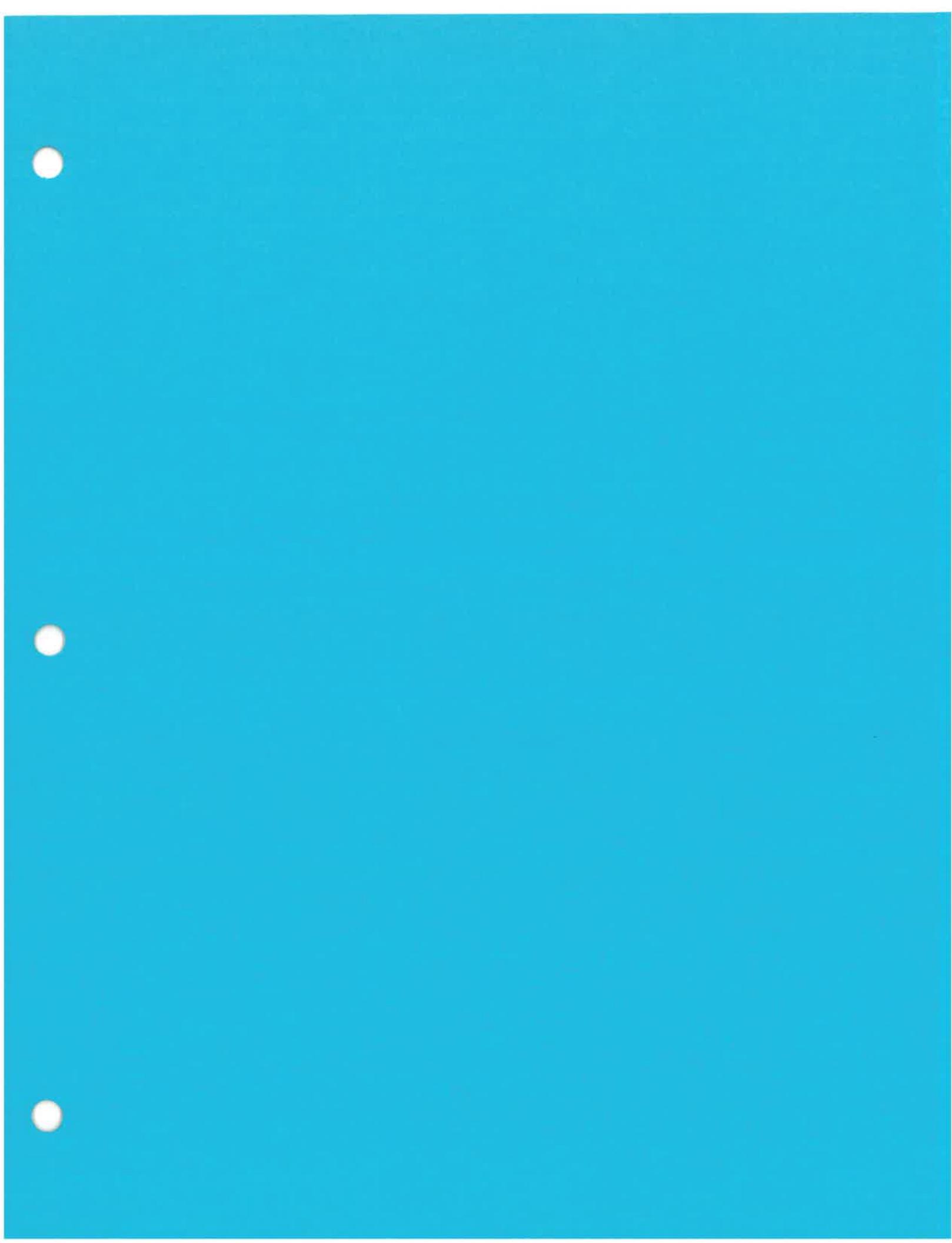
13 Oct 23: Wrestling Scramble @ Bethel
26 Oct 23: Wrestling @ Chevak----MS/HS----26 th /27 th MS-----27 th /28 th HS
09 Nov 23: Wrestling invite @ Bethel
17 Nov 23: Wrestling @ Lancer Smith (Palmer HS)
07 Dec 23: Wrestling Regional @ Bethel HS
15 Dec 23: State Wrestling @ Anchorage Alaska Airline Center

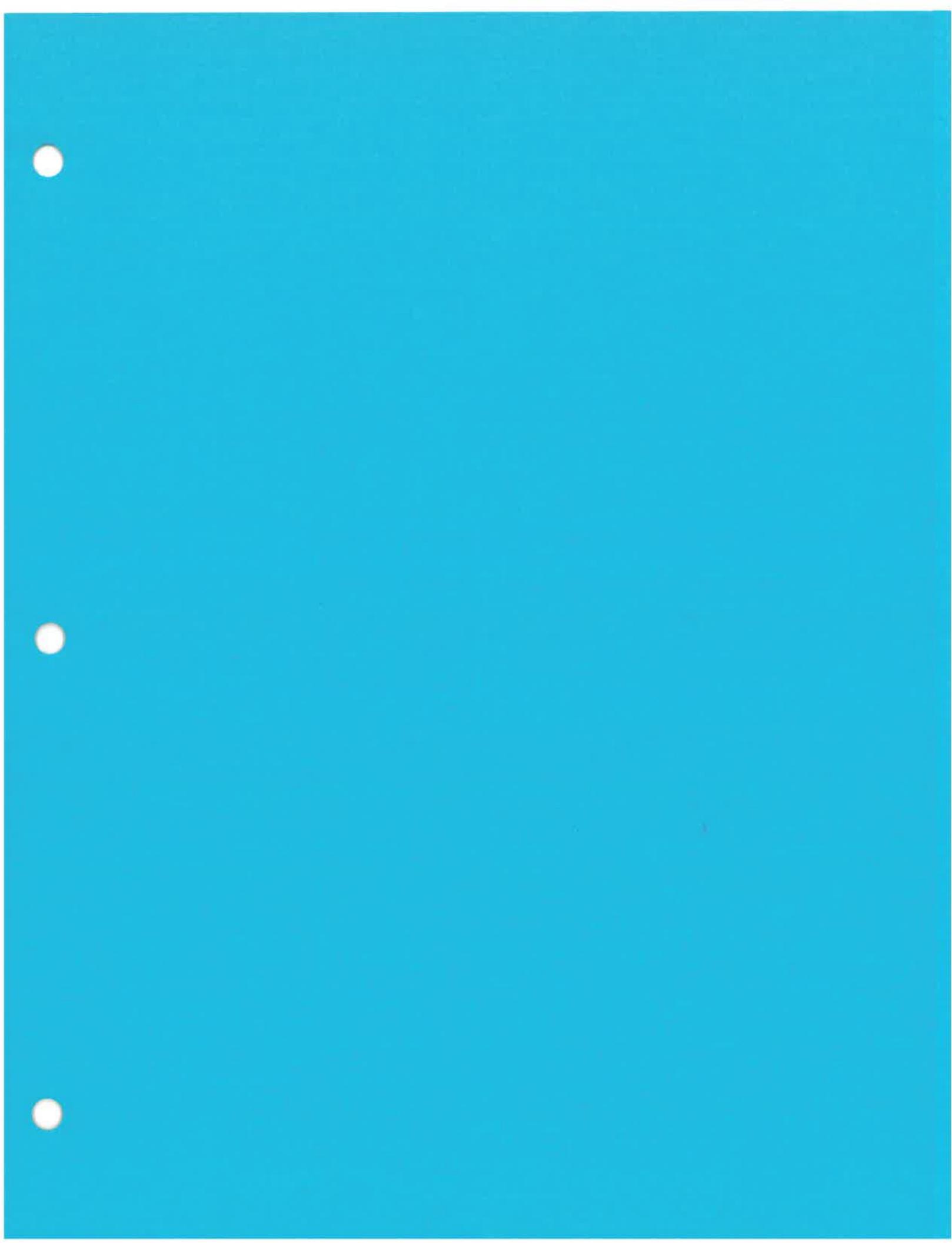
29 Nov 23: HS Basketball starts:

03 Jan 24: Scammon Bay KOK
10 Jan 24: TBA
17 Jan 24: Hooper Bay Classic
24 Jan 24: Chevak HS @ Chefornak----Chefornak 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:

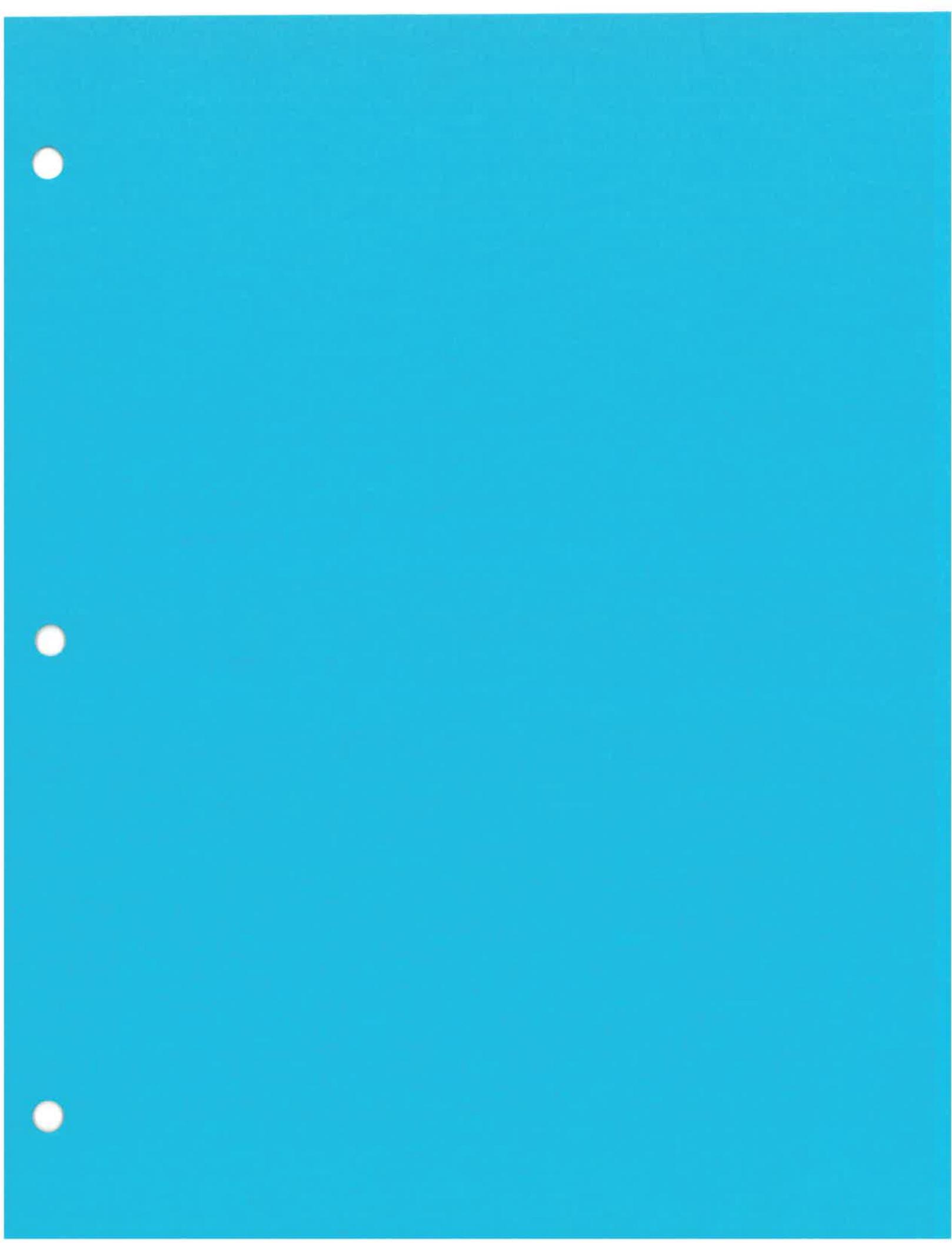
- 1. Understand, plan, write and implement Federal Grants.**
 - a. All grants are switched to me now and I am able to access GMS and G5.
 - b. Tom Simpkins and Sam Ulroan are leading the Perkins Grant.
 - c. Completing the Title VI Grant with an Annual Performance Review due October 13.
 - d. Lillian 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

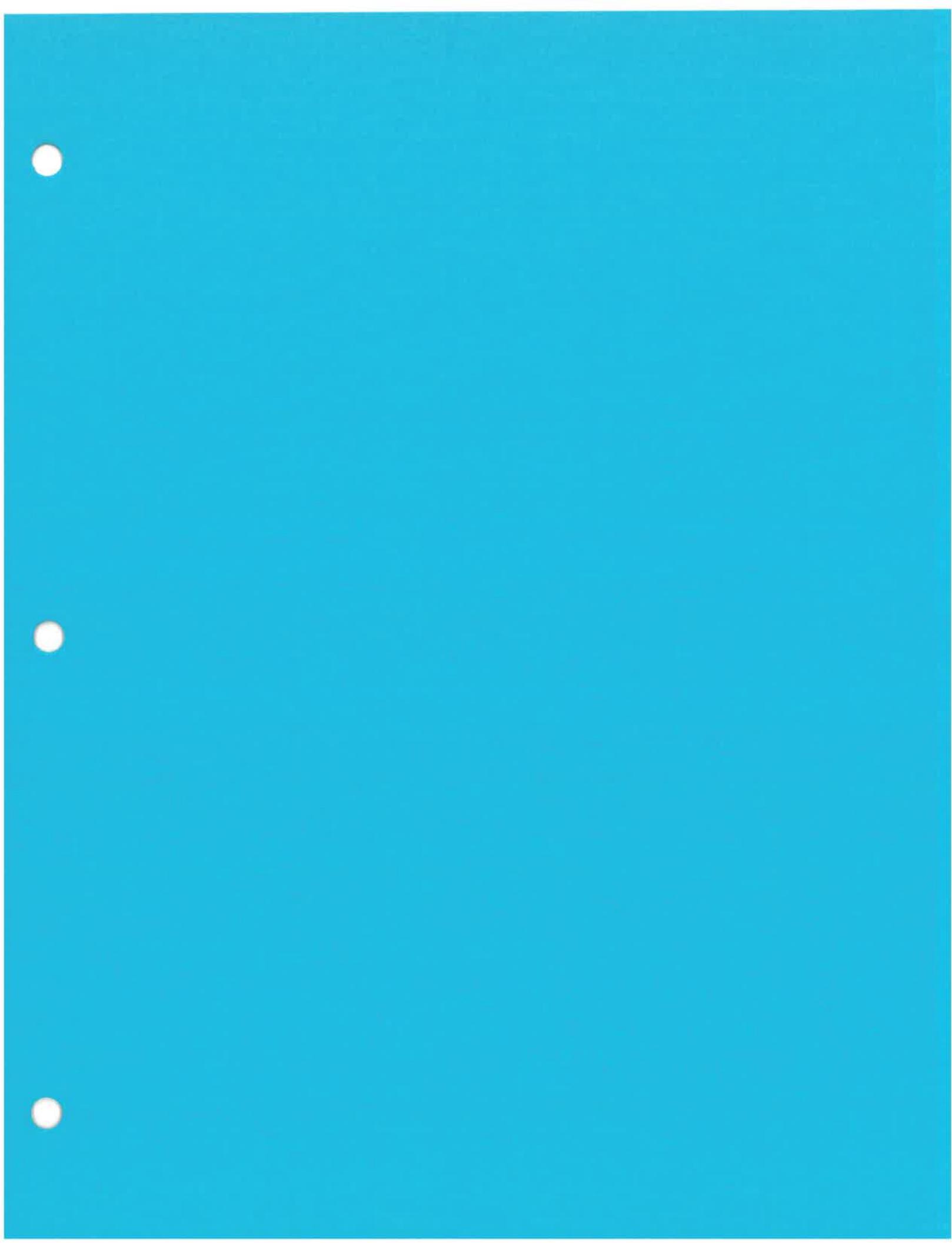
Lillian Olson – Director of Resources
District Testing Coordinator

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-5th 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 2nd 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
Kashunamit School District
985 KSD Way
Chevak, AK 99563

Superintendent Campbell,

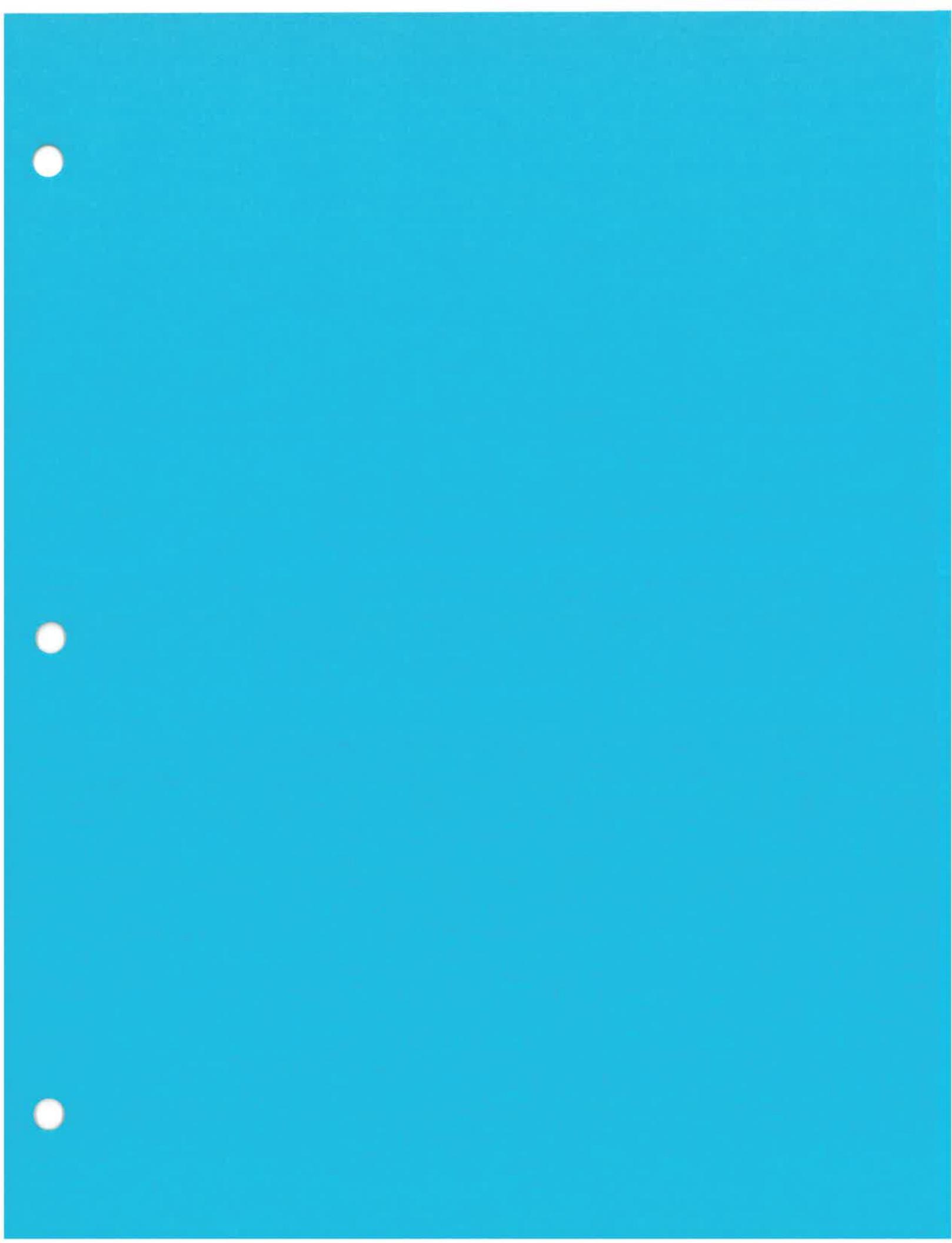
This is in response to the Kashunamit School District's September 1, 2023 letter requesting permission to hire Treydon Atchak as a classified School Cook. Mr. Atchak is the son of School Board Member John Atchak, which is a restriction in AS 14.14.140 stating "members of the immediate family of a school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

Since the Kashunamit 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 that appears 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

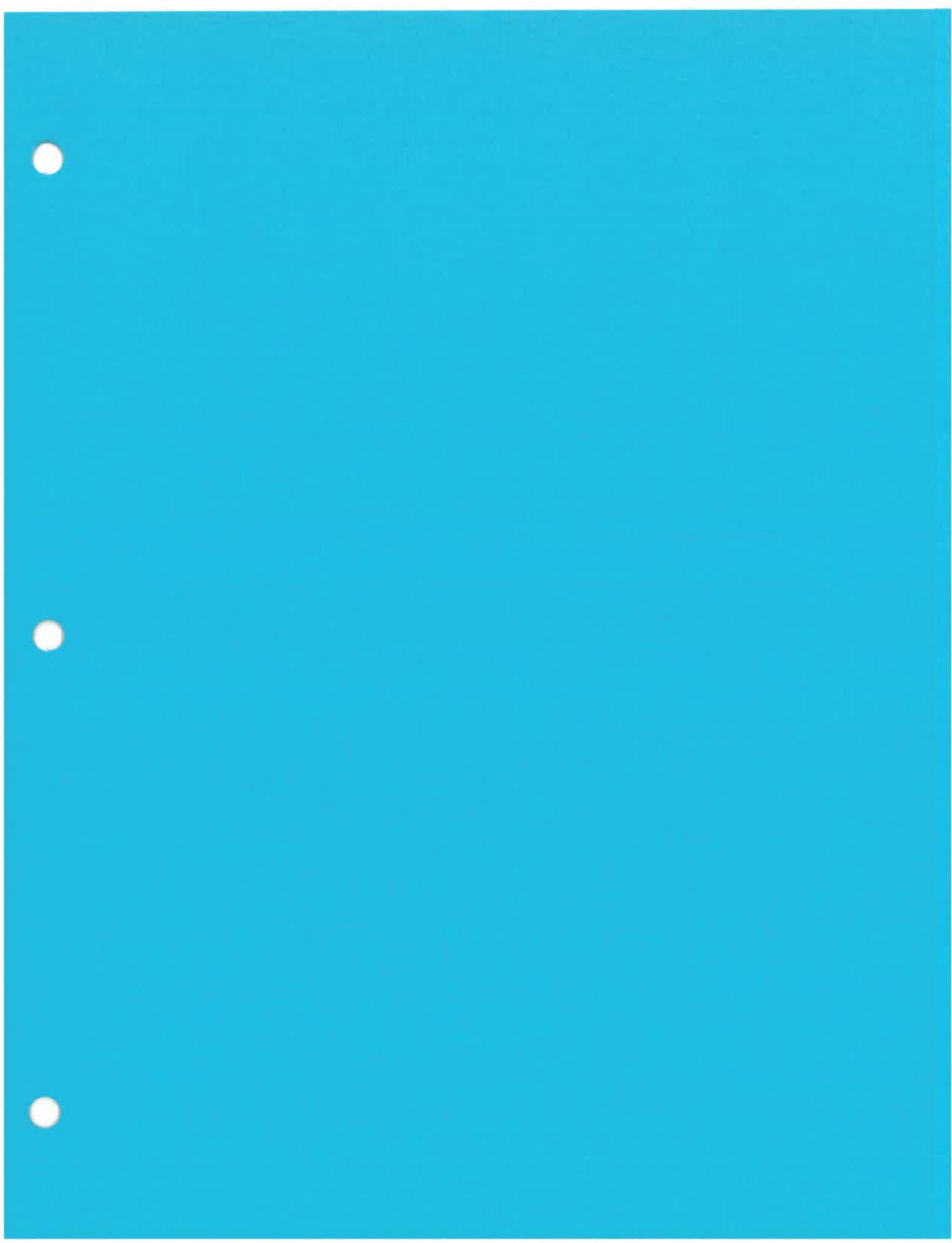
[4 AAC 06.115 Interscholastic activities](#)

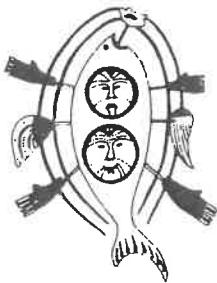
[4 AAC 06.520 Recreational and athletic activities](#)

[4 AAC 06.600 Definitions](#)

Revised 5/2014

Adopted: 5/07





KASHUNAMIUT SCHOOL DISTRICT
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. *Lucienne Smith*

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.

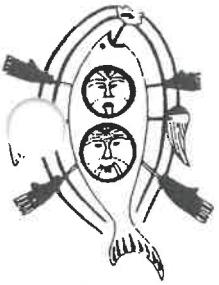
FY 2023 Audit – We are proceeding with submitting the sampling documentation to auditors and all adjustments, schedules and financials will be uploaded to their portal by the end of next week. The final audit will begin the week following.

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 DOED 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 %
30 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 %

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			Revenue	%
	Current Month	Received YTD	Estimated Revenue	To Be Received	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	% 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-INSTRICT	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			Date	
Check #	Type	Vendor/Employee/Payee Number/Name	Check	Amount Period Issued CL #/Payroll Notes
-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

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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

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Claims

Check		Date					
Check #	Type	Vendor/Employee/Payee Number/Name	Check	Amount	Period	Issued	CL #/Payroll Notes
-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 JACKIE 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	

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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

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Claims

Check #	Type	Vendor/Employee/Payee Number/Name	Date				
			Check	Amount	Period	Issued	CL #/Payroll Notes
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

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