



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

Agenda for Regular School Board Meeting

Date: Thursday, October 31, 2023 Time: 7:00 pm

Special Board Meeting/Work Session Date: Wednesday, October 30, 2023: 6:00 pm

Place: Kashunamiat District Office Conference Room

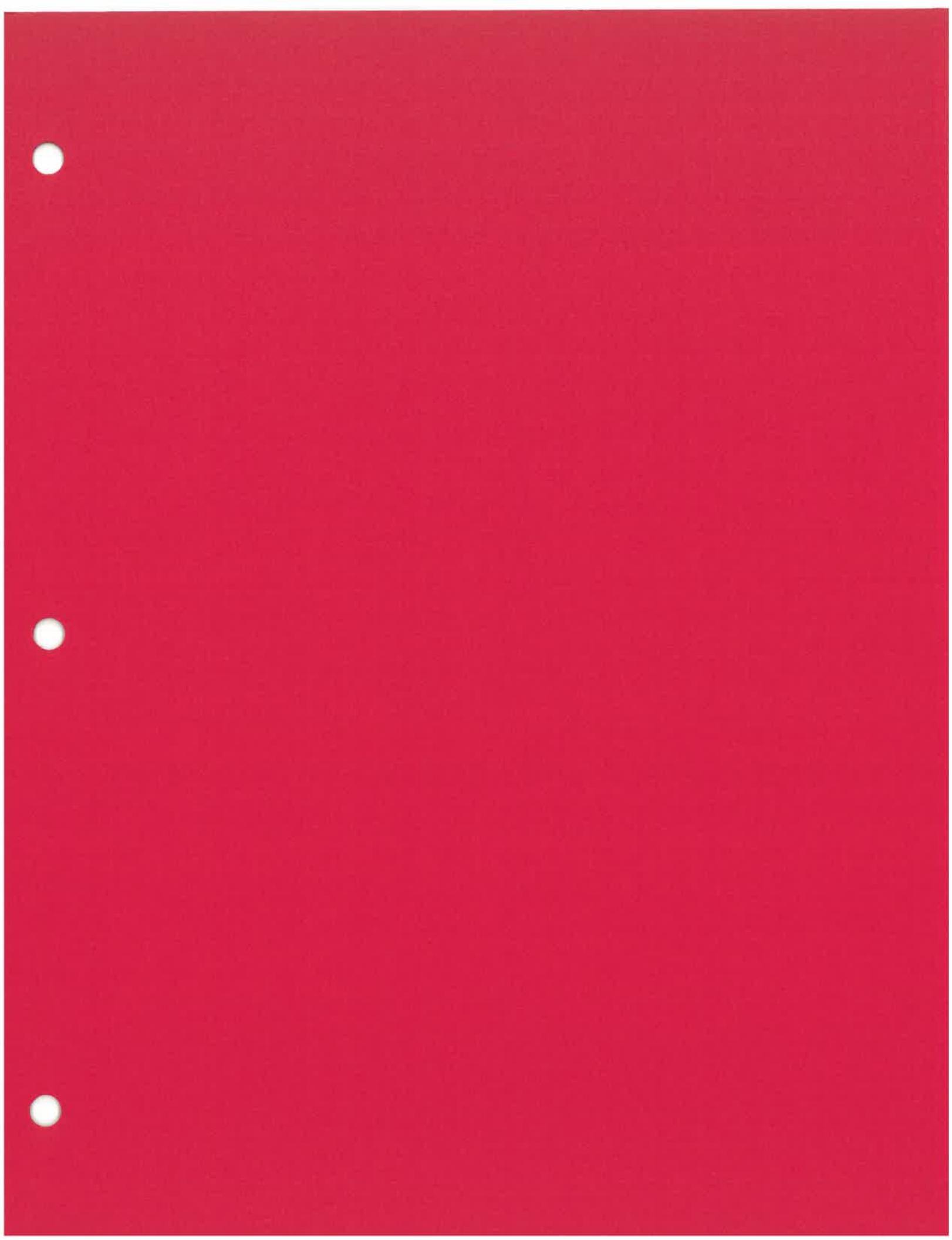
- I. Call Meeting to Order
- II. Roll Call
- III. Approval of Agenda—**Action**
- IV. Approval of Regular Board Meeting Minutes September 21, 2023 – **Action**
- V. People to be Heard—Alaska's Open Meeting Act
- VI. Travel Report(s) – Information
 - A. September 27-30, 2023: Alaska Superintendent Association Fall Conference
 - B. October 1-4: AK ACTE Professional Development Conference (PDC)
 - C. The 57th Annual Alaska Principals' Conference
- VII. Superintendent Report – Information
 - A. FY24 School Calendar Revised 10/05/23 – Information
 - B. Building Resilience Workshop for School Leaders – Information
 - C. FY24 ESEA Monitoring Draft Schedule – Information
 - D. ESEA FY24 Grant Review – Information
- VIII. Principal Report – Information
- IX. Director of Curriculum & Grant Management Report – Information
- X. Director of Resources – Information
- XI. Counselor Report – Information
- XII. Personnel
 - A. Classified Hire(s) - **Action**
 - B. Extra Duty Hire(s) - **Action**
 - C. Miscellaneous Personnel Updates – Information
- XIII. Board Business
 - A. BP Review of Series 4000 2nd reading – **Action**
 1. BP 4119.41/4219.41/4319.41 revision
 - B. BP Review of Series 5000 1st reading – **Action**
 - C. 23-24-AASB-Calendar-230810 – **Action**
 - D. JDO Rate increase letter – Information
- XIV. School Finance
 - A. AKEBS Financial Report – **Action**
- XV. Executive Session
- XVI. Board Comments
- XVII. 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, 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 at 7:01 pm.
- II. Roll Call Member Imgalea - present, Member Atchak - present, Member Tuluk - present, and Member Slats - present. Member Nash - present at 7:03 pm.
- III. Approval of Agenda—Action. Member Atchak motion to approve the agenda; Member Tuluk second the motion. Roll call vote, Member Imgalea- aye, Member Atchak-aye, Member Nash-aye, Member Tuluk- aye, and Member Slats-aye. All Members approve with 5 ayes and 0 nayes. Motion approved.
- IV. Approval of Regular Board Meeting Minutes August 31, 2023 – Action. Member Atchak motion to approve the agenda; Member Tuluk second the motion. Roll call vote, Member Imgalea- aye, Member Atchak-aye, Member Nash-aye, Member Tuluk- aye, and Member Slats-aye. All Members approve with 5 ayes and 0 nayes. Motion approved.
- V. People to be Heard—Alaska's Open Meeting Act. Heather Coralluzzo and Derrick McDonald along with four students attended the Alaska Safety and Wellness conference. Student Keanu, a 12th grader, said it was a fun trip, being on the podium, answering questions and listening to the keynote speakers. Knowing that teachers had a similar experience as us students. They experienced how it was to be in our shoes, and it's different now from then. Student Merlin, 10th grade, learned that they help sometimes with what they do. Sometimes they give up on the students too early, they feel bad, and the first impression. Heather said they attended the Alaska Safety and Well being summit, we brought four kids to participate in the event and represent our school. They sat right in the front and they were attentive. The keynote speakers were engaging, so much so that the students chose to go up and get a picture with them. We even talked with the next keynote speaker. Merlin was super excited with all of them, he would just go off to different break out sections, he was right at the front of the room, asking questions and interacting. I was very proud with all our Chevak students at the event, they did a wonderful job, and behaved very well. They had fun also, and it was a successful event. Brian Meddler was one of the keynote speakers, his topic was "I was that students." Who was put in special ed, and no one wanted to deal with, and no one got to know me. Then one of the teachers got to know him and built relationships with him. And understood that we can't teach our students until we know and build relationships with them. He made a plea to teachers "please get to know your students. Don't think that they don't care." Our roles (teachers) are important. This was a heartfelt topic. The next speaker was Deena Simmons. The students were awake and paying attention. She talked about relationships and belonging with the students and teachers, along with the community. The students got to meet other students from all over and discuss many different topics. Derrick McDonald agrees with everything that Heather said. Said he went to a break out session about trauma and we talked about the way the brain works. If a child gets trauma done to the brain, it's not called until later in life. They recommended trauma to the enrollment form, so it would be good to know so we can pick it up asap. Mr. Meddler's topic, I was that student too. I had a bad stutter and didn't want to talk out loud. We need to figure out a way to help that one student. Some of these kids don't want to speak in front of people. Other than that, it was a very good.



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

Member Slats learned one thing was building assets. In order for a student to grow educationally, we need to start complimenting and building assets with the students. Another thing is, "how do we apply this to our district?" Even though it was a good conference, all too often we go to conferences and don't even plant a seed. Especially with teacher that may need to start building assets or to start interacting with traumatized students, so how do we do that. I think this would be a good start, this opens a lot of opportunities for us.

Member Atchak thanks the chaperones for bringing the kids. Travel exposure is really important for the young ones, especially for the seniors in their last year. They need to experience the outside world, its not the same as a village life. We have, at least two more travels with students, and we bring students too, so you can see and also see a section on young politics. With students around, the politics are more open and talking. So, I encourage more exposure for the students.

VI. Board Travel Report. Member Tuluk one thing that stood out the most was self assessment. To have this done annually. If new board members are coming in, the AASB ladies can help with orientation. The speakers spoke about trauma as well, not as much but that they did go through that. Also talked about the Reads act, not much on it.

Member Atchak agreed with the board self assessment, we should do it annually. Also, the citizen advisory committee. If we can bring out such a policy on that. The Alaska Star was also brought up, the map growth interim assessment. Those stood out among the conference, it was like a crash course. Overall, thanks board on commitment for attending the conference and congratulations to Dayna on having her baby. And I was satisfied with their commitment.

Member Slats mentioned that last Junea trip we had a self assessment with Timmi. So, I think we need to travel a few days prior to Juneau because the fly-ins are usually busy. From the assessment, we also learned about the Superintendent information, financial, and how we are doing these things.

Member Atchak added one more thing, I was sitting there with a brand new colleague from Yukon Flats, this concerns what I've been researching for a number of years to bring in a celebrity type people, in all professional types of sports in America. I gave the contact information, but I dont know the cost of this, maybe a grant thing. But we are focusing on some new dangerous drugs showing up in our village right now. I know Toksook Bay has crystal meth that they're dealing with, and its already widespread over there, and with these celebrities can put the message out, these drugs are dangerous "only one time can kill you." These kids need to know the affect of these new drugs. These are illegal drugs. Donald Charlie will be the chaperone and founder of this. Not sure how much it costs but we can inquire about that. The kids health is important, and for them to know about these drugs.

VII. 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**

VIII. Principal Report – Information

IX. Director of Curriculum & Grant Management Report – Information

X. Director of Resources – Information

XI. Counselor Report – Information



XII. Personnel

- A. Classified Hire(s) - Action. Member Tuluk motion to approve Mary Agimuk for the part time payroll with a retroactive pay from 9/11/23; Member Atchak second the motion. Roll call vote, Member Imgalea- aye, Member Atchak-aye, Member Nash-aye, Member Tuluk- aye, and Member Slats-aye. All Members approve with 5 ayes and 0 nayes. Motion approved.
- B. Extra Duty Hire(s) - Action. Member Tuluk motion to approve the hires of, ~~Erwin~~ ~~Marcelo~~ for the HS Volleyball coach, June Tuluk for HS Volleyball assistant coach, Aaron Ulroan for HS Wrestling coach, Jo Bukowski for the Elem/MS Wrestling coach, Lawrence Matchian Jr. for HS boys basketball assistant coach, Michelle Night for MS Girls basketball coach, Sebastian Usugan for MS NYO coach, and Lillian Olson for the Migrant Education Grant coordinator; Member Atchak second the motion. Roll call vote, Member Imgalea- aye, Member Atchak-aye, Member Nash-aye, Member Tuluk- aye, and Member Slats-aye. All Members approve with 5 ayes and 0 nayes. Motion approved.
- C. Open Positions, Resignation(s), Hire Approval letter from the Commissioner - Information

XIII. Board Business

- A. BP Review of specific board policy in Series 0000-1000 and 3000 for a 2nd reading – Action. Member Imgalea motion to approve the following BP in Series 0000-1000 and 3000: BP 0100, 0410, 0420, 0510, BP 520, 0530 and AR 0510; BP 1000, 1100, 1260, 1312, 1312.1, AR 1312.1, BP 1312.2, 1312.3, BP 1330, AR 1330, BP 1340, 1400; BP 3000, 3100, AR 3100, BP 3110, 3200, 3260, 3270, 3280, 3290, 3300, 3310, 3312, 3400, 3440, 3450, 3470, 3510, 3513.3, 3514.1, AR 3514.1, BP 3515, AR 3515, BP 3515.4, AR 3515.4, BP 3530, 3540, 3541, 3541.2, 3541.5, 3550, 3554 as 2nd and final reading; Member Tuluk second the motion. Roll call vote, Member Imgalea- aye, Member Atchak-aye, Member Nash-aye, Member Tuluk- aye, and Member Slats-aye. All Members approve with 5 ayes and 0 nayes. Motion approved.
- B. BP 6145.2 Interscholastic Competition references AAC 06.115 – Information
- C. BP Review of Series 4000 1st reading – Action. Member NAME motion to approve BP Series 4000 as reviewed; Member NAME second the motion. Roll call vote, Member Imgalea- aye, Member Atchak-aye, Member Nash-aye, Member Tuluk- aye, and Member Slats-aye. All Members approve with 5 ayes and 0 nayes. Motion approved.

XIV. School Finance

- A. AKEBS Financial Report – Action. Member Nash motion to approve the expenditure checks from 98669 to 602236 for a total of \$768,501.28; Member Tuluk second the motion. Roll call vote, Member Imgalea- aye, Member Atchak-aye, Member Nash-aye, Member Tuluk- aye, and Member Slats-aye. All Members approve with 5 ayes and 0 nayes. Motion approved.

XV. Executive Session Member Nash motion to go into Executive session; Member Imgalea second the motion at 9:08 pm. Roll call vote, Member Imgalea- aye, Member Atchak-aye, Member Nash-aye, Member Tuluk- aye, and Member Slats-aye. All Members approve with 5 ayes and 0 nayes. Motion approved.

Member Tuluk motion to get out of Executive session; Member Imgalea second the motion at 9:25 pm. Roll call vote, Member Imgalea- aye, Member Atchak-aye, Member Nash-aye, Member Tuluk- aye, and Member Slats-aye. All Members approve with 5 ayes and 0 nayes. Motion approved.

XVI. Board Comments. Member Slats brought up ANSEP for grades 9th through 12th grade. If any 9th graders want to get into ANSEP, they can get 2 years of college, 48 credits. We should take a look if any students are interested. Also have a comment about the “street sweeper” by Martin



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

Luther Kings quote. "If you sweep, you sweep like Michelangelo's painting", it made me think of all of our teachers, and staff. An example of this is "why should I be doing my job when another coworker isn't doing his job." John Moses used to work late cleaning up so that we (staff) may go to a clean school the next morning. About Michelangelo's painting, the angels in the sky would say "this was the best street sweeper that we have ever seen." And for our next meeting we need an update on the gym floor, if it's done or not. Superintendent Campbell said the painters will be here next week.

XVII. Adjournment Member Tuluk motion to adjourn; Member Imgalea second the motion. Roll call vote, Member Imgalea- aye, Member Atchak-aye, Member Nash-aye, Member Tuluk- aye, and Member Slats-aye. All Members approve with 5 ayes and 0 nayes at 9:31 pm. Motion approved.


Chairperson Signature

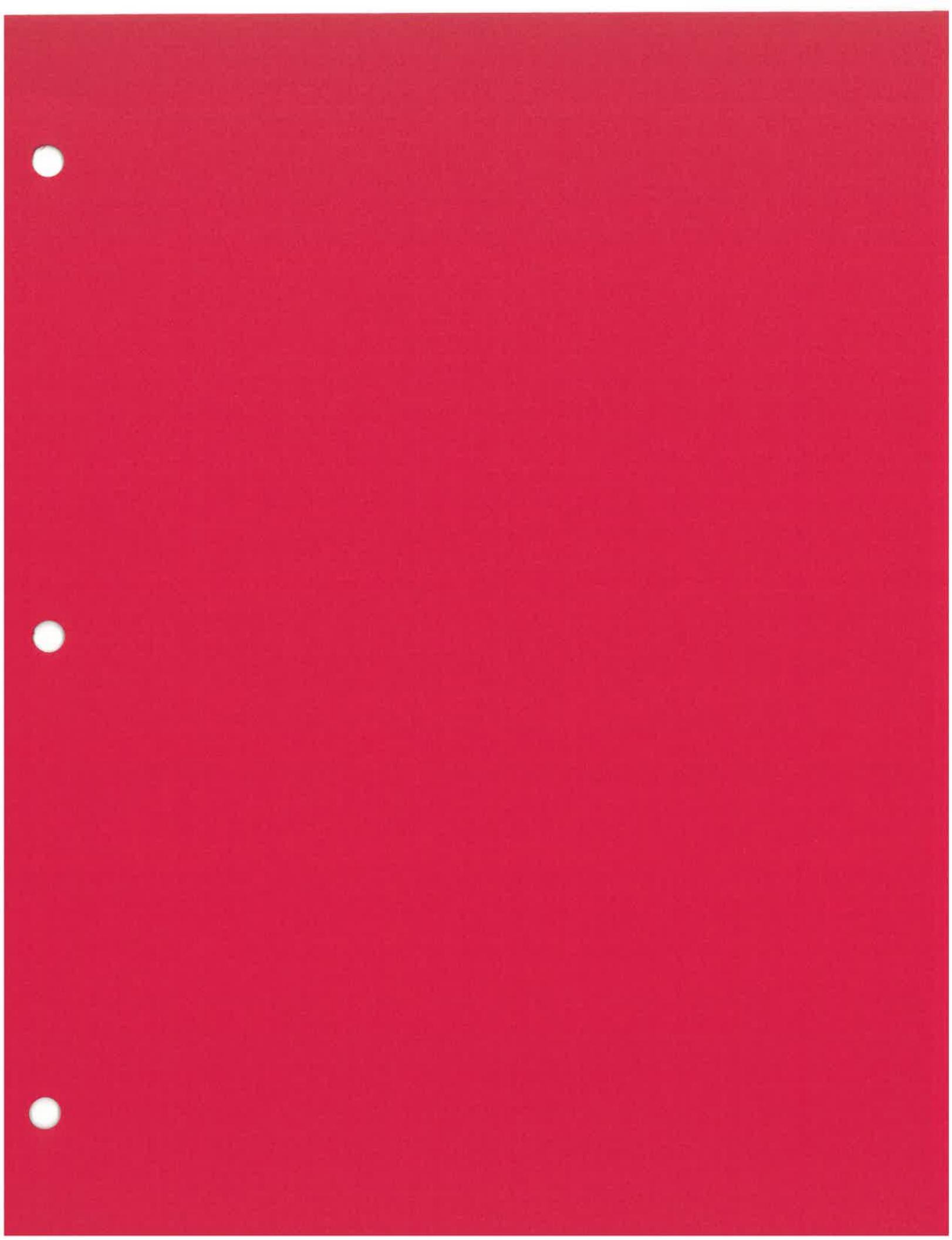
12/14/2023

Date


Secretary Signature

12/14/2023

Date



To: KSD Board Members: Jeremy Tuluk, John Atchak, Dayna Nash, Pius Imgalrea, Dottie Chayakun
cc: Lucienne Smith, Dave Herbert, Falon Tardiff
From: Jeanne Campbell, Superintendent
Topic: October 06, 2023 report

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

1. 9/27/23: ASA / AML AK Municipal League – There was a lot of discussion about the fund balance. Districts have carry over funds in their budgets because grants or ESSER is paying for items or salaries that were previously funded from the general fund. These fund balances appear as though the districts have excess funds and do not need money. There was wishful thinking about the state creating a BFA (Base Facilities Allocation). Most districts are using general funds or are getting donations from their cities. As an REAA a lot of the information presented did not apply.
2. 9/28/23: Billy Strickland spoke about 4 AAC 6.115 B5. This statute is still in draft and states that there can be girls basketball and basketball. Thus, it will be all inclusive of transgender females who want to play the sport.
3. 9/28/23: CEE Coalition for Education Equity is a committee that serves rural and underserved schools. I reached out to join.
4. 9/28/23: AI Jethro Jones - Artificial Intelligence is permeating education and can be used wisely to support staff and students. It can draw, write, do whatever you ask of it in relation to academic learning and creative arts. All of this is quite new to me.
5. 9/28/23: DEED spoke about the fall assessments. I created a spreadsheet that I have asked the staff to complete with all of the student data from Fall of 2022 to Fall of 2023. I asked them to chart the growth or lack thereof in the data. I asked for it to be ready at the next board meeting.
6. 9/28/23: Legislative panel: Two senators and two representatives spoke with us. They were all pro-education and BSA increased. They recommend that we provide evidence based data to support funding increase.
7. 9/29/23: Ricky Robinson author of Building Resilience in Students Impacted by Adverse Childhood Experiences spoke about mental, emotional, and behavioral health of staff. He spoke to compassion fatigue and burnout phases in staff and ways in which to address it. Ask the staff, “What do you need to feel more valued, connected, supported, and inspired.” He is a resource who could be hired to help with staff issues such as workplace bullying and getting the adults on the same page. He had a highly dynamic session and I am interested in learning more from him.
8. 9/30/23: Dr. Scott Seaman author of School Leader Paradigm asked the audience to reflect on the following questions:
 - a. What factors influence student achievement?
 - b. How do you know you are creating hope in your district for students and staff?
 - c. What do you know about yourself that helps or hinders question 1 and 2?
 - d. Does culture create the system or does systems create the culture?
 - e. How has leadership changed from 15 years ago to the present.

He then went on to discuss leading from three domains: culture, systems, and learning. I realized that I had to learn the systems in the superintendent position before I could lead from culture and learning. Systems is my dominant style of leading at this moment. He is another resource that I would recommend to come out and work with us to build a collaborative leadership where in every seat is a leader.



*CTE Conference
Alaska Digital Government Summit
Notes / Visions / Follow-ups
10/1 thru 10/5*

Both CTE (Career and Technical Education) and the Alaska Digital Government Summit presented a myriad of significant programs for our school, our students, and our state! Thank you for supporting our professional development.

Sam is a great traveling companion! While waiting at Bethel, I was amazed and very proud to be traveling with Sam as person after person stopped by to greet him. Sam is obviously well respected throughout the area and it was my pleasure to spend these days getting to know him better. Sam's IT position is one thankless and isolating job. As long as everything is good, no one notices. I would like to publicly thank Sam for all the technical prowess he brings and shares with us everyday! What an amazing human ;)



These are my highlights from the conferences.



Utilizing Alaska Resource Education services.

ARE recognizes Alaska indigenous people as the original custodians of our state. They have called Alaska home for generations, utilizing and respecting the land and its resources that all Alaskans call home today.

<https://www.akresource.org/>

Brant Hylinski and his team presented snippets from their current classes. There is no cost to students - programs vary as do available online courses.



Hi Brant,

Thanks again for your presentation during the CTE conference ;) Loved the hands-on examples you and your team shared! I think our students would directly and certainly benefit from such instruction. How do we get started?



Hello Tom!

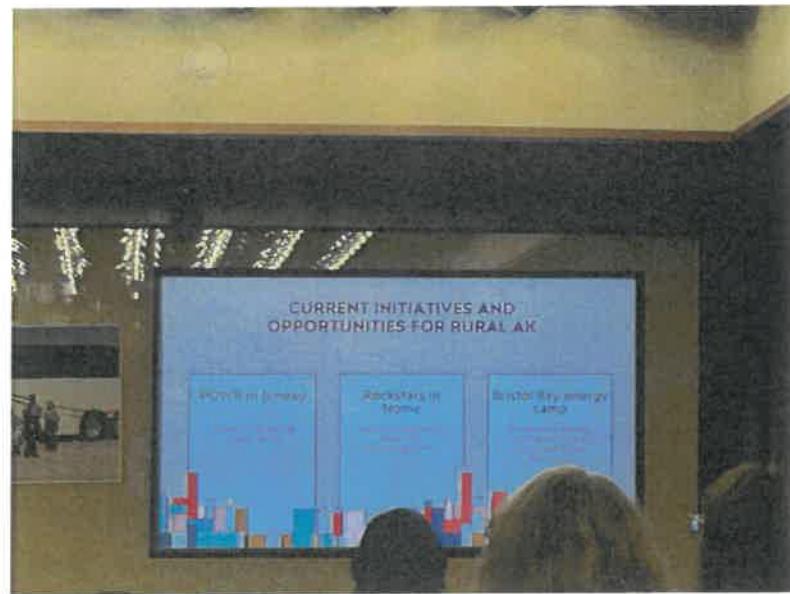
Thank you for the compliments on the presentation and hands on learning activities at the CTE conference. That is something we believe in at Alaska Resource Education (ARE), experiential learning experiences that will make a lasting impact on the students.

I have Beki and Taylor CC-ed in on this email chain. They are the scheduler extraordinaires that will help get this ball rolling and into the classrooms in your school!

Thanks Tom

Brant M. Hylinski
MS Outdoor/Environmental Education

STEM EDUCATOR
<https://www.akresource.org/>
C: 302-319-8276



Hey Tom –

Yes thank you for the kind words. We would love to see if we can put a trip together to come out and teach.

Couple of questions to get us started:

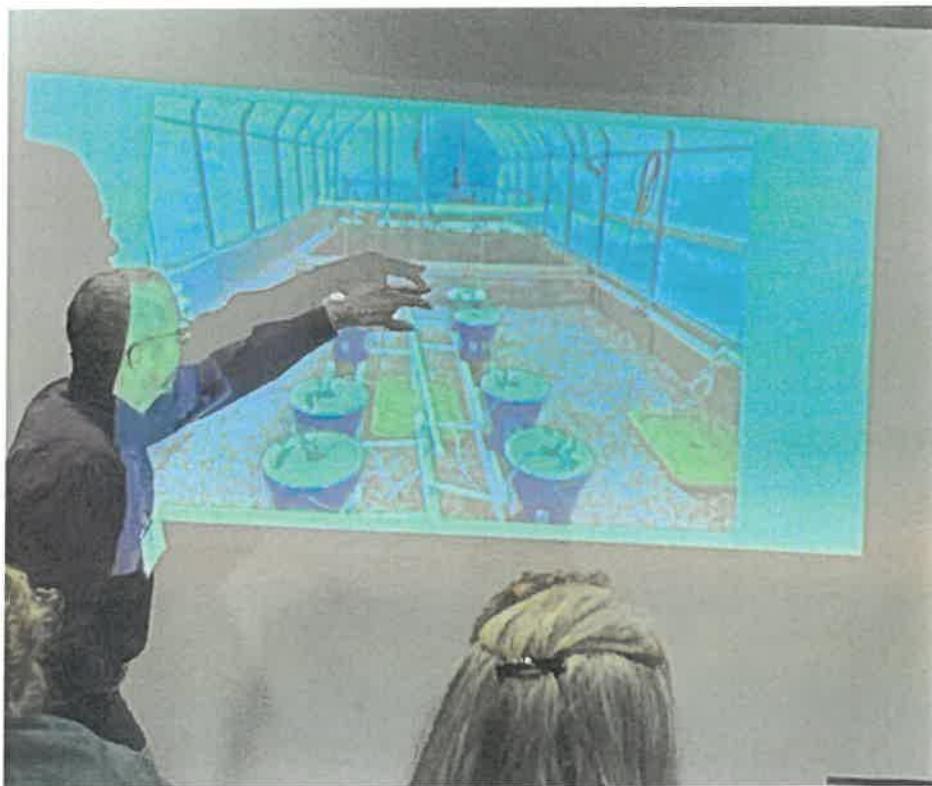
1. What grades/subjects do you teach?
2. Would you be able to help us fill several full days of teaching? We prefer to be able to build out mini units while we are in a community and teach the students multiple times during a week and have full days of teaching.
3. What time of year is best for you/the school for us to come out?

Thanks
Beki

Beki Toussaint
Program Director
Alaska Resource Education
C: 303-880-5796
D: 907-276-5487

Beki and I have been in touch and are currently working out a schedule for their team to visit and bring ARE to Chevak!

Greenhouse Plans 2.0



This presentation blew me away! Let's rethink our greenhouse plans and replace them with:

Dutch buckets and grow towers / Worm castings / Pruning tomatoes

Scott McManus / Strawberries 🍓 / Aquaponics - fingerlings ?

Farm.bot / Water test kits / Used Conex - ask Bjorn / Jungle juice

\$\$\$\$ Save Alaska micro grants / TC / IAC / Corps

Could we consider building growing homes in old buildings scheduled to be torn down?

Gateway Greenhouse Projects



The Gateway Greenhouse facility was originally built as a means to supply the district's food service program with fresh produce. However, it has grown into much more, and is now integrated into district programs and curriculum in a myriad of ways.

Since 2016, it has hosted Tok School's greenhouse courses, which in 2018 morphed into FFA related courses with the district's new FFA charter. Greenhouse education has grown to include hydroponic gardening as

well. The greenhouse is regularly incorporated into the high school's culinary class.

Instagram

[Log In](#) [Sign Up](#)



gocharliecart · [Follow](#)

Alaska Gateway School District

...

to respond to the variety, and it seems to be encouraging kids to try new things." #grow #learn #sprout #garden #alaska #tok #teach

Edited · 235w

vgoonakit 

235w · [Reply](#)

thefireweedtribe I enjoy seeing students willing to try new foods because the Charlie Cart gives them a connection to new recipes.

236w · 1 like · [Reply](#)

— View replies (2)

jaimerfg Wonderful!

236w · 1 like · [Reply](#)



58 likes

APRIL 2, 2018

Log in to like or comment.

Last year, the district purchased a [Charlie Cart](#) for use in the elementary school, as a means to make the culinary "bridge" that helps to bring greenhouse education into the elementary classrooms. The cart now travels to the district's outlying sites for the same purpose, and plans are underway to acquire another cart for Tok.

Good morning Tom,

I was hoping we could briefly chat about the CTE conference this past weekend in Anchorage. I'm curious about what was presented at the conference so we can follow up with our Alaska sites.

Best,

Michelle Derheim

Customer Relations Manager

The Charlie Cart Project

(415) 845-3695

This is Greenhouse is a successful model for us to emulate!

In summer 2018, the district held its first week-long greenhouse day camp for elementary students. The camp was a success, and was so popular, it is repeating in summer 2019 and will run for a longer time.

[Gateway Greenhouse Student Class Blog](#)

[Tok High School Culinary Class Blog](#)- students regularly utilizing the bounty of the Gateway Greenhouse

Gateway Greenhouse is a USDA Farm to School "One in a Melon" Award Winner for 2016!

Gateway Greenhouse - in the Fairbanks Daily News Miner

October 2020-DEED Spotlight on the Gateway Greenhouse, Alaska
Gateway School District

A collection of online lesson plans for School Gardens - various grade levels, includes plans for school gardens, school kitchens, classroom kitchens, nutrition, and more.



Farm to School Network <http://www.farmtoschool.org/>



Edible Schoolyard resources and lesson plans <http://edibleschoolyard.org/>

*For specific resources curated for Gateway Greenhouse within the Edible Schoolyard Network, go to the Libraries tab at
<http://edibleschoolyard.org/program/gateway-farm-school-project>*



Complete K-12 School Garden Curriculum

Rural Remote: An Actionable Vision of the Future

Virtual Reality and Rural Applications -

Presented by Designori - <https://designori.net/>

Jake Peterson - Photogrammetry



Designori - <https://designori.net/>

Jake Peterson - Photogrammetry

Greetings from Chevak Jake!

You and your presentation partner made the entire conference for me! Sorry for monopolizing your time while people were moving. Having some time to talk pedagogy and VR development is a luxury which seldom crosses my path these days.

Could we reconnect around the VR application and development of something geared towards saving the Tundra? Tundra, permafrost, environmental concerns are all timely educational topics. If we can help the planet here, there, anywhere, it seems like time and \$\$\$ well spent.

Please let me know how best to reconnect.

Whatever works best for you, works for me ;)

And

Greetings from Designori, Tom!

We would be excited to reconnect with you. I just looked over your school's website and have a number of ideas, environmental and otherwise. How does a Zoom meeting sound? Wednesday through Friday this week are generally free or flexible on our side. If any of those days work let me know a few windows of time that are good for you and I will send you an invite of one of the times that matchup and work for us.

Looking forward to it,

Richard

Dr. Richard L. Webb
Partner, COO
907-802-1272



Maritime Tour Day



Our first stop, Cooper River Seafood





Lunch was sponsored by Yamaha
Sarah Scherer from the Transportation Institute
presented their Seafarer's Careers.



Sarah Scherer
Vice President
PACIFIC COAST OPERATIONS

Transportation Institute

World Trade Center – West
2200 Alaskan Way, Suite 110
Seattle, WA 98121

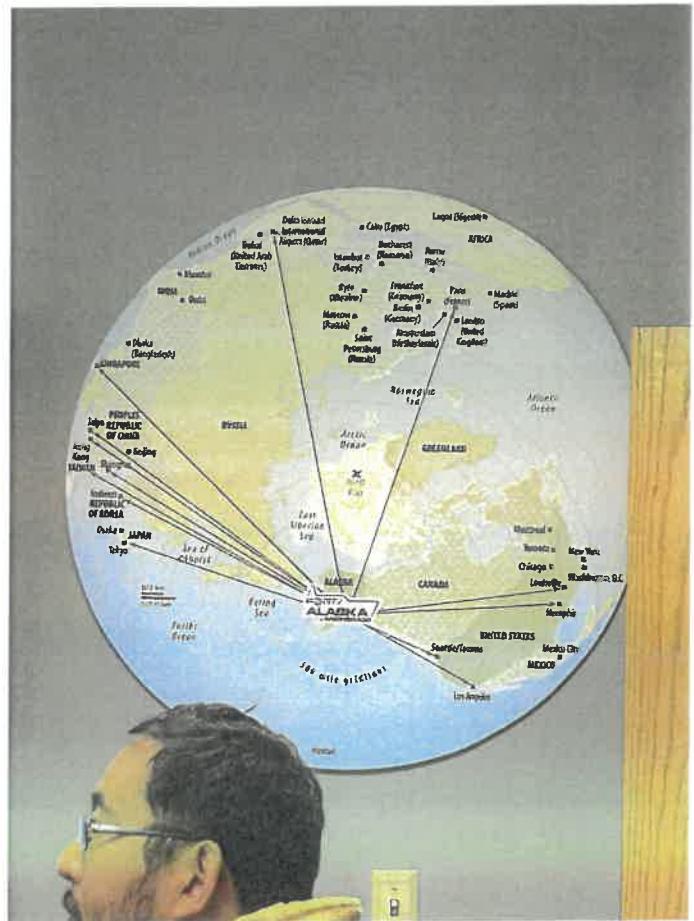
C 206-390-0002
P 206-443-1738
E sscherer@trans-inst.org

www.transportationinstitute.org

Currently Chevak has one Senior student applying to the program.

Sarah's presentation transitioned us nicely for -

Port Alaska



The US Navy vessel Bob Hope had docked the night before. The vessel is over 900 feet long! The Port authorities also shared Alaska's location significance in reaching most major ports around the world ;)

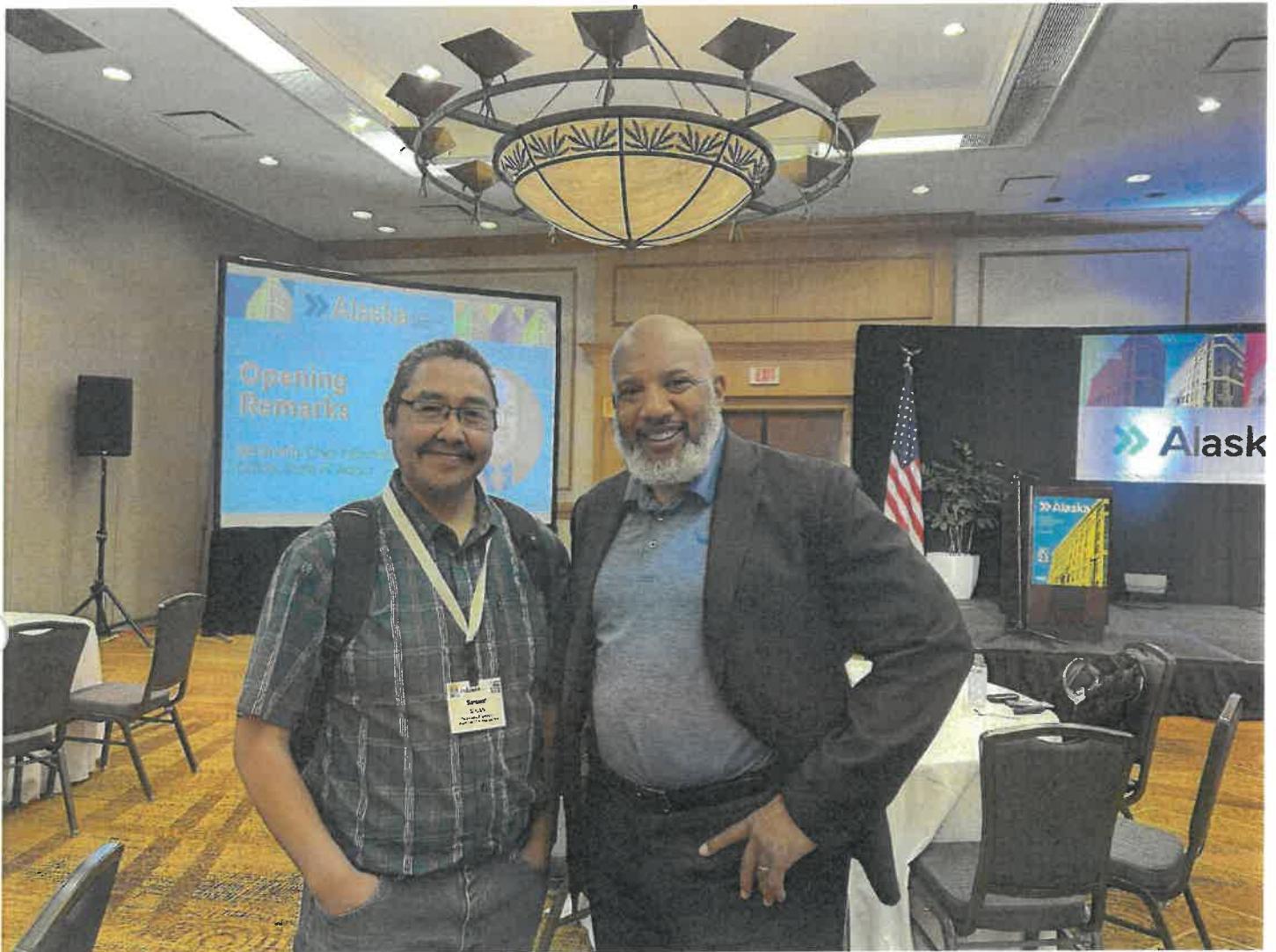
Our final stop was:

The Alaska Railroad



Our final destination was The Alaska Railroad Depot. Every year the Railroad hires people to help with track maintenance. This was another epiphany for me ;) Imagine working Summers, camping along the rail, getting room, board and over 20 dollars an hour! Our presenter shared the railroad's need for seasonal and full time workers.

Alaska Digital Government Summit



The highlight of the entire summit was keynote speaker John Register.

“John Register is an exceptional speaker! He works in a variety of settings ranging from small groups through keynote presentations. He embraces his audiences and captivates them through touching and entertaining personal stories about issues that impact all of us. His message is poignant

and customized for each group and includes stories about life challenges, leadership, diversity and disability. ” His talk, “Transform Adversity into Advantage: How to Conquer Life’s Hurdles” not only fit nicely with all the info and challenges of the week, he helped both Sam and me both through inspiration, humor, energy and endless grit!

And finally - one last magic moment ;)

Uber Driver

Builder who knows Jeanne, makes Conex style Greenhouses. Is willing to share designs, parts list, and consult on our projects. He had great stories about working with Jeanne and suggested we revisit the BDS engineering report.

Emailcooper@gmail.com

CTE Conference

2023 October

Career And Technical Education,

This conference is designed to explore other options other than 4 year college degrees, this includes certificates. It is also offered in the UA system. What the “now” that they are pushing is those jobs that is tied to Broadband infostructure that is happening now. Money is coming in to rural settings and they are using some outside companies to fill those positions.

Other training available in the UA(university of Alaska) Aviation maintenance, which is a one year certification, also diesel and automotive mechanic. Jobs in these usually have placement once those courses are done.

The marine sector is also one that needs jobs filled, we visited the Copper River Seafoods that is seasonal that can become permanent. This company is located in anchorage, Port of anchorage is always looking for workers. If someone is looking for a job in this sector it would not be hard to fill if a person had the right training.

If we can expose our students as early as middle school, they may have an idea on what to work towards as they get older. I was visioning students touring the aviation facilities and port of anchorage as I was going through it.

What were currently doing at the school is great, Welding, EXCEL, and T3 Upward bound. These help students get ready for the real world and expose what's out there. Conference was a big help understanding what it was all about. Also, good way to connect with others doing the same thing. Glad I went.

Samuel Ulroan

F. Tardiff Travel Report

During the week of October 12th, I attended the ACSA Principals Conference in Anchorage, Alaska.

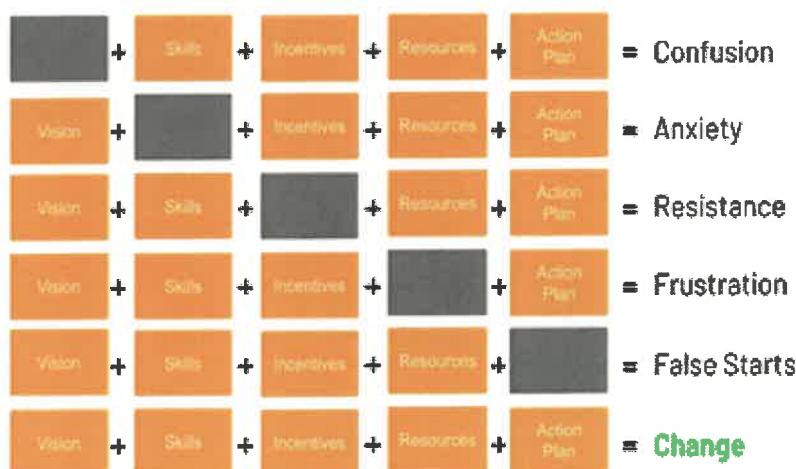
Key learnings-

Ricky Robertson talked about Adverse Childhood Experiences (ACEs) and how they affect students at school.

- SEL programs are not the answer for teaching our students Social-Emotional Learning. The strategies that are within these programs are great, but they do not transform schools.
 - The key is establishing “Essential Practices”
 - Welcoming Routines
 - Meetings/Circles
- He reiterated that our Professional Development should not be focused on fixing the kids. It should be about teaching the adults to do what is best for the kids. This goes back to the idea of schools when they purchase programs that are designed to “fix” whatever problem that is in school.

Andrea Everett- Assistant Superintendent of Mat-Su had a breakout session on the AK Reads act.

- It became evident in conversations that all districts are feeling the same way in implementing all the components of the AK Reads Act
 - She shared the Barriers of Change Matrix and had all districts find where they feel staff are in the process
 - Most Districts felt they were missing a combination of important items to feel successful



Dr. Mary Lippert (1987)

- She shared the “Alaska Reads Act Implementation Guide for Principals” that their district has created for their administrators to help guide them through the process

- It would be a goal of our district to create a similar guide to help facilitate our Leadership Team.

Ricky Robertson led a breakout session on “Educator Resilience” where he went through different scenarios schools can face and how to work through them.

- Focus on what you can change (Professional Responsibility) and not what you can’t change (Personalities)
- Fostering Educator Resilience and Efficacy
 - Raise Awareness of the impact of chronic stress, compassion fatigue, burnout and psychological safety
 - Provide tools for individual and collective assessment
 - Encourage individual self-care & implement schoolwide/district wide community care
 - Monitor impact for continual improvement
- “Stress in the classroom is contagious”
 - Students can feed off of teacher stressors

Jeannea and I signed up for more PD with Ricky Robertson in November.



MATANUSKA-SUSITNA
BOROUGH SCHOOL DISTRICT



OFFICE OF TEACHING AND LEARNING

ALASKA READS ACT IMPLEMENTATION GUIDE FOR PRINCIPALS

10/3/2023

Table of Contents

DOCUMENTS	2
SCREENING & ASSESSMENT INFORMATION	6
OUT OF SCHOOL INSTRUCTION	8
SPECIAL EDUCATION GUIDANCE	9
GRADE PROGRESSION INFORMATION	11
SUMMER SCHOOL	13
DATA REPORTING PROCEDURES	13
READING PORTFOLIOS	13
USING SPRING DATA TO PREPARE FOR THE FALL	13

DOCUMENTS

- [**9/15 Parent Introduction to AK Reads Act Letter for K-3 Families**](#)

The purpose of this letter is to help parents understand a few basic pieces of the Alaska Reads Act that will impact them. It is sent home by the principal via Blackboard by 9/15 so the parent knows to expect the next notification letter.

- [**aimswebPlus Screening Results Letters**](#)

These letters give parents information about how their child performed on the fall, winter, or spring screener and next steps.

- [TIER 1 & 2 NOTIFICATION LETTER – Fall, Winter, Spring](#)
- [FALL/WINTER TIER 3](#)
- [SPRING TIER 3 – Includes 2 letters \(students remaining T3 & students new to T3\)](#)

- [**Tier 3 Parent Phone Call Checklist**](#) – An optional checklist for your teachers to use

- [**Using aimswebPlus to Identify Tiers**](#)

This document explains which aimswebPlus report to use for identifying students in Tier 1, 2, or 3.

- [**IRIP Template**](#)

This template is for teachers and parents to set up an Individual Reading Improvement Plan for a child who scores Tier 3 on the fall or winter screener.

- [**State grade progression flowchart**](#)

This flowchart explains the state requirements and timeline regarding grade progression.

- [**District grade progression flowchart \(see Grade Progression section\)**](#)

This flowchart gives more specific detail about grade progression for students who have remained Tier 3 since the fall including:

- [Grade Progression Info for Families](#)
- [Fall P/T Conference Agenda](#)
- [February P/T Conference Agenda](#)
- [State Waiver – 3rd grade progressed to 4th grade](#)

- [**K-5 Instructional Models**](#)

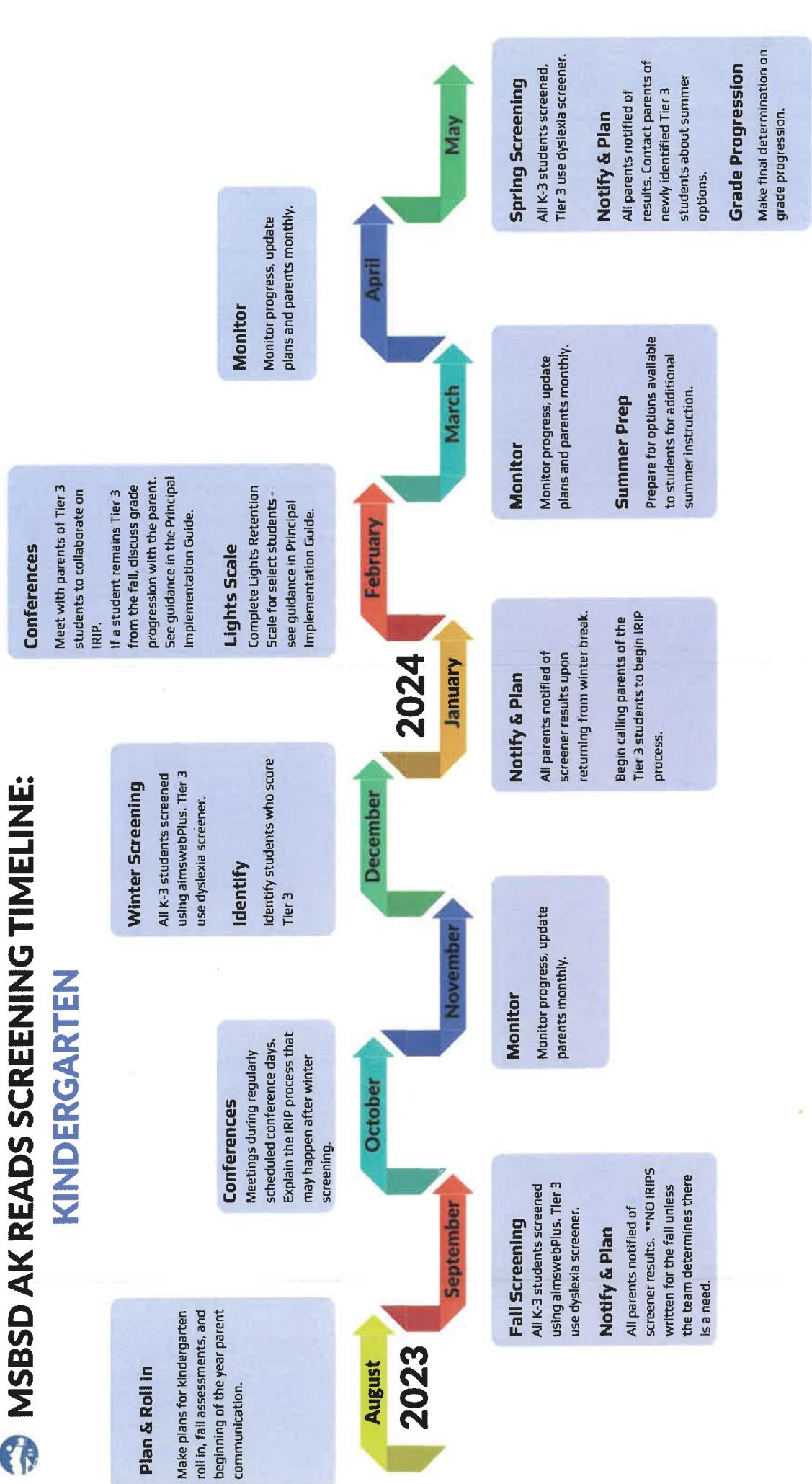
This document outlines the various service models for delivering instruction for all tiers, including special education students.

- [**Elementary ELA Tiered Plan of Services**](#)

This document provides specific information about the programs, minutes of instruction, group size, and options for delivering ELA at all tiers. Separate tabs provide diagnostic information and decision trees by grade level.



MSBSD AK READS SCREENING TIMELINE: KINDERGARTEN



Conferences

Meet with parents of Tier 3 students to collaborate on IRIP.

If a student remains Tier 3 from the fall, discuss grade progression with the parent. See guidance in the Principal Implementation Guide.

Plan & Roll in

Make plans for kindergarten roll in, fall assessments, and beginning of the year parent communication.

Conferences

Meetings during regularly scheduled conference days. Explain the IRIP process that may happen after winter screening.

Winter Screening

All K-3 students screened using aimswebplus. Tier 3 use dyslexia screener.

Identify

Identify students who score Tier 3

Monitor

Monitor progress, update plans and parents monthly.

Lights Scale

Complete Lights Retention Scale for select students - see guidance in Principal Implementation Guide.

Fall Screening

All K-3 students screened using aimswebplus. Tier 3 use dyslexia screener.

Notify & Plan

All parents notified of screener results upon returning from winter break.

Monitor

Monitor progress, update parents monthly.

Summer Prep

Prepare for options available to students for additional summer instruction.

Fall Screening

All K-3 students screened using aimswebplus. Tier 3 use dyslexia screener.

Notify & Plan

All parents notified of screener results. **NO IRIP written for the fall unless the team determines there is a need.

Spring Screening

All K-3 students screened. Tier 3 use dyslexia screener.

Notify & Plan

All parents notified of results. Contact parents of newly identified Tier 3 students about summer options.

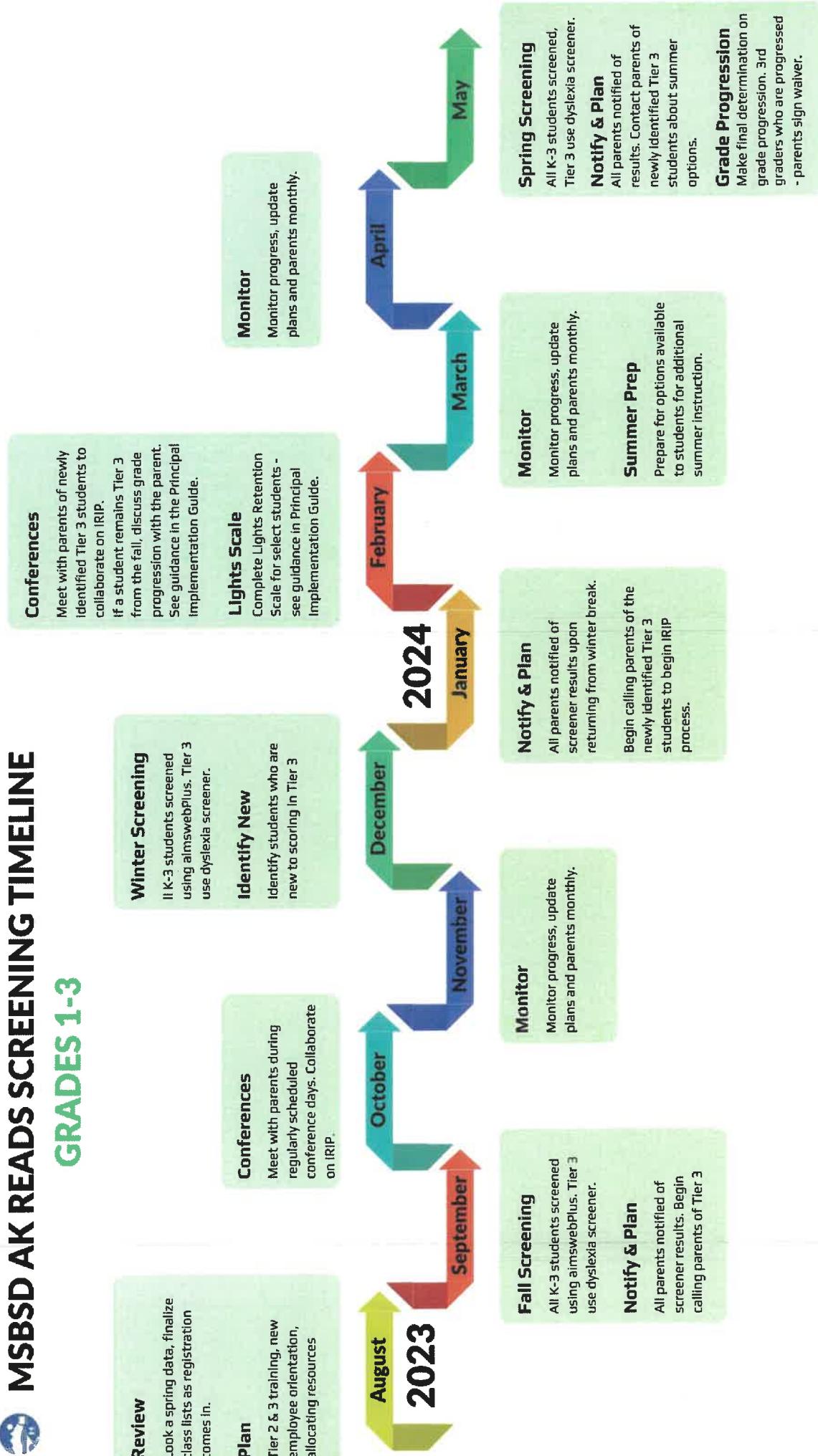
Grade Progression

Make final determination on grade progression.



MSBSD AK READS SCREENING TIMELINE

GRADES 1-3



Date	Procedure	Person Responsible
9/5-9/15	aimswebPlus Fall Testing Window	Site testing coordinator
By 9/15	Send the Parent Introduction to AK Reads Act Letter via Blackboard to all K-3 families	Principal
By 9/30	Send home the Parent Notification Letters – all K-3 students Students who are proficient/Tier 2 receive a different letter than students who are Tier 3. aimswebPlus reports may be sent with the letter and/or discussed at P/T conferences.	Classroom Teacher
9/15 – 10/20	Grades 1-3: Contact parents of students who score Tier 3 via phone to get input on their IRIP. Tier 3 – fill out the district template, begin instruction/intervention as soon as possible. Parent/Teacher Conference Days	Classroom Teacher
10/19 & 10/20	Grades 1-3: Meet with parents/guardians of Tier 3 students (serves as the first MTSS meeting for the year) and discuss reading intervention plan. Provide the district grade progression information. Provide ways for families to support at home. Kindergarten: Meet w/ parents, review student progress toward mastery of standards	Classroom Teacher, Reading Instructor, Site Coach
By 10/30	Grades 1-3: All IRIPs in place K – 3: Progress monitoring started and monthly progress monitoring reports sent home to parents.	Site based
Through sem. 1	Monitor progress, update IRIPs (grades 1-3), utilize site MTSS procedures and PLC team time to adjust instruction as needed.	Site teams
12/11-12/21	aimswebPlus Winter Testing Window	Site Testing coordinator
By 1/26	Send home Parent Notification Letters – all K-3 students Students who are proficient/Tier 2 receive a different letter than students who are Tier 3. aimswebPlus reports may be sent with the letter and/or discussed at P/T conferences.	Classroom Teacher
By 2/16	K – 3: Contact parents of newly identified students who score Tier 3 via phone to get input on their IRIP. NEW Tier 3 – fill out the district template, begin instruction/intervention as soon as possible. Students previously on an IRIP – consider updating plan as appropriate, contact parents to hold meeting during P/T Conf. days.	Classroom Teacher
By 2/16	K – 3: All IRIPs in place Progress monitoring started for newly identified students and monthly progress monitoring reports sent home to parents	Site based
2/19	Parent/Teacher Conference Day Review NEW IRIPs with parents of students who are newly identified as Tier 2 or 3 Hold grade progression meeting for students who have remained Tier 3 (counts as an MTSS meeting). Discuss screening results, progress monitoring, IRIP, and Light's Retention Scale (if applicable). Ensure parents understand the final decision on grade progression is made after the spring screener is completed.	Classroom Teacher, Reading Instructor, Site Coach
By end of Q3	Complete Light's Retention Scale for students in grades K-3 who may be candidates for retention and whose parents indicate they are interested in retention. Use the guidance linked in this document.	Site teams
Through sem. 2	Monitor progress, update IRIPs, utilize site MTSS procedures and PLC team time to adjust interventions as needed.	Site teams
4/29-5/10	aimswebPlus Spring Testing Window	Site Testing Coordinator
By 5/17	Send home Parent Notification Letters – all K-3 students Students who are proficient/Tier 2 receive a different letter than students who are Tier 3. There are two Tier 3 letters: one for newly identified Tier 3 students, and one for those who have remained Tier 3 which includes information about a final meeting to determine grade progression. aimswebPlus reports may be sent with the letter. Final determination on grade progression is made before summer break. *If a parent/guardian does not participate in the final meeting or does not make a decision regarding grade progression, the principal makes the final decision and notifies parents.	Classroom Teacher
By 5/22		Site team

SCREENING & ASSESSMENT INFORMATION

STATE Screening Windows

	FY24	FY25	FY26	FY27	FY28
FALL	Sept 4 – Sept 29, 2023	Sept 3 – Sept 27, 2024	Sept 2 – Sept 26, 2025	Sept 8 – Oct 2, 2026	Sept 7 – Oct 1, 2027
WINTER	Dec 4, 2023 – Jan 19, 2024	Dec 9, 2024 – Jan 17, 2025	Dec 8, 2025 – Jan 16, 2026	Dec 7, 2026 – Jan 15, 2027	Dec 6, 2027 – Jan 14, 2028
SPRING	Apr 22 – May 17, 2024	Apr 21 – May 16, 2025	Apr 27 – May 22, 2026	Apr 26 – May 21, 2027	Apr 24 – May 19, 2028

DISTRICT Screening Windows (to be completed as calendars are approved)

	FY24	FY25	FY26	FY27	FY28
FALL	Sept 5 – Sept 15, 2023				
WINTER	Dec 11, 2023 – Dec 21, 2023				
SPRING	Apr 29 – May 10, 2024				

The DISTRICT screening windows must fall within the state window. Best practice to achieve valid and reliable results dictates the district window should be approximately 2 weeks. The DISTRICT assessment calendar is developed after the district wide calendar is approved by the school board.

Important dates according to the Alaska Reads Act include:

- Parent notification of a student's reading deficiency (grades K-3) must occur within 15 days of the end of the screening period. (STATE window)
 - The DISTRICT window will always be shorter; therefore, the district will set our parent notification date for about 15 days after the end of our window, so parents do not have to wait as long. There is no need to wait longer to notify parents if we have results.
- Develop Individual Reading Improvement Plans for each Tier 3 student within 30 days of the end of the screening period. (STATE window)
 - The state window is long enough to include our Parent/Teacher Conference dates. The district recommends school teams develop IRIPs as soon as possible after the DISTRICT window closes and results are in; teachers can then use Parent/Teacher Conferences to discuss/update/review these plans and introduce the information about grade progression. Kindergarten does not start the IRIP process until after the winter screening window.
- Hold a grade progression meeting with parents of K-3 students who have remained Tier 3 according to the spring screener at least 45 days prior to the end of the school year.
 - The 45 day window falls before the spring screener is completed, but the final decision on grade progression must be made after the spring screener. The state, and district, recommend school teams have this meeting during the February parent conference date with the understanding that a final decision cannot be made until spring scores are completed. The spring decision can then be as simple as a follow up phone call with parents or as formal as a team meeting. This will be dependent upon the child, the family, and is a site based decision. Grade progression meetings should focus on students who have remained Tier 3.

SCREENING FOR DYSLEXIA

- Students who score Tier 3 according to the aimswebPlus screener will need a dyslexia screener completed.
 - The screener is not given to students like a traditional 'test'. It is a set of questions the teacher answers based on their observations of the student.
 - In early fall, teachers get copies of the dyslexia screener to review the questions and begin observing for the indicators.
 - When aimswebPlus testing ends, teachers complete the screener for their Tier 3 students in grades K-3.
 - Teachers use the same form for each student throughout the year; mark F if an indicator is observed in fall, W if it is observed in winter, and S if it is observed in spring.
 - Schools determine who enters the dyslexia screener information, however all classroom teachers who give aimswebPlus have access to enter scores for the students in their homeroom class.
 - The teacher who completes the dyslexia screener should be the teacher with the most time observing the student; it could be the regular education classroom teacher or a special education teacher. A regular education classroom teacher and special education teacher could also complete the screener together.
- Neither the state nor school district has a qualification specific to dyslexia, but it may be present in students who qualify with a Specific Learning Disability or any other qualification area.
- The dyslexia screener provides information that indicates a student may have risk factors for dyslexia, but it does not diagnose it.
- The screener helps teachers understand which students may have dyslexia indicators so they can address it with their instructional practices.

DIAGNOSTIC ASSESSMENT

Screening assessments are intended to screen for risk of reading failure and determine deficiencies in broad categories. With this information, teachers can then determine which diagnostic assessments can give them skill specific areas to target with instruction.

On the Elementary MTSS Tiered Plan of Services, there are tabs for each grade level that provide grade specific guidance on how to use diagnostic assessments and reports for the purpose of tailoring instruction.

Reports within the core program that are also helpful:

- Grade Level Scaffold Report: This report gives teachers information about how to help Tier 2 and 3 students access core content successfully.
- Instructional Groupings Report: This is not tied to the current lessons, a student is placed in this report based on their lowest domains. This report helps teachers to determine the skill gaps that need to be closed for each student based on the grade level standards.

SUMMATIVE ASSESSMENT

The statewide assessment given in the spring called AKSTAR is a summative assessment that measures a student's proficiency of grade level standards. The test is given beginning in 3rd grade.

OUT OF SCHOOL INSTRUCTION

For students scoring in Tier 3 according to the aimswebPlus screener, the law requires that schools provide extra instruction (**75 minutes per week**) outside of the school day. The 75 minutes can be delivered over the course of the week and does not have to be 75 minutes at once. The chart below shows the possible delivery models:

Method of Delivery	When	Delivered/Monitored By	Materials Used
In person tutoring @ school OR Virtual tutoring	Before or after school 15 min. per day 5 days a week 25 min. per day 3 days a week 35-40 min. per day 2 days a week	Tutor/Advisor Paraprofessional Core Specialist Classroom Teacher Special Ed Teacher	School site teams determine instructional materials/programs to be used. Based on student need in area of deficiency.
Asynchronous at home: • Google classroom • Digital program • Print materials	Flexible schedule as long as 75 minutes are completed over the course of the week School site teams determine how to monitor completion.	Multiple methods, some examples: • The student could be working independently & monitored by a family member. • The student could have materials provided by the teacher & delivered by a family member.	Use Tiered Plan of Services for guidance on programs.
*Outside Tutoring services (private provider either in person or virtual)	75 minutes over the week recommended	Private Provider	Determined by the provider
Migrant Ed/IEA Tutoring Services	75 minutes over the week recommended	Depends on service – Contact Chasitie Cork, Program Administrator in Federal Programs 746-9276	Depends on service
Imagine Learning – English Learners	75 minutes over the week	Usage monitored by EL teacher, license paid for by district	Online program
Alyeska Reading Institute	75 minutes over the week recommended	Info coming soon	

**Not paid for by the district or school*

School site teams must make a reasonable effort to ensure that parents understand why the extra instruction is provided and how it relates to the law. If parents choose not to have their child engage in additional instruction outside of school, it can be noted on the IRIP or IEP.

Out of school instruction should begin as soon as possible following Tier 3 identification.

Out of school instruction should continue until the student is no longer Tier 3.

SPECIAL EDUCATION GUIDANCE

For students who qualify for special education **in the area of reading**:

- The IEP serves as the Individual Reading Improvement Plan.
- The student should be included in core, Tier 2, or Tier 3 instruction **as appropriate** and as outlined in the IEP.
 - Accommodations/modifications are provided.
 - The school site team determines the model for delivering instruction (see the K-5 Instructional Model document).
- The student should be included in opportunities for extra reading instruction outside of the school day **as appropriate**.
 - Accommodations/modifications are provided.
- Instruction may be delivered in a 'pull out' setting based on the need identified in the IEP. For example:
 - A student's IEP indicates they are best served by receiving core instruction in a small group 'pull out', but they are able to successfully learn with peers in the general education setting during WIN time/skills block/intervention time.
 - A student's IEP indicates they should receive core instruction, but their accommodations/modifications indicate they need it delivered in a small group setting.
 - A student is cognitively impaired and on alternate assessment, the IEP team has determined the student will not benefit from the core program and needs specialized instruction delivered by a special education professional.

Related services:

- Related service providers should make a reasonable and substantial effort to avoid pulling students during the core reading block.
- Students who are pulled for related services during any tiered instruction must still meet the minutes for reading instruction as outlined in their IEP. School teams work together to determine how to meet those minutes if pulling them for related services is unavoidable.
- Related service providers work with the principal and staff delivering reading instruction to determine the best way to provide services.

Dyslexia (Repeat from the Screening Assessment Section)

- Students who score Tier 3 according to the aimswebPlus screener will need a dyslexia screener completed.
 - The screener is not given to students like a traditional 'test'. It is a set of questions the teacher answers based on their observations of the student.
 - In early fall, teachers get copies of the dyslexia screener to learn the questions and begin observing for the indicators.
 - When aimswebPlus testing ends, teachers complete the screener for their Tier 3 students in grades K-3.
 - Teachers use the same form for each student throughout the year; mark F if an indicator is observed in fall, W if it is observed in winter, and S if it is observed in spring.
 - Schools determine who enters the dyslexia screener information, however all classroom teachers who give aimswebPlus have access to enter scores for the students in their homeroom class.
 - The teacher who completes the dyslexia screener should be the teacher with the most time observing the student; it could be the regular education classroom teacher or a special education teacher. A regular education classroom teacher and special education teacher could also complete the screener together.
- Neither the state nor school district has a qualification specific to dyslexia, but it may be present in students who qualify with a Specific Learning Disability or any other qualification area.
- The dyslexia screener provides information that indicates a student may have risk factors for dyslexia, but it does not diagnose it.

The screener helps teachers understand which students may have dyslexia indicators so they can address it with their instructional practices.

GRADE PROGRESSION INFORMATION

PRINCIPAL GUIDANCE: USING LIGHT'S RETENTION SCALE TO MAKE GRADE PROMOTION DECISIONS

Introduction

The Alaska Reads Act requires that for all third grade students who (1) have a reading deficiency as identified by the spring screener, and (2) who do not demonstrate sufficient reading skills to progress to fourth grade, school staff and parents must determine whether to promote the student to the next grade level. If parents request that the student is promoted, they must sign a waiver acknowledging the deficiency and agreeing that the student will participate in 20 hours of reading instruction over the upcoming summer.

Key Points in Retention Research

Most current research indicates that retention may lead to relatively small, short-term gains in academic performance. In addition, while the gains may be apparent in the first year or two after retention, those gains tend to diminish until there is no measurable long-term difference in academic performance. Retention may increase the risk for negative outcomes, especially at higher grades.

Light's Retention Scale, 5th Edition

Each school is provided a Light's Retention Scale Kit. The LRS-5 considers 19 different factors that influence the success of grade promotion or retention. Section 3 of the LRS-5 Manual discusses each of these 19 factors in detail. Anyone completing the LRS-5 must read and review Section 3 prior to completing the rating scale. The LRS-5 is a questionnaire that can be completed individually or with a group, such as during a parent/teacher conference, and the student does not need to be present. It takes about 15 minutes to complete.

From the LRS-5 Manual:

“The LRS-5 should never be used as the sole criterion in determining whether a child is retained, but should be used to complement the professional judgment of the educator, augmenting professional judgment with the latest research on grade retention.”

When to Use the LRS-5

The LRS-5 is a tool that can be used to provide guidance any time grade promotion is in question. However, in the context of the AK Reads Act, the LRS-5 may be used for K-3 students who remain Tier 3 according to the fall & winter screeners, but the student was not referred for a special education evaluation. If a parent is truly considering keeping their child in the same grade, use the LRS-5 to provide more information to help guide decision making.

Progressing to the next grade is preferred, retention is a last option and parents should be well informed. The final decision rests with the parent. If a parent is not involved in the process or does not make the decision, the final decision is made by the school principal. Lack of parental involvement should be documented and kept in the student's digital cumulative file.

Students being considered for special education evaluation, with a current IEP, or those who are English Learners should be progressed to the next grade level.

MSBSD Grade Progression Flowchart: Students Remaining Tier 3

Fall

- If a student scores Tier 3 on the fall screener:
 - Discuss instructional plans during P/T Conferences (see Fall P/T Conference Agenda)
 - Provide Grade Progression Info for Families doc

Winter

- If the child remains Tier 3 after the winter screener:
 - Use the February P/T Conference Agenda
- If the parent and/or team is considering not progressing the student:
 - Complete the Light's Retention Scale

Spring

- If the child remains Tier 3 after the spring screener:
 - Provide results from Light's Retention Scale if applicable.
 - Parent makes final decision on grade progression.
 - If no parent is involved, principal makes final decision.
- If the child is a current 3rd grader:
 - Parents sign the State Waiver to progress to grade 4.
 - Waivers are uploaded to the digital cumulative file.
- Any K-3 student who is NOT progressed (retained):
 - Document the decision on the Tier 3 MTSS plan before closing it out.

Documents referenced in the flowchart:

- [Fall P/T Conference Agenda](#)
- [Grade Progression Information for Families](#)
- [February P/T Conference Agenda](#)
- Light's Retention Scale – one kit provided to each school
- [State Waiver – 3rd grade progressed to 4th grade](#)

READING PORTFOLIOS

[Click here to read the state approved reading portfolio document.](#)

From the cover page of the state approved reading portfolio document:

The Alaska Reads Act outlines requirements regarding student mastery of foundational reading skills that are grounded in the evidence-based practices of the Science of Reading. Throughout the Act there are flexibilities to determine if students have mastered these specific skills. One of these flexibilities is the Reading Portfolio. The Reading Portfolio is noted as an alternative to the statewide screening tool data in several places:

- Reporting proficiency of students to the Department. AS 14.13.120(h)(2)(G)
- For consideration in progression for students completing grade 3. AS 14.30.765(e)(3)

The Reads Act provides the Alaska Department of Education and Early Development (DEED) the authority to create measures for a Reading Portfolio that allows districts to show that students have demonstrated mastery of reading standards based on a set of criteria established by the department (AS 14.30.765(e)(3)). The following document outlines the specific skills that need to be mastered at each grade level. In order for the Reading Portfolio to be used as an alternative to the statewide screening tool data, measurable evidence must be provided for each skill listed. In addition, the student must master the skills in their grade level as well as master all of the skills in each of the previous grades. For example, a second grader must meet all of the requirements for grade 2, grade 1, and kindergarten.

MSBSD guidance for using reading portfolios:

Schools MAY use the state's reading portfolio to document a child's proficiency in reading skills for students who do not take the aimswebPlus test, typically due to a parent opting out of assessments. Schools are not required to use this method. If a school chooses to utilize this method, the following applies:

- The school administrator determines how the documentation will be collected, stored, and passed on to the next grade level teacher or advisor.
- Documentation must be kept electronically, and the school administrator is responsible for reporting which students used this method to determine proficiency. (See Data Reporting Procedures section)
- The school administrator determines which staff will be responsible for ensuring the portfolio evidence accurately describes proficiency of foundational skills. A portfolio is only considered complete if the student can demonstrate proficiency in all necessary skills listed in the portfolio.

SUMMER SCHOOL

CONTENT Coming Soon

DATA REPORTING PROCEDURES

CONTENT COMING SOON

USING SPRING DATA TO PREPARE FOR THE FALL

CONTENT COMING SOON



LEGEND

 School Closes	 School Opens
 End of Quarter	 Saturday School
 Legal Holiday	 Testing
 Inservice Day	 Vacation Day
 Meeting	 Teacher Workday
 Not Meeting	 Emergency Closure Day

District: Kashunamiat School District / School: DISTRICT WIDE
2023-2024 School Calendar

'Draft 02 FY24 Calendar'

Approved By: Jeanne Campbell **Title:** Superintendent
[172] Student days [9] Inservice days [181] Total

Alaska School Leaders: DON'T MISS THIS OPPORTUNITY!!

FREE WORKSHOP for AAESP and AASSP Members! (\$250 for non-members)

Contact Jennifer Schmitz at jschmitz@alaskaacs.org to check if your membership is current or to become a member!

Building Resilience in Students Impacted by Adverse Childhood Experiences with Ricky Robertson



Ricky Robertson is an educator, author, and consultant who has worked with alternative and traditional schools, serving students from grades preK-12 within urban, suburban, and semi-rural communities. He provides coaching, consultation, and multi-day professional development workshops to build systems of support for students impacted by Adverse Childhood Experiences (ACEs) and trauma, and the educators who work with them. He has a background in Restorative Justice/Practices, culturally responsive teaching, LGBTQ+ student advocacy, and trauma-informed practices for teaching and behavior management.

Live sessions will take place from 4:15-5:45 (Alaska Time) on 11/1, 11/15, 11/29, 12/6/2023

Follow up check-in/coaching sessions will be available from 4:14-5:45 (Alaska Time) on 1/17, 2/7, 2/21, 3/6/2024

To sign up go to: <https://cvent.me/aqodry>

1 credit will be available at a cost from UA - registration information will be provided immediately following the first session.

Workshop series descriptions

In this four-part virtual workshop series, renowned educator, consultant, coach and author Ricky Robertson will deepen participants' understanding of trauma-informed behaviors, social-emotional supports and restorative practices as well as introduce strategies for implementation of the principles and practices in the classroom and schoolwide.

Session 1 -

Schoolwide Trauma-Responsive Practices (Tier 1)

A trauma-informed approach is a schoolwide approach to supporting the social-emotional and behavioral needs of all students, especially those impacted by

ACEs and trauma. In this virtual workshop, we will explore student behavior as a form of communication and develop classroom-based and schoolwide strategies to support students. Participants will deepen their understanding of relationship-based teaching and acquire skills to foster safety, trust, and belonging in their classrooms and schools. They will be introduced to strategies that support students' abilities to communicate, problem-solve, regulate, and develop a sense of accountability and hope.

Session 2 –

Trauma-Informed Social Emotional Learning

Social-emotional learning is a critical component of quality core instruction. To truly have an impact, social-emotional competencies must be integrated into daily classroom routines and management. Students' social-emotional outcomes improve when they see healthy behaviors regularly modeled, practiced, and reinforced. In this session, participants will develop a plan for integrating culturally responsive and trauma-informed social-emotional learning competencies into their curriculum and instruction.

Session 3 –

Trauma-Informed Restorative Practices

Trauma-informed schools respond to conflict in ways that build trust and accountability. In this virtual workshop, participants will be introduced to the fundamental principles of Restorative Practices. Participants will be introduced to Tier 1 community building circles for both staff and students. Then we will explore the core principles of Restorative Practices and some useful tools to engage in restorative dialogue and problem-solving. Participants will consider the next steps for integrating these principles and practices into their classrooms and schools.

Session 4 –

Teams & Teamwork for Sustained Implementation

To truly meet the needs of our students, we have to focus on long term implementation of trauma-informed behavioral and social-emotional supports. We cannot do this work alone, we need to work together with our colleagues, students, families, and community partners. This session will focus on teams and teamwork to support long-term implementation of trauma-informed practices and ways to assess their impact and build teachers' collective efficacy in responding to the needs of their students. In many respects, this session is the most important one of the entire series. If we don't have a system in place to monitor the impact of our efforts, then there is no way to sustain and improve them.



Kashunamuit FY24 ESEA Monitoring

November 27th, 2023 - November 30th, 2023

Kashunamut School District (55) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Title I-A

Account Code	Total
310 - Certificated Salaries	\$100,855.00
320 - Non-Certificated Salaries	\$213,906.00
360 - Employee Benefits	\$89,438.00
380 - Housing Allowance/Subsidy	\$0.00
390 - Transportation Allowance	\$1,000.00
410 - Professional & Technical	\$27,000.00
420 - Staff Travel	\$133,983.82
425 - Student Travel	\$89,500.00
430 - Utility Services	\$32,026.74
440 - Other Purchased Services	\$0.00
450 - Supplies/Materials/Media	\$52,000.00
490 - Other Expenses (Dues and Fees)	\$0.00
495 - Indirect	\$60,138.38
480 - Tuition & Stipends (Students)	\$0.00
510 - Equipment	\$0.00
540 - Other Capital Outlay Expenses	\$0.00
Total	\$799,847.94
Adjusted Allocation	\$827,484.73
Remaining	\$27,636.79

Budget Item

Kashunamut School District (55) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Title I-A
310 - Certificated Salaries - \$100,855.00 

Budget Item				
Account	Budget Item	Budget Item	Narrative Description	
Code: 310 - Certificated Salaries			1 FTE Reading Specialist	
Purpose Code: BG - Basic Grant				
Optional Sub-Code:				
Location Code: Kashunamut School District (55)				
Quantity: 1.00				
Cost: \$73,655.00				
Line Item Total: \$73,655.00				
Account 310 - Certificated Salaries			After-school one (1) hour tutorial/study hall sessions.	
Code:				
Purpose Code: BG - Basic Grant			Four (4) Teachers at \$40.00 an hour for one hour after school for 170 days.	
Optional Sub-Code:				
Location Code: Kashunamut School District (55)				
Quantity: 1.00				
Cost: \$27,200.00				
Line Item Total: \$27,200.00				
Total for 310 - Certificated Salaries:				\$100,855.00

Total for all other Account Codes:	\$698,992.94
Total for all Account Codes:	\$799,847.94
Adjusted Allocation:	\$827,484.73
Remaining:	\$27,636.79

Budget Item		Budget Item	
Account	320 - Non-Certificated Salaries	Code:	Narrative Description
Purpose	BG - Basic Grant	Code:	.65 FTE Library Aide
Optional Sub-Code:			
Location Code:	Kashunamut School District (55)		
Quantity:	1.00		
Cost:	\$36,203.00		
Line Item Total:	\$36,203.00		
Account Code:	320 - Non-Certificated Salaries		.6 FTE Grade 1/2 Paraprofessional
Purpose	BG - Basic Grant	Code:	
Optional Sub-Code:			
Location Code:	Kashunamut School District (55)		
Quantity:	1.00		
Cost:	\$34,423.00		
Line Item Total:	\$34,423.00		
Account	320 - Non-Certificated Salaries		.6 FTE Cuplik K-1 Paraprofessional

Code:			
Purpose Code:	BG - Basic Grant		
Optional Sub-Code:			
Location Code:	Kashunamut School District (55)		
Quantity:	1.00		
Cost:	\$33,418.00		
Line Item Total:	\$33,418.00		
Account Code:	320 - Non-Certificated Salaries		
Purpose Code:	BG - Basic Grant		
Optional Sub-Code:			
Location Code:	Kashunamut School District (55)		
Quantity:	1.00		
Cost:	\$32,447.00		
Line Item Total:	\$32,447.00		
Account Code:	320 - Non-Certificated Salaries		
Purpose Code:	BG - Basic Grant		
Optional Sub-Code:			
Location	Kashunamut School District (55)		

Code:			
Quantity:	1.00		
Cost:	\$31,814.00		
Line Item	\$31,814.00		
Total:			
Account	320 - Non-Certificated Salaries		
Code:	.75 FTE 4th Grade Paraprofessional		
Purpose	BG - Basic Grant		
Code:			
Optional			
Sub-Code:			
Location	Kashunamut School District (55)		
Code:			
Quantity:	1.00		
Cost:	\$24,991.00		
Line Item	\$24,991.00		
Total:			
Account	320 - Non-Certificated Salaries		
Code:	1.0 FTE ISS Behavior Aide To provide assistance to the Dean of Students and assist in situations requiring disciplinary action.		
Purpose	BG - Basic Grant		
Code:			
Optional			
Sub-Code:			
Location	Kashunamut School District (55)		
Code:			
Quantity:	1.00		
Cost:	\$20,610.00		
Line Item	\$20,610.00		
Total:			

Total for 320 - Non-Certified Salaries:	\$213,906.00
Total for all other Account Codes:	\$585,941.94
Total for all Account Codes:	\$799,847.94
Adjusted Allocation:	\$827,484.73
Remaining:	\$27,636.79

Budget Item		Budget Item	
Account	Code:	Account	Code:
Kashunamiat School District (55) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Title I-A			
360 - Employee Benefits - \$89,438.00	▼		
360 - Employee Benefits		360 - Employee Benefits	
Purpose	BG - Basic Grant	Purpose	BG - Basic Grant
Code:		Code:	
Optional		Optional	
Sub-Code:		Sub-Code:	
Location	Kashunamiat School District (55)	Location	Kashunamiat School District (55)
Code:		Code:	
Quantity:	1.00	Quantity:	1.00
Cost:	\$79,193.00	Cost:	\$79,193.00
Line Item		Line Item	
Total:	\$79,193.00	Total:	\$79,193.00
Account	360 - Employee Benefits	Account	360 - Employee Benefits
Code:		Code:	
Purpose	BG - Basic Grant	Purpose	BG - Basic Grant
Code:		Code:	
Optional		Optional	
Sub-Code:		Sub-Code:	
Location	Kashunamiat School District (55)	Location	Kashunamiat School District (55)
Code:		Code:	
Quantity:	1.00	Quantity:	1.00
Cost:	\$10,245.00	Cost:	\$10,245.00
Line Item		Line Item	
Total:	\$10,245.00	Total:	\$10,245.00
Total for 360 - Employee Benefits:		Total for 360 - Employee Benefits:	
		\$89,438.00	

Total for all other Account Codes:	\$710,409.94
Total for all Account Codes:	\$799,847.94
Adjusted Allocation:	\$827,484.73
Remaining:	\$27,636.79

Budget Item		Budget Item		Narrative Description	
Account Code:	390 - Transportation Allowance	Purpose Code:	BG - Basic Grant	Total for 390 - Transportation Allowance:	\$1,000.00
Optional Sub-Code:		Location Code:	Kashunamut School District (55)	Total for all other Account Codes:	\$798,847.94
Quantity:	1.00	Cost:	\$1,000.00	Total for all Account Codes:	\$799,847.94
Line Item	\$1,000.00	Adjusted Allocation:	\$827,484.73	Remaining:	\$27,636.79
Total:					

Budget Item		Budget Item		Narrative Description	
Account	410 - Professional & Technical				
Code:					
Purpose	BG - Basic Grant				
Code:					
Optional					
Sub-Code:					
Location	Kashunamut School District (55)				
Code:					
Quantity:	1.00				
Cost:	\$27,000.00				
Line Item					
Total:	\$27,000.00				
				Total for 410 - Professional & Technical:	\$27,000.00
				Total for all other Account Codes:	\$772,847.94
				Total for all Account Codes:	\$799,847.94
				Adjusted Allocation:	\$827,484.73
				Remaining:	\$27,636.79

Budget Item		Narrative Description
Account Code:	420 - Staff Travel	Four staff members to MTSS Conference in Anchorage (January 26-28, 2024). To include airfare, hotel per diem, and cab fare.
Purpose Code:	BG - Basic Grant	Ongoing professional development on newly adopted reading series..
Optional Sub-Code:		
Location Code:	Kashunamut School District (55)	
Quantity:	1.00	
Cost:	\$133,983.82	
Line Item	\$133,983.82	
Total:		
		Total for 420 - Staff Travel: \$133,983.82
		Total for all other Account Codes: \$665,864.12
		Total for all Account Codes: \$799,847.94
		Adjusted Allocation: \$827,484.73
		Remaining: \$27,636.79

Budget Item		Budget Item		Narrative Description
Account	425 - Student Travel			
Code:				
Purpose	BG - Basic Grant			
Code:				
Optional				
Sub-Code:				
Location	Kashunamut School District (55)			
Code:				
Quantity:	1.00			
Cost:	\$25,000.00			
Line Item		\$25,000.00		
Total:				
Account	425 - Student Travel			
Code:				
Purpose	BG - Basic Grant			
Code:				
Optional				
Sub-Code:				
Location	Kashunamut School District (55)			
Code:				
Quantity:	1.00			
Cost:	\$25,000.00			
Line Item		\$25,000.00		
Total:				
Account	425 - Student Travel			
Code:				
Purpose				
Code:				
Optional				
Sub-Code:				
Location				
Code:				
Quantity:				
Cost:				
Line Item				
Total:				

Code:						year with chaperones (i.e., includes airfare, hotel and per diem).
Purpose Code:	BG - Basic Grant					
Optional Sub-Code:						
Location Code:	Kashunamut School District (55)					
Quantity:	1.00					
Cost:	\$22,000.00					
Line Item Total:	\$22,000.00					
Account Code:	425 - Student Travel					
Purpose Code:	BG - Basic Grant					
Optional Sub-Code:						
Location Code:	Kashunamut School District (55)					
Quantity:	1.00					
Cost:	\$17,500.00					
Line Item Total:	\$17,500.00					
	Total for 425 - Student Travel:					
		\$89,500.00				
	Total for all other Account Codes:					
		\$710,347.94				
	Total for all Account Codes:					
		\$799,847.94				
	Adjusted Allocation:					
		\$827,484.73				
	Remaining:					
		\$27,636.79				

Budget Item		Budget Item		Narrative Description	
Kashunamiat School District (55) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Title I-A					
430 - Utility Services - \$32,026.74	▼				
Account	430 - Utility Services	Purpose	BG - Basic Grant	Total for 430 - Utility Services:	\$32,026.74
Code:		Optional Sub-Code:		Total for all other Account Codes:	\$767,821.20
Location Code:	Kashunamiat School District (55)	Quantity:	1.00	Total for all Account Codes:	\$799,847.94
		Cost:	\$32,026.74	Adjusted Allocation:	\$827,484.73
		Line Item Total:	\$32,026.74	Remaining:	\$27,636.79

Budget Item		Budget Item		Narrative Description
Account	450 - Supplies/Materials/Media			Purchasing district-adopted core subject-matter curriculum textbooks and consumables: English/Language Arts, Mathematics, Science and Social Science.
Code:				
Purpose	BG - Basic Grant			
Code:				
Optional				
Sub-Code:				
Location	Kashunamiat School District (55)			
Code:				
Quantity:	1.00			
Cost:	\$40,000.00			
Line Item		\$40,000.00		
Total:				
Account	450 - Supplies/Materials/Media			Parent/Family Engagement Nights and Home Resources distribution set-aside. There are a multiple sources of parental resources that can be either purchased directly from educational businesses and consortiums or reproduced for distribution to parents and families; i.e., Reading Rockets, Oxford Learning, U.S. Department of Education, etc. These self-help resources can assist parents in helping children master the state curriculum standards in English/Language Arts and Mathematics.
Code:				
Purpose	BG - Basic Grant			
Code:				
Optional				
Sub-Code:				
Location	Kashunamiat School District (55)			
Code:				
Quantity:	1.00			
Cost:	\$8,500.00			
Line Item		\$8,500.00		
Total:				
Account	450 - Supplies/Materials/Media			For supplies, such as clothing, hygiene items, and/or school supplies for identified Homeless
Code:				
Quantity:				
Cost:				
Line Item				
Total:				

Code:	
Purpose Code:	H - Homeless
Optional Sub-Code:	
Location Code:	Kashunamut School District (55)
Quantity:	1.00
Cost:	\$3,500.00
Line Item Total:	\$3,500.00

Total for 450 - Supplies/Materials/Media:	\$52,000.00
Total for all other Account Codes:	\$747,847.94
Total for all Account Codes:	\$799,847.94
Adjusted Allocation:	\$827,484.73
Remaining:	\$27,636.79

Budget Item		Budget Item		Narrative Description
Kashunamiat School District (55) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Title I-A				
495 - Indirect - \$60,138.38				
Account	495 - Indirect			Automatically generated Indirect Cost amount
Code:				
Purpose	BG - Basic Grant			
Code:				
Optional				
Sub-Code:				
Location	Kashunamiat School District (55)			
Code:				
Quantity:	1.00			
Cost:	\$59,853.83			
Line Item Total:	\$59,853.83			
Account	495 - Indirect			Automatically generated Indirect Cost amount
Code:				
Purpose	H - Homeless			
Code:				
Optional				
Sub-Code:				
Location	Kashunamiat School District (55)			
Code:				
Quantity:	1.00			
Cost:	\$284.55			
Line Item Total:	\$284.55			
Total for 495 - Indirect:				\$60,138.38

Total for all other Account Codes:	<input type="text" value="\$739,709.56"/>
Total for all Account Codes:	<input type="text" value="\$799,847.94"/>
Adjusted Allocation:	<input type="text" value="\$827,484.73"/>
Remaining:	<input type="text" value="\$27,636.79"/>

Budget**Kashunamuti School District (55) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Title I-C**

Account Code	Total
310 - Certificated Salaries	\$36,540.00
320 - Non-Certificated Salaries	\$10,666.00
360 - Employee Benefits	\$2,715.00
380 - Housing Allowance/Subsidy	\$0.00
390 - Transportation Allowance	\$0.00
410 - Professional & Technical	\$0.00
420 - Staff Travel	\$0.00
425 - Student Travel	\$35,000.00
430 - Utility Services	\$0.00
440 - Other Purchased Services	\$0.00
450 - Supplies/Materials/Media	\$40,500.00
490 - Other Expenses (Dues and Fees)	\$0.00
495 - Indirect	\$10,196.72
480 - Tuition & Stipends (Students)	\$0.00
510 - Equipment	\$0.00
540 - Other Capital Outlay Expenses	\$0.00
Total	\$135,617.72
Adjusted Allocation	\$680,143.83
Remaining	\$544,526.11

Budget Item		Budget Item		Narrative Description	
Kashunamiat School District (55) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Title I-C					
310 - Certificated Salaries	▼				
310 - Certificated Salaries - \$36,540.00					
Account	310 - Certificated Salaries	Purpose	MR - Migrant Regular	Total for 310 - Certificated Salaries:	\$36,540.00
Code:		Code:		Total for all other Account Codes:	\$99,077.72
Consolidating Schools (if applicable):		Optional Sub-Code:		Total for all Account Codes:	\$135,617.72
Location Code:	Kashunamiat School District (55)	Quantity:	1.00	Adjusted Allocation:	\$680,143.83
Code:		Cost:	\$36,540.00	Remaining:	\$544,526.11
Line Item Total:					

Budget Item**Kashunamut School District (55) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Title I-C**320 - Non-Certificated Salaries - \$10,666.00 **Budget Item**

		Budget Item	Narrative Description
Account	320 - Non-Certificated Salaries		
Code:			Migrant Ed Manager
Purpose Code:	MR - Migrant Regular		
Consolidating Schools (if applicable):			
Optional Sub-Code:			
Location Code:	Kashunamut School District (55)		
Quantity:	1.00		
Cost:	\$5,000.00		
Line Item Total:	\$5,000.00		
Account Code:	320 - Non-Certificated Salaries		Migrant Ed Records Manager
Purpose Code:	MR - Migrant Regular		
Consolidating Schools (if applicable):			
Optional Sub-Code:			
Location Code:	Kashunamut School District (55)		

Quantity:	1.00	
Cost:	\$2,472.00	
Line Item	\$2,472.00	
Total:		
Account Code:	320 - Non-Certificated Salaries	Migrant Ed Recruiter
Purpose Code:	MR - Migrant Regular	
Consolidating Schools (if applicable):		
Optional Sub-Code:		
Location Code:	Kashunamut School District (55)	
Quantity:	1.00	
Cost:	\$1,360.00	
Line Item	\$1,360.00	
Total:		
Account Code:	320 - Non-Certificated Salaries	Migrant Ed Recruiter
Purpose Code:	MR - Migrant Regular	
Consolidating Schools (if applicable):		
Optional Sub-Code:		
Location Code:	Kashunamut School District (55)	

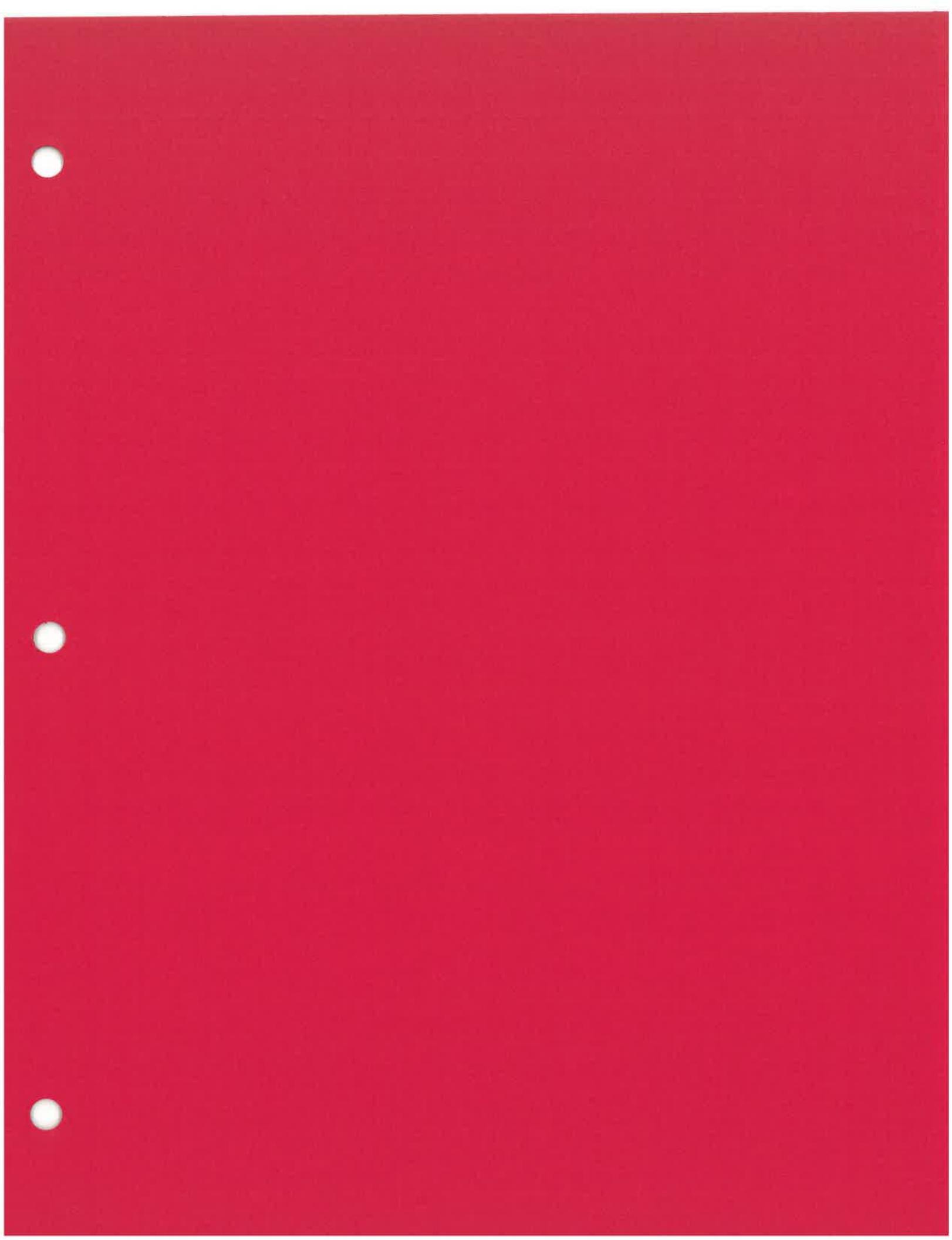
Quantity:	1.00		
Cost:	\$999.00		
Line Item	\$999.00		
Total:			
Account Code:	320 - Non-Certificated Salaries		
Purpose Code:	MR - Migrant Regular		
Consolidating Schools (if applicable):			Migrant Ed Recruiter
Optional Sub-Code:			
Location Code:	Kashunamut School District (55)		
Quantity:	1.00		
Cost:	\$835.00		
Line Item Total:	\$835.00		
		Total for 320 - Non-Certificated Salaries:	\$10,666.00
		Total for all other Account Codes:	\$124,951.72
		Total for all Account Codes:	\$135,617.72
		Adjusted Allocation:	\$680,143.83
		Remaining:	\$544,526.11

Budget Item		Budget Item		Narrative Description	
Account	425 - Student Travel	Purpose Code:	MR - Migrant Regular	Total for 425 - Student Travel:	\$35,000.00
Code:		Consolidating Schools (if applicable):		Total for all other Account Codes:	\$100,617.72
Optional Sub-Code:		Location Code:	Kashunamut School District (55)	Total for all Account Codes:	\$135,617.72
Quantity:	1.00	Adjusted Allocation:		Remaining:	\$680,143.83
Cost:	\$35,000.00				\$544,526.11
Line Item Total:	\$35,000.00				

Budget Item		Budget Item		Narrative Description
Kashunamiat School District (55) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Title I-C				
450 - Supplies/Materials/Media - \$40,500.00	▼			
Account	450 - Supplies/Materials/Media			
Code:				Purchasing English/Language Arts and Mathematics Remediation Supplies and Materials for Migrant Ed students with highest RTI Tier identification.
Purpose	MR - Migrant Regular			
Code:				
Consolidating Schools (if applicable):				
Optional Sub-Code:				
Location	Kashunamiat School District (55)			
Code:				
Quantity:	1.00			
Cost:	\$18,000.00			
Line Item Total:	\$18,000.00			
Account	450 - Supplies/Materials/Media			
Code:				Purchasing PreK English/Language Arts and Remediation reading materials.
Purpose	MR - Migrant Regular			
Code:				
Consolidating Schools (if applicable):				
Optional Sub-Code:				
Location	Kashunamiat School District (55)			
Code:				

Quantity:	1.00	
Cost:	\$12,000.00	
Line Item		
Total:	\$12,000.00	
Account Code:	450 - Supplies/Materials/Media	Providing Migrant Ed Parental materials and supplies that support home instruction in English/Language Arts and Mathematics; i.e., literature and mathematics books that reinforce what is being taught and learned in classrooms.
Purpose Code:	MR - Migrant Regular	
Consolidating Schools (if applicable):		
Optional Sub-Code:		
Location Code:	Kashunamut School District (55)	
Quantity:	1.00	
Cost:	\$10,500.00	
Line Item		
Total:	\$10,500.00	
		Total for 450 - Supplies/Materials/Media:
		\$40,500.00
		Total for all other Account Codes:
		\$95,117.72
		Total for all Account Codes:
		\$135,617.72
		Adjusted Allocation:
		\$680,143.83
		Remaining:
		\$544,526.11

Budget Item		Budget Item		Narrative Description
Kashunamiat School District (55) Public School District - FY 2024 - ESEA Consolidated - Rev 0 - Title I-C				
495 - Indirect - \$10,196.72	▼			
Account	495 - Indirect			Automatically generated Indirect Cost amount
Purpose	MR - Migrant Regular			
Consolidating Schools (if applicable):				
Optional Sub-Code:				
Location Code:	Kashunamiat School District (55)			
Quantity:	1.00			
Cost:	\$10,196.72			
Line Item Total:	\$10,196.72			
				Total for 495 - Indirect: \$10,196.72
				Total for all other Account Codes: \$125,421.00
				Total for all Account Codes: \$135,617.72
				Adjusted Allocation: \$680,143.83
				Remaining: \$544,526.11



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

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

- September 27th we had our first staff morale building activities
 - Staff of the Month
 - Classified- Marsha Ayuluk, Gyddon Tuluk and Larry Noratak
 - Certified- Bethany Ulroan, Kurt Morales and Nate Wassillie
 - Team building activities



- All certified core content teachers have received individual data binders that include any and all students they work with MAP and/or mClass data.
 - These will be updated and maintained throughout the school year.
 - Teachers will be using this data to create data walls and to create instructional groupings.
- Elementary Reading Interventions have begun! ALL Tier 3 students in grades k-3rd will receive intervention pull-outs 5 days a week for 30 minutes.
 - Allan and Stephanie have created a schedule and use the state approved intervention materials
 - Included is the K-3 mClass data results from the beginning of the year assessment.
 - All students “Well Below” are receiving intervention pull-outs.
 - Progress Monitoring will begin in beginning of November after students have had 2 weeks of
 - Structured Tier 1 instruction- CKLA
 - Tier 3 Intervention support- UFLI
 - It is the recommendation that students continue to receive intervention support for the entire 2nd Quarter.
- Fall MAP Testing is complete! The following grades were 100% tested: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th and 11th!

- Cross Country has completed and Volleyball and Wrestling are in full swing
 - Volleyball- first year as Mix 6. They have traveled to Mountain Village and Emmonak. We will talk with Scammon about getting some games going on the weekend.
 - Wrestling- has traveled to Bethel. We were planning on having the Chevak Invite this week. However, due to illnesses we will have to re-schedule.
- Community/Family Night for October
 - Trunk or Treat- October 30th from 6:00-8:00

Student Name	Composite	Letter Names LNF	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Vocabulary VOCAB	Phonological Processing RAN
Goal 306	Goal 25	Goal 5	Goal 9	Goal 1	Goal 1	Goal 15	Goal 101	
254 Well Below	5 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—
243 Well Below	0 Well Below	2 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—
243 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—
267 Well Below	11 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—
251 Well Below	3 Well Below	2 Well Below	1 Well Below	1 Well Below	0 Well Below	0 Well Below	0 Well Below	—
243 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—
250 Well Below	3 Well Below	3 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—
243 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—
254 Well Below	5 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—
260 Well Below	6 Well Below	9 Benchmark	2 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—
243 Well Below	0 Well Below	1 Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—
(-)	—	—	—	—	—	—	—	—
259 Well Below	7 Well Below	2 Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—

Class Summary | Kindergarten, BOY

Student Name	Composite	Letter Names INF	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Vocabulary VOCAB	Phonological Processing RAN
Goal 306	Goal 25	Goal 5	Goal 9	Goal 1	Goal 1	Goal 1	Goal 15	Goal 101
339 Above	40 Benchmark	5 Benchmark	5 Below	0 Below	0 Below	0 Below	—	—
(—)	—	—	—	—	—	—	—	—
243 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—	—
243 Well Below	0 Well Below	2 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—	—
251 Well Below	3 Well Below	2 Well Below	1 Well Below	0 Well Below	0 Well Below	0 Well Below	—	—
243 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—	—
250 Well Below	3 Well Below	3 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—	—
(—)	—	—	—	—	—	—	—	—
259 Well Below	5 Well Below	3 Well Below	4 Well Below	0 Well Below	0 Well Below	0 Well Below	—	—
243 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—	—
279 Well Below	16 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—	—
(—)	—	—	—	—	—	—	—	—
339 Above	35 Benchmark	7 Benchmark	16 Benchmark	0 Below	2 Benchmark	0 Below	—	—
250 Well Below	3 Well Below	2 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	—	—

Class Summary | Grade 1, BOY

Student Name	Composite	Letter Names LNF	Phonemic Awareness PSF	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Accuracy ORF-Accu	Reading Fluency ORF	Vocabulary VOCAB	Spelling SPELL	Phonological Processing RAN
Goal 330	Goal 42	Goal 31	Goal 30	Goal 5	Goal 12	Goal 67%	Goal 10	Goal 18	Goal 29	Goal 62	
330 Benchmark	37 Below	21 Below	37 Benchmark	0 Well Below	12 Benchmark	80% Below	8 Below	—	21 Well Below	—	—
332 Benchmark	40 Below	29 Below	31 Benchmark	0 Well Below	17 Benchmark	75% Benchmark	15 Benchmark	—	27 Below	—	—
① 316 Well Below	28 Well Below	7 Well Below	21 Well Below	0 Well Below	3 Well Below	20% Well Below	3 Well Below	—	11 Well Below	—	—
① 308 Well Below	13 Well Below	2 Well Below	11 Well Below	0 Well Below	2 Well Below	0% Well Below	0 Well Below	—	4 Well Below	—	—
① 317 Well Below	30 Well Below	16 Well Below	23 Well Below	0 Well Below	4 Well Below	0% Well Below	0 Well Below	—	3 Well Below	—	—
① 317 Well Below	19 Well Below	13 Well Below	26 Well Below	0 Well Below	9 Well Below	0% Well Below	0 Well Below	—	9 Well Below	—	—
① 303 Well Below	5 Well Below	9 Well Below	4 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	—	—	—
② 322 Well Below	34 Well Below	5 Well Below	29 Well Below	0 Well Below	6 Well Below	28% Well Below	5 Well Below	—	10 Well Below	—	—
② 338 Benchmark	43 Benchmark	12 Well Below	41 Benchmark	0 Well Below	19 Benchmark	78% Benchmark	18 Benchmark	—	15 Well Below	—	—
③ 321 Well Below	29 Well Below	15 Well Below	21 Well Below	0 Well Below	11 Well Below	41% Well Below	7 Well Below	—	21 Well Below	—	—
① 309 Well Below	19 Well Below	7 Well Below	12 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	Well Below	—	—
① 320 Well Below	24 Well Below	2 Well Below	26 Well Below	8 Benchmark	7 Well Below	20% Well Below	4 Well Below	—	5 Well Below	—	—
③ 319 Well Below	35 Well Below	16 Well Below	22 Well Below	0 Well Below	6 Well Below	38% Well Below	3 Well Below	—	34 Benchmark	—	—
③ 305 Well Below	8 Well Below	7 Well Below	8 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	—	—	—

Class Summary | Grade 1, BOY

Student Name	Composite	Letter Names LNF	Phonemic Awareness PSF	Letter Sounds NWF-CLS	NWF-WRC	Decoding	Word Reading WRF	Reading Accuracy ORF-Accu	Reading Fluency ORF	Vocabulary VOCAB	Spelling SPELL	Phonological Processing RAN	
												Goal 16	Goal 17
Goal 330	Goal 42	Goal 31	Goal 30	Goal 29	Goal 28	Goal 27	Goal 27	Goal 26	Goal 25	Goal 18	Goal 18	Goal 19	Goal 20
332 Benchmark	40 Below	29 Below	31 Benchmark	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	15 Benchmark	15 Benchmark	27 Below	—
319 Well Below	28 Well Below	12 Well Below	27 Below	0 Well Below	3 Well Below	18% Well Below	3 Well Below	18% Well Below	3 Well Below	—	—	8 Well Below	—
300 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	—
319 Well Below	30 Well Below	19 Well Below	24 Well Below	0 Well Below	0 Well Below	6 Well Below	6 Well Below	21% Well Below	3 Well Below	—	—	0 Well Below	—
333 Benchmark	33 Below	16 Well Below	43 Benchmark	0 Well Below	0 Well Below	14 Benchmark	14 Benchmark	67% Benchmark	10 Benchmark	—	—	47 Benchmark	—
306 Well Below	11 Well Below	7 Well Below	8 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	—
312 Well Below	24 Well Below	15 Well Below	17 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	21 Well Below
307 Well Below	9 Well Below	10 Well Below	11 Well Below	0 Well Below	0 Well Below	2 Well Below	2 Well Below	0% Well Below	0 Well Below	—	—	3 Well Below	—
321 Below	29 Well Below	15 Well Below	21 Well Below	0 Well Below	0 Well Below	11 Well Below	11 Well Below	41% Well Below	7 Well Below	—	—	21 Well Below	—
320 Well Below	24 Well Below	2 Well Below	26 Below	8 Benchmark	7 Well Below	7 Well Below	7 Well Below	20% Well Below	4 Well Below	—	—	5 Well Below	—
302 Well Below	3 Well Below	5 Well Below	2 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	1 Well Below
301 Well Below	1 Well Below	7 Well Below	1 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	0 Well Below
302 Well Below	5 Well Below	4 Well Below	1 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	2 Well Below
304 Well Below	7 Well Below	3 Well Below	7 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	0 Well Below	Discont'd	Discont'd	—	2 Well Below

Class Summary | Grade 2, BOY

Student Name	Composite	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Accuracy ORF-Accu	Reading Fluency ORF	Basic Comprehension Maze	Vocabulary VOCAB	Spelling SPELL	Phonological Processing RAN
Goal 329	Goal 50	Goal 15	Goal 26	Goal 92%	Goal 49	Goal 5	Goal 22	Goal 42	Goal 48	Goal 48
① 296 Well Below	① 15 Well Below	① 0 Well Below	① 6 Well Below	① 83% Well Below	① 10 Well Below	① 3 Below	① 9 Well Below	① 19 Well Below	① 32 Benchmark	① 32 Benchmark
① 295 Well Below	① 17 Well Below	① 1 Well Below	① 0 Well Below	① 62% Well Below	① 8 Well Below	① 0 Well Below	① 17 Well Below	① 7 Well Below	① 40 Benchmark	① 40 Benchmark
① 289 Well Below	① 6 Well Below	① 0 Well Below	① 2 Well Below	① 40% Well Below	① 2 Well Below	① 0 Well Below	① 18 Well Below	① 27 Well Below	① 16 Benchmark	① 16 Benchmark
① 288 Well Below	① 4 Well Below	① 1 Well Below	① 0 Well Below	① 22% Well Below	① 2 Well Below	① 0 Well Below	① 20 Well Below	① 8 Well Below	① 56 Below	① 56 Below
① 289 Well Below	① 4 Well Below	① 1 Well Below	① 0 Well Below	① 42% Well Below	① 5 Well Below	① 1 Well Below	① 14 Well Below	① 9 Well Below	① 33 Benchmark	① 33 Benchmark
① 287 Well Below	① 2 Well Below	① 0 Well Below	① 2 Well Below	① 20% Well Below	① 1 Well Below	① 0 Well Below	① 13 Well Below	① 15 Well Below	① 42 Benchmark	① 42 Benchmark
① 306 Well Below	① 33 Well Below	① 10 Below	① 14 Well Below	① 87% Well Below	① 13 Well Below	① 4 Well Below	① 14 Well Below	① 23 Well Below	① 56 Below	① 56 Below
① 295 Well Below	① 9 Well Below	① 2 Well Below	① 6 Well Below	① 65% Well Below	① 13 Well Below	① 1 Well Below	① 16 Well Below	① 5 Well Below	① 50 Below	① 50 Below
F Benchmark	70 Benchmark	23 Benchmark	32 Benchmark	100% Benchmark	55 Benchmark	0 Well Below	18 Well Below	68 Benchmark	45 Benchmark	45 Benchmark
① 294 Well Below	① 12 Well Below	① 1 Well Below	① 4 Well Below	① 53% Well Below	① 8 Well Below	① 0 Well Below	① 15 Well Below	① 24 Well Below	① 19 Benchmark	① 19 Benchmark

Student Name	Composite	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Accuracy ORF-Accu	Reading Fluency ORF	Basic Comprehension Maze	Vocabulary VOCAB	Spelling SPELL	Phonological Processing RAN
Goal 329	Goal 50	Goal 15	Goal 26	Goal 92%	Goal 49	Goal 5	Goal 5	Goal 22	Goal 42	Goal 48
① 288 Well Below	3 Well Below	0 Well Below	3 Well Below	22% Well Below	2 Well Below	8 Benchmark	17 Well Below	20 Well Below	20 Well Below	22 Benchmark
① 296 Well Below	25 Well Below	3 Well Below	1 Well Below	30% Well Below	3 Well Below	2.5 Below	19 Well Below	33 Below	33 Below	25 Benchmark
① 294 Well Below	16 Well Below	2 Well Below	4 Well Below	56% Well Below	5 Well Below	3.5 Below	17 Well Below	19 Well Below	19 Well Below	70 Well Below
① 286 Well Below	2 Well Below	0 Well Below	0 Well Below	0% Well Below	0 Well Below	0 Well Below	0 Well Below	18 Well Below	10 Well Below	—
① 288 Well Below	2 Well Below	0 Well Below	0 Well Below	45% Well Below	5 Well Below	1 Well Below	17 Well Below	17 Well Below	10 Well Below	88 Well Below

Student Name	Composite	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Accuracy ORF-Accu	Reading Fluency ORF	Basic Comprehension Maze	Vocabulary VOCAB	Spelling SPELL	Phonological Processing RAN
Goal 329	Goal 50	Goal 15	Goal 26	Goal 92%	Goal 49	Goal 49	Goal 5	Goal 22	Goal 42	Goal 48
① 305 Well Below	32 Well Below	9 Well Below	3 Well Below	89% Below	17 Well Below	0 Well Below	0 Well Below	16 Well Below	32 Well Below	22 Benchmark
① 300 Well Below	26 Well Below	4 Well Below	6 Well Below	67% Well Below	10 Well Below	0 Well Below	0 Well Below	15 Well Below	28 Well Below	27 Benchmark
① - Well Below	33 Well Below	11 Below	7 Well Below	83% Well Below	15 Well Below	-	-	-	-	-
① 298 Well Below	16 Well Below	4 Well Below	5 Well Below	68% Well Below	13 Well Below	0 Well Below	0 Well Below	13 Well Below	12 Well Below	151 Well Below
① 288 Well Below	7 Well Below	0 Well Below	0 Well Below	0% Well Below	0 Well Below	0 Well Below	0 Well Below	15 Well Below	9 Well Below	31 Benchmark
① 308 Well Below	36 Well Below	10 Below	10 Well Below	85% Below	17 Well Below	0 Well Below	0 Well Below	15 Well Below	37 Well Below	82 Well Below
① 304 Well Below	27 Well Below	9 Well Below	10 Well Below	75% Well Below	15 Well Below	0 Well Below	0 Well Below	16 Well Below	39 Well Below	18 Benchmark
① 293 Well Below	14 Well Below	3 Well Below	3 Well Below	33% Well Below	5 Well Below	0 Well Below	0 Well Below	16 Well Below	15 Well Below	35 Benchmark
① 327 Below	59 Benchmark	19 Benchmark	27 Benchmark	97% Benchmark	34 Below	0 Well Below	0 Well Below	18 Well Below	67 Well Below	374 Well Below
① 286 Well Below	0 Well Below	0 Well Below	0 Well Below	0% Well Below	0 Well Below	0 Well Below	0 Well Below	14 Well Below	2 Well Below	25 Benchmark

Student Name	Composite	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Accuracy ORF-Accu	Reading Fluency ORF	Basic Comprehension Maze	Vocabulary VOCAB	Spelling VOCAB	Phonological Processing RAN
Goal 329	Goal 50	Goal 15	Goal 26	Goal 92%	Goal 49	Goal 5	Goal 5	Goal 22	Goal 42	Goal 48
① 296 Well Below	15 Well Below	3 Well Below	7 Well Below	60% Well Below	9 Well Below	0 Well Below	17 Well Below	44 Benchmark	—	118 Well Below
① 294 Well Below	19 Well Below	4 Well Below	0 Well Below	40% Well Below	4 Well Below	0 Well Below	19 Well Below	18 Well Below	—	147 Well Below
① 291 Well Below	6 Well Below	1 Well Below	5 Well Below	36% Well Below	5 Well Below	2 Well Below	14 Well Below	33 Below	—	65 Well Below
① 290 Well Below	9 Well Below	0 Well Below	0 Well Below	57% Well Below	4 Well Below	1 Well Below	13 Well Below	—	—	—
① 290 Well Below	3 Well Below	0 Well Below	0 Well Below	42% Well Below	8 Well Below	7.5 Benchmark	10 Well Below	46 Benchmark	34 Benchmark	34 Benchmark

Student Name	Composite	Letter Sounds NWF-CLS	Decoding NWF-WRC	Word Reading WRF	Reading Accuracy ORF-Accu	Reading Fluency ORF	Basic Comprehension Maze	Vocabulary VOCAB	Spelling SPELL	Phonological Processing RAN
Goal 332	Goal 76	Goal 24	Goal 40	Goal 96%	Goal 73	Goal 8	Goal 27	Goal 76	Goal 41	
① 296 Well Below	45 Well Below	14 Well Below	10 Well Below	77% Well Below	24 Well Below	0 Well Below	17 Well Below	19 Well Below	—	
① 273 Well Below	9 Well Below	1 Well Below	0 Well Below	36% Well Below	5 Well Below	7.5 Below	13 Well Below	3 Well Below	—	
① 295 Well Below	44 Well Below	10 Well Below	17 Well Below	70% Well Below	19 Well Below	1.5 Well Below	13 Well Below	16 Well Below	—	
① 285 Well Below	32 Well Below	10 Well Below	5 Well Below	45% Well Below	9 Well Below	0 Well Below	10 Well Below	50 Well Below	—	
① 286 Well Below	35 Well Below	10 Well Below	8 Well Below	47% Well Below	9 Well Below	0 Well Below	17 Well Below	27 Well Below	—	
① 285 Well Below	27 Well Below	7 Well Below	10 Well Below	52% Well Below	14 Well Below	4 Well Below	12 Well Below	39 Well Below	—	
① 310 Well Below	66 Below	21 Below	23 Well Below	87% Well Below	33 Well Below	0 Well Below	19 Well Below	89 Benchmark	—	
① 284 Well Below	30 Well Below	9 Well Below	7 Well Below	47% Well Below	8 Well Below	2 Well Below	14 Well Below	19 Well Below	—	
① 289 Well Below	33 Well Below	8 Well Below	10 Well Below	67% Well Below	18 Well Below	9 Benchmark	15 Well Below	66 Below	—	
① 304 Well Below	62 Below	20 Below	14 Well Below	89% Well Below	25 Well Below	0 Well Below	26 Well Below	56 Well Below	—	
① 269 Well Below	3 Well Below	1 Well Below	0 Well Below	18% Well Below	2 Well Below	0 Well Below	12 Well Below	3 Well Below	—	
① 321 Below	79 Benchmark	26 Benchmark	34 Below	90% Well Below	43 Well Below	0.5 Well Below	18 Well Below	100 Benchmark	—	



Board Report
Beau Abernathy
10.26.2023

1. Update on Federal Grants.

- a. Only one grant is awaiting State approval currently.
- b. Tom Simpkins and Sam Ulroan attended training for the Perkins Grant, and are leading it.
- c. The Seafood Grant gave \$700 to our Eskimo Dancers.
- d. Aggressively pursuing new grants to keep the staff we currently have.
- e. Diligently preparing for the Monitoring Meeting coming up November 27-December 1, 2023.

2. Parent Advisory Committee

- a. Continuing to meet monthly with the PAC.
- b. PAC input is being employed to guide the Grants, Math Curriculum options, etc.

3. Student Government

- a. Heather Coralluzzo and Tom Simpkins are now leading the Student Council.
- b. Because I already have a positive relationship with the students, Heather and Tom asked me to deal with a pressing issue with the Student Council, which I did. It was a good learning experience for the students.
- c. We hope to have a school dance sometime this month.

4. Update on Relevant Education.

- a. Our Superintendent shared an excellent math resource that can supplement what we planning with our Math Curriculum called EthnoMath. It is designed to be used in practical ways.
- b. 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. Maintenance Building Manager

- a. Meeting weekly with maintenance for encouragement and support, and am assigning Work Orders to the maintenance staff.
- b. Issued a written warning to another maintenance staff.

6. Custodial Staff Manager

- a. Continuing to meet weekly with the Custodial Staff.
- b. Recruited another substitute custodian.
- c. Tumaraq has an arrangement that allows him to be the Assistant Coach in volleyball.

7. Assisted with the Gym Floor

- a. Helped the gym floor guys consistently.
- b. Helped Mack with the bleacher delivery. Maintenance guys helped!

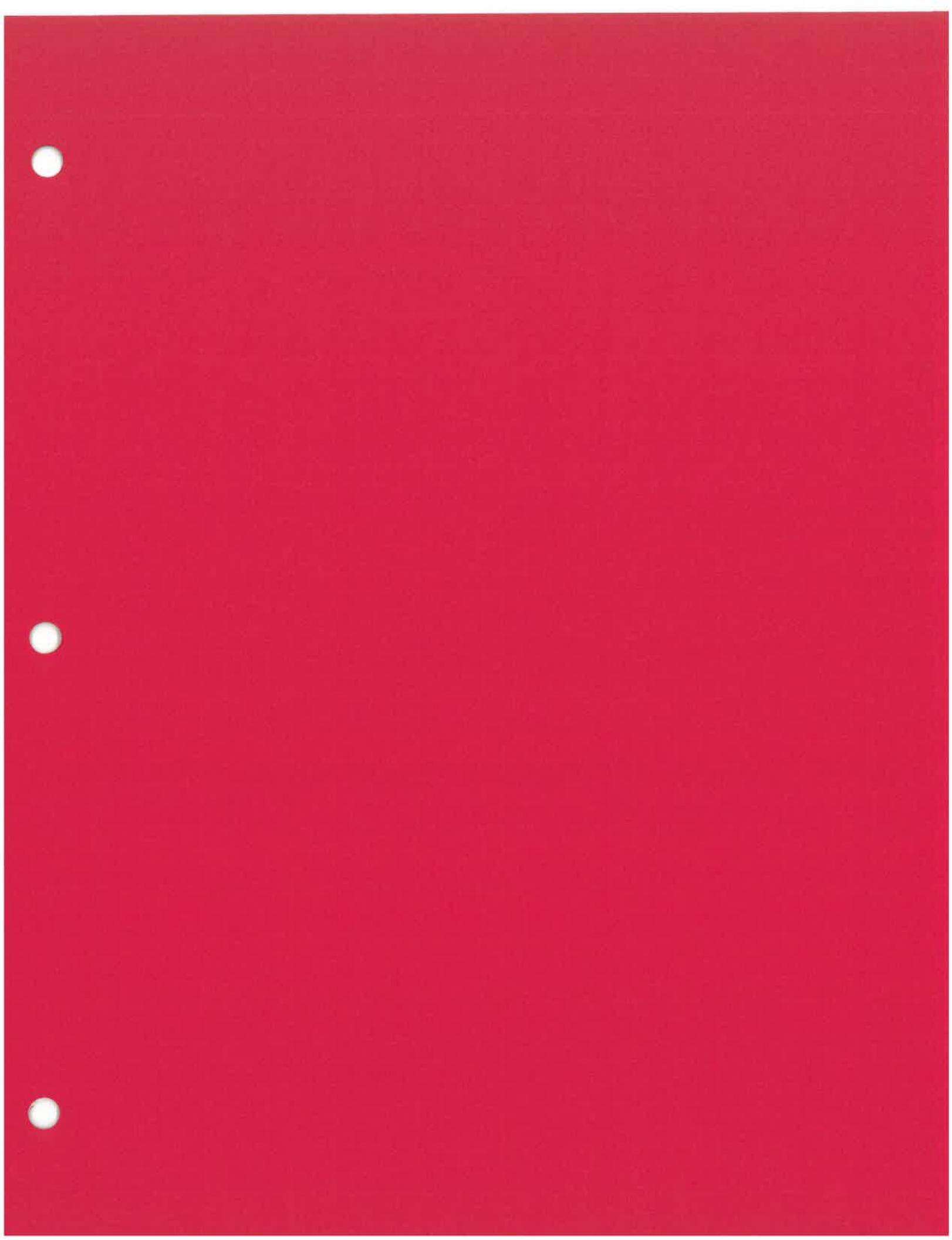
8. Scheduling ParaPro Praxis Test

- a. Michelle and I are teaming together to get everyone needing to test a time to test. Unfortunately, we cannot test everyone at the same time.
- b. Our goal is have everyone tested by December 15, 2023.

9. Working with Sam and Lynx to get our technology upgraded.

10. Leading the Math Curriculum Team to adopt a new curriculum for next year.

We are currently examining four different options, with a goal of having a selection by January for School Board approval, so we can order it in February.



October 20, 2023

Report to the School Board

Lillian Olson – Director of Resources
District Testing Coordinator

Waqaa, School Board-ani! The school's MAP testing is complete as of this week. The grades that have 100% tested are:

1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
11th Grade

Grade Levels missing one student are: Kindergarten, 9, & 10. Grade 12 had at least four students not showing. All MAP data has been provided to all teachers as of last week. All work was done through the leadership of our school Principal Falon, Molly, our Reading Specialists Alan Antiniero and Stephanie Benson. The Middle School and High School did some data work this week under the direction of Superintendent Jeanne Campbell.

The Alaska Developmental Profile list of Kindergarten students was uploaded and ready for the teachers. For those of you that don't know, the Alaska Developmental Profile is Alaska's Kindergarten entry assessment. The ADP is used to provide a snapshot of each child's development when they enter Kindergarten. The Alaska Developmental Profile (ADP) assesses 13 goals across 5 domains of development. They are:

- 1) Physical Well-being, Health, & Motor Development
- 2) Social & Emotional Development
- 3) Approaches to Learning
- 4) Cognition & General Knowledge
- 5) Communication, Language, & Literacy

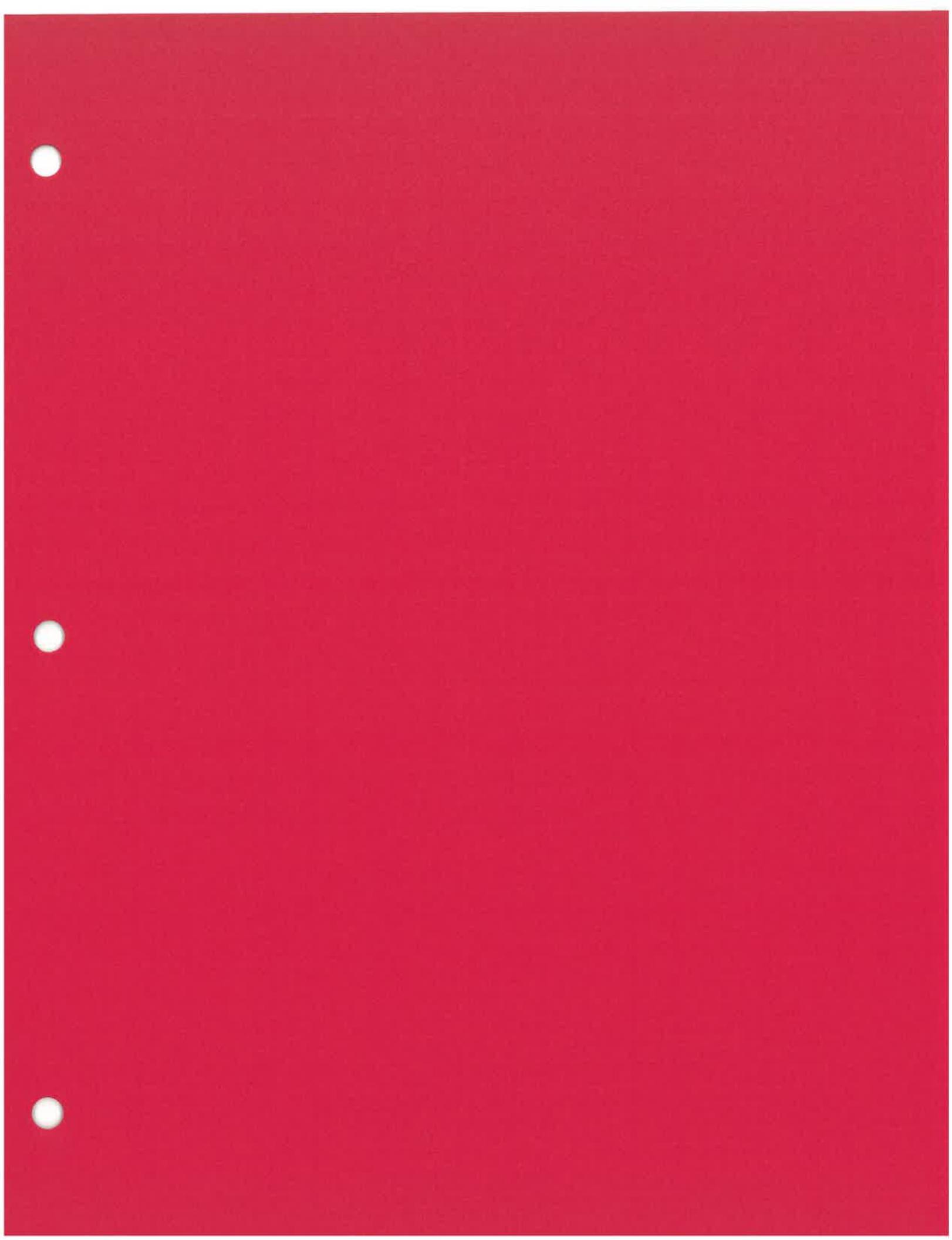
Teachers are also required to include "child background" information because these factors affect a child's school performance. This includes the child's pre-school experience, if the child has an individualized education program (IEP), and the child's health information. Teachers are encouraged to talk to parents to get this background information.

I have been doing some walkthroughs with Molly and checking to make sure that the new curriculum (CKLA is being implemented in grades K-3). In summary, inventory of CKLA materials and working on English Language score reviews and printing letters to send out to parents of the English Language Learners and other daily duties to end this week.



October School Counselor Report

- Continue to teach the 7 mindsets weekly
- Continue to meet with students individually
- Met with at risk seniors and their parents
- Met with MS/HS teachers to discuss students' attendance, behavior and grades and data on early release Wednesday.
- Planning red ribbon week lessons and activities. I will be speaking to all 6-12 grades students about the effects drugs and alcohol. I am hoping to have Roberta-behavior tech come in on Friday October 27 for an assembly to end the week. We will be hanging two banners and offering a pledge to sign to be drug and alcohol free.



Regular School Board Meeting
Date: Thursday, October 26, 2023
Personnel Items on the Agenda

ACTION Items:

1. The next Personnel item(s) on the agenda is/are **Action** items. The following were interviewed by a committee, background checks were run and:
 - a. I recommend Falon Tardiff for the Activities Director position.
 - b. I recommend Monica Slats for the HS Volleyball coach.
 - c. I recommend Patricia Ayuluk for the cook position.
 - d. I recommend Awesome Ulroan for a Special Education position.
 - e. I recommend Jamie Tuluk for a Special Education position.

INFORMATION Items:

2. Aaron Ulroan is transferring from a Special Education Aide to Student Support Services.
3. Open Positions:
 - a.
4. Resignations: Phyllis Boyscout's resignation letter was received and accepted October 18, 2023; her last day is October 31, 2023.



BP 4119.41/4219.41/4319.41 - ALL PERSONNEL - EMPLOYEES WITH INFECTIOUS DISEASE

Note: The Americans with Disabilities Act defines AIDS as a physical disability. School districts have a legal obligation to determine on a case by case basis, based on sound medical information, whether an HIV-infected employee can remain and work in the school environment. Employers are required to reasonably accommodate a disabled person. Section 504 of the Federal Rehabilitation Act of 1973 provides that no otherwise qualified handicapped person may, solely by reason of the handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. In *School Board of Nassau County, Fla. v. Arline* (408 U.S. 273 (1987), the U.S. Supreme Court extended this law's protection to employees significantly impaired by infectious diseases.

The School Board desires to promote the health of district students and staff in order to reduce absenteeism and enhance employee and student performance. The Superintendent or designee shall develop strategies to prevent the outbreak or spread of infectious diseases at district schools.

Note: Kashunamiut School District will not close school unless directed by the Governor or Commissioner of Education.

or
Note: Kashunamiut School District will maintain school operations unless directed otherwise by the Governor or Commissioner of Education.

(cf. 4112.4/4212.4/4312.4 – Health Examinations)

(cf. 5113 - Absences and Excuses)

An infectious disease is one that is caused by a microorganism and is potentially transmittable to another individual, whether through airborne transmission, bloodborne transmission, skin-to-skin contact, foodborne transmission, or other casual or non casual means. A communicable infectious disease, such as influenza or chicken pox, is contagious and can be readily transmitted by infectious bacteria or viral organisms.

To the extent required by law, job applicants shall be required to provide evidence that they are free of tuberculosis or any other communicable infectious disease prior to beginning employment.

(cf 4112.4/4212.4/4312.4 - Health Examinations)

To prevent the outbreak or spread of infectious diseases, the Superintendent or designee may provide infection prevention supplies and information to employees, including information about recommended vaccinations. Employees also shall observe universal precautions to avoid contact with potentially infectious blood or other bodily fluids.

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

(cf. 4131 - Staff Development)

(cf. 4231/4331 - Staff Development)

Plans for addressing a communicable infectious disease outbreak, including, but not limited to, plans for addressing employee shortages during such an outbreak, shall be included in the district's emergency preparedness plan.

(cf. 6114 - *Emergencies and Disaster Preparedness Plan*)

(cf. 5112.2 - *Exclusions from Attendance*)

(cf. 5141.22 - *Infectious Diseases*)

(cf. 5141.31 - *Immunizations*)

Nondiscrimination/Reasonable Accommodation

The district shall not discriminate against any employee or job applicant who has an infectious disease and is a qualifying individual with a disability under the Americans with Disabilities Act, Section 504 of the Federal Rehabilitation Act, or Alaska's Nondiscrimination in Employment Act.

Upon request, any qualified person with a disability shall be provided reasonable accommodation to perform the essential duties of his/her position in accordance with the criteria and processes described by law.

(cf 4030 - *Nondiscrimination in Employment*)

The Center for Disease Control guidelines on AIDS/HIV state that the risk of HIV transmission is not posed by the kind of nonsexual, person-to-person contact generally occurring in workplaces other than those where body fluids may be exchanged, such as the workplace of a health care worker.

Decisions regarding reasonable accommodation of employees with infectious diseases should be made in consultation with one or more medical doctors, including the employee's physician, and with legal counsel. When the district's medical expert, the employee's treating physician and the district's legal counsel do not agree as to what accommodation is reasonable, the Superintendent and/or designee may convene a medical review panel consisting of a public health physician with expertise in infectious disease, the employee's treating physician, the employee and/or employee's representative, and the Superintendent and/or designee. All determinations regarding reasonable accommodation should be reviewed by legal counsel.

Confidentiality

The Board and the Superintendent and/or designee shall ensure that employee rights to confidentiality are strictly observed. The district shall disclose medical record information only to the extent required or permitted by law. The medical records of any employee with a disabling infectious disease shall be held in strict confidence.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.140 AIDS in school personnel](#)

[4 AAC 06.150 Confidentiality of AIDS information](#)

[AMERICANS WITH DISABILITIES ACT. 42 U.S.C. 12101 et seq.](#)

[School Board of Nassau County. Fla. v. Arline](#), 408 U.S. 273 (1987)

Adopted: 5/07





2023

JULY

14-16 AASB Board of Directors Summer Meeting — Anchorage

SEPTEMBER

12 Project Transform Pre-Conference Day — Egan Civic & Convention Center, Anchorage

13-14 DEED Alaska School Safety & Well-Being Summit — Egan Civic & Convention Center

15 Alaska Family Engagement Center Post-Conference Day

16-17 Fall Boardsmanship Academy — Hotel Captain Cook, Anchorage

29-30 Alaska Charter School Academy — Anchorage

OCTOBER

4-5 Maintenance Employees Conference — Clarion Suites Anchorage

NOVEMBER

9-12 AASB's Annual Conference & Youth Leadership Institute — Hilton, Anchorage

13 AASB Board of Directors Meeting — Hilton, Anchorage

DECEMBER

7-8 Executive Administrative Assistants Training — Clarion Suites, Anchorage

8-9 School Law and Policy & Equity Day — Clarion Suites, Anchorage

2024

JANUARY

16 First-Term Board Member Webinar series begins — weekly, January-April

27-30 NSBA Equity Symposium & Advocacy Institute — Washington, D.C.



2024

FEBRUARY

10-13 Leadership Academy & Legislative Fly-In and Youth Advocacy Institute —
Elizabeth Peratrovich Hall, Juneau

APRIL

6-8 NSBA Annual Conference — New Orleans, LA
19-20 AASB Board of Directors Meeting — Hilton, Anchorage
20-21 Spring Boardsmanship Academy & Youth on Boards — Hilton, Anchorage

JULY

TBD AASB Board of Directors Summer Meeting — TBD

SEPTEMBER

14-15 Fall Boardsmanship Academy — Pike's Waterfront Lodge, Fairbanks

OCTOBER

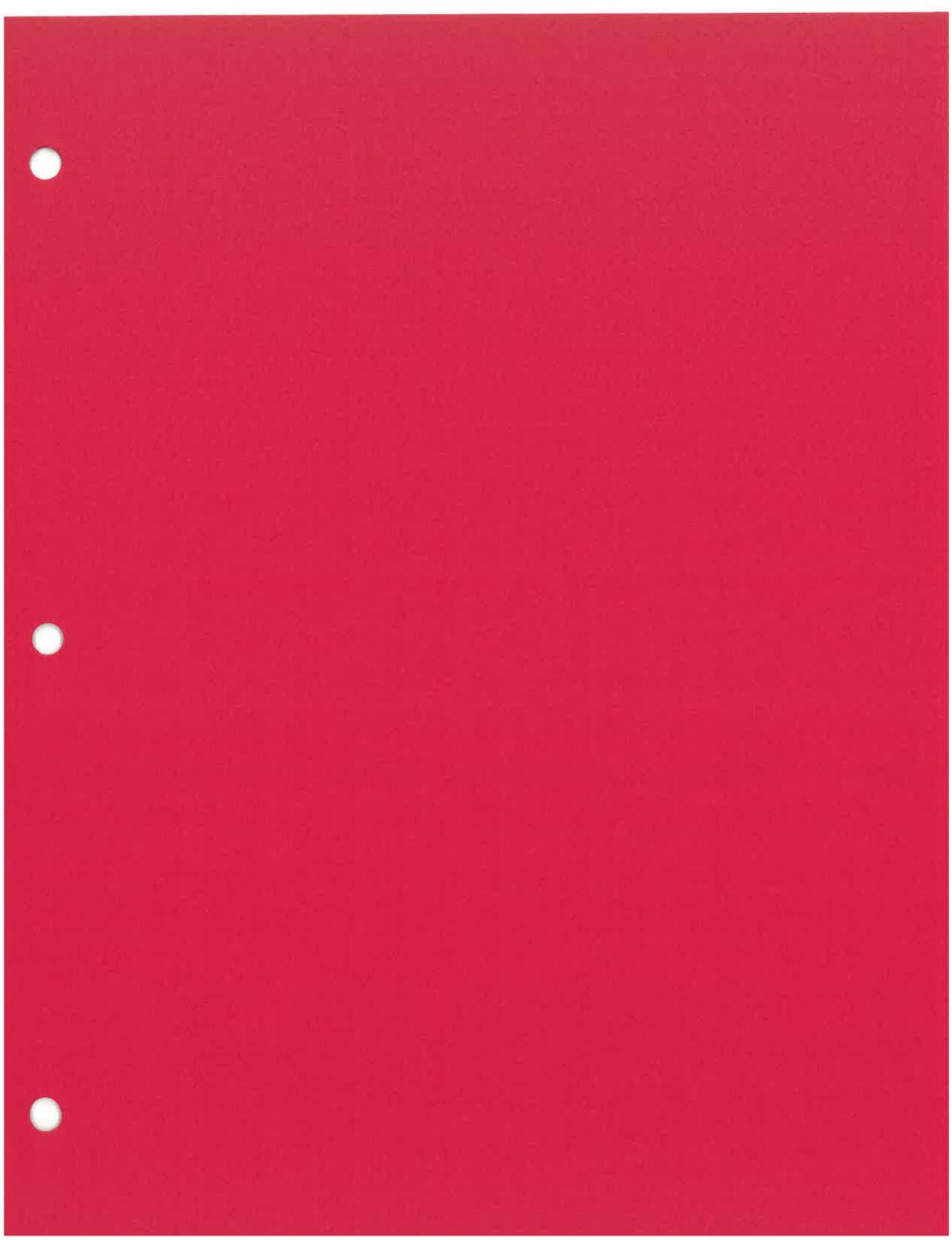
2-3 Maintenance Employees Conference — The Lakefront, Anchorage

NOVEMBER

7-10 AASB's Annual Conference & Youth Leadership Institute — Hilton, Anchorage
11 AASB Board of Directors Meeting — Hilton, Anchorage

DECEMBER

12-13 Executive Administrative Assistants Training — Hotel Captain Cook, Anchorage
13-14 School Law and Policy & Equity Day — Hotel Captain Cook, Anchorage



October 13, 2023

Client No. 7046

Jeanne Campbell, Superintendent
Kashunamiut School District
P.O. Box 345
Chevak, AK 99563

Re: Rate Increase for 2024

Dear Jeanne:

This is to advise you that effective January 1, 2024, the JDO hourly rates will increase from \$250 to \$275. The proposed rate schedule is attached. As you know, we are employed "at will" and our rates are negotiable. If there are any questions, or a wish to negotiate over the new rates, please let me know. Otherwise, the new rates will be effective for work done starting on January 1, 2024 and will be reflected on your January 2024 bill.

In the absence of unforeseen circumstances these rates are intended to be unchanged for at least one (1) year. That is from January 1, 2024 through December 31, 2024.

Our current rates have been in effect since July 2021. The new rate is a modest increase. We believe our proposed rates will continue to be highly competitive.

On behalf of all of us at JDO, I can say that it is an honor and a privilege to represent the Kashunamiut School District. It is now, and it always has been.

Sincerely,



Sarah E. Josephson
Counsel

SEJ/sbg

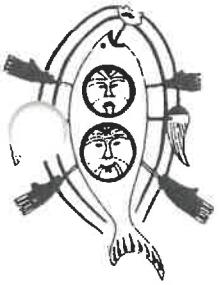
Enclosure: Rate Schedule

JERMAIN DUNNAGAN & OWENS, PC

Rate Schedule effective January 1, 2024

Shareholders	\$275
Senior Associate	\$250
Associates	\$225
Paralegals	\$120
Secretaries	\$85
Of Counsel	\$275





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 *Lucienne Smith*
Date: October 16, 2023
SUBJECT: FINANCIAL REPORT NARRATIVE

The following pages are the Monthly October Board Reports.

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

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

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

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

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

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

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

10/16/23
14:24:31

KASHUNAMIUT SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 10 / 23

Page: 1 of 1
Report ID: B110F

Fund	Received			Revenue		%
	Current Month	Received YTD	Estimated Revenue	To Be Received	Received	
100 GENERAL FUND	446,714.20	1,691,549.10	9,772,284.00	8,080,734.90	8,080,734.90	17 %
200 BROADBAND ASSISTANCE GRANT (BAG)	0.00	0.00	19,965.79	19,965.79	19,965.79	0 %
205 PUPIL TRANSPORTATION	0.00	528.00	1,555.00	1,027.00	1,027.00	34 %
230 FRESH FRUIT AND VEGETABLES	0.00	0.00	13,539.38	13,539.38	13,539.38	0 %
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	0.00	666,972.00	666,972.00	666,972.00	0 %
251 TITLE VI-B SPED	0.00	0.00	111,919.00	111,919.00	111,919.00	0 %
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	0.00	216,857.00	216,857.00	216,857.00	0 %
254 CARL PERKINS	0.00	0.00	28,525.00	28,525.00	28,525.00	0 %
255 FOOD SERVICE	0.00	4,573.00	555,500.00	550,927.00	550,927.00	1 %
280 CLSD (COMPREHENSIVE LITERACY STATE DEVELOPMENT)	0.00	0.00	287,300.00	287,300.00	287,300.00	0 %
5 COVID RELIEF - ARP ACT: ESSER III	0.00	0.00	1,930,000.00	1,930,000.00	1,930,000.00	0 %
350 INDIAN EDUCATION	0.00	0.00	134,770.00	134,770.00	134,770.00	0 %
351 REAP	0.00	10,650.00	10,650.00	0.00	10,650.00	100 %
352 JOHNSON O'MALLEY	0.00	24,040.00	118,132.02	94,092.02	94,092.02	20 %
370 HOUSING	0.00	17,950.00	477,800.00	459,850.00	459,850.00	4 %
372 CORP FOR PUBLIC BROADCAST	0.00	0.00	108,000.00	108,000.00	108,000.00	0 %
380 STUDENT ACTIVITIES	0.00	38,834.64	0.00	-38,834.64	-38,834.64	0 %
381 EMPLOYEE SCHOLARSHIP FUND	0.00	330.00	2,250.00	1,920.00	1,920.00	15 %
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	0.00	3,530.00	3,530.00	3,530.00	0 %
Grand Total:	446,714.20	1,788,454.74	14,575,714.56	12,787,259.82	12,787,259.82	12 %

10/16/23
14:25:18

KASHUNAMIUT SCHOOL DISTRICT
Statement of Expenditure - Budget vs. Actual Report
For the Accounting Period: 10 / 23

Page: 1 of 1
Report ID: B100F

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Comm.
100 GENERAL FUND	263,880.14	2,280,050.20	9,772,288.00	9,772,708.00	7,492,657.80	23%
200 BROADBAND ASSISTANCE GRANT (BAG)	0.00	0.00	19,965.79	19,965.79	19,965.79	0%
205 PUPIL TRANSPORTATION	84.00	168.00	1,555.00	1,555.00	1,387.00	11%
230 FRESH FRUIT AND VEGETABLES	0.00	3,903.94	2,334.38	13,539.38	9,635.44	29%
245 SCHOOL IMPROVEMENT 1003A FY22	0.00	0.00	25,000.00	25,000.00	25,000.00	0%
250 TITLE IA-BASIC	4,832.00	142,623.62	826,047.94	826,047.94	683,424.32	17%
251 TITLE VI-B SPED	0.00	22,719.37	110,602.00	110,602.00	87,882.63	21%
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	557.70	135,617.72	135,617.72	135,060.02	0%
254 CARL PERKINS	614.00	10,637.91	28,525.00	28,525.00	17,887.09	37%
255 FOOD SERVICE	41,426.36	133,460.81	624,300.00	624,300.00	490,839.19	21%
SAFETY & WELL BEING CONFERENCE	300.00	10,262.38	6,500.00	6,500.00	-3,762.38	158%
280 CLSD (COMPREHENSIVE LITERACY STATE	4,363.69	133,844.28	287,300.00	287,300.00	153,455.72	47%
296 COVID RELIEF - ARP ACT: ESSER III	6,679.84	339,161.21	1,930,000.00	1,930,000.00	1,590,838.79	18%
350 INDIAN EDUCATION	0.00	29,318.48	134,770.00	134,770.00	105,451.52	22%
351 REAP	0.00	7,500.00	10,650.00	10,650.00	3,150.00	70%
352 JOHNSON O'MALLEY	10,898.93	54,688.25	32,000.00	118,132.02	63,443.77	46%
370 HOUSING	8,385.80	194,255.41	258,500.00	258,500.00	64,244.59	75%
371 CPB EMERGENCY RELIEF GRANT	0.00	17.10	13,832.86	13,832.86	13,815.76	0%
372 CORP FOR PUBLIC BROADCAST	1,108.58	51,823.49	108,000.00	108,000.00	56,176.51	48%
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:	342,573.34	3,418,677.25	14,422,484.06	14,520,241.08	11,101,563.83	24%

10/16/23
14:21:10

KASHUNAMITUT SCHOOL DISTRICT
Statement of Revenue Budget vs Actuals
For the Accounting Period: 10 / 23

Page: 1 of 1
Report ID: B110AK

100 GENERAL FUND

Function / Object	Received		Revenue		%
	Current Month	Received YTD	Estimated Revenue	To Be Received	
000					
0000					
30 EARNINGS ON INVESTMENTS	0.00	0.00	3,000.00	3,000.00	0 %
40 OTHER LOCAL REVENUE	0.00	6,524.10	35,000.00	28,475.90	18 %
47 E RATE	107,935.20	324,613.10	1,295,222.00	970,608.90	25 %
51 REGULAR FOUNDATION	338,779.00	1,355,116.00	4,080,571.00	2,725,455.00	33 %
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:	446,714.20	1,691,549.10	9,772,284.00	8,080,734.90	17 %
Org Total:	446,714.20	1,691,549.10	9,772,284.00	8,080,734.90	17 %
Fund Total:	446,714.20	1,691,549.10	9,772,284.00	8,080,734.90	17 %
Grand Total:	446,714.20	1,691,549.10	9,772,284.00	8,080,734.90	17 %

10/16/23
14:26:09

KASHUNAMIUT SCHOOL DISTRICT
Expenditure Budget vs. Actual Query
For the Accounting Period: 10 / 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	67,781.67	502,897.48	1,695,125.00	1,722,536.00	1,219,638.52	29
120 BILINGUAL/BICULTURAL	0.00	65,244.42	517,555.00	517,555.00	452,310.58	12
160 VOCATIONAL EDUCATION	8,478.44	50,004.29	340,967.00	340,967.00	290,962.71	14
200 SPECIAL EDUCATION	3,397.86	144,351.44	880,169.00	880,589.00	736,237.56	16
300 SUPPORT SERVICES-STUDENTS	0.00	14,769.24	185,913.00	185,913.00	171,143.76	7
350 SUPPORT SERVICES-INSTRICT	121,128.00	401,701.80	1,632,844.00	1,632,844.00	1,231,142.20	24
400 SCHOOL ADMINISTRATION	0.00	41,377.01	166,246.00	166,246.00	124,868.99	24
450 SCHOOL ADMIN SUPPORT	0.00	19,427.26	139,702.00	139,702.00	120,274.74	13
511 BOARD OF EDUCATION	921.00	62,361.18	294,125.00	294,125.00	231,763.82	21
512 OFFICE OF SUPERINTENDENT	5,128.05	55,227.45	242,708.00	242,708.00	187,480.55	22
550 DISTRICT ADMIN/FISCAL SVC	2,140.38	197,540.90	280,349.00	255,849.00	58,308.10	77
600 OPERATIONS & MAINTENANCE	37,704.74	689,929.79	1,817,536.00	1,842,036.00	1,152,106.21	37
700 STUDENT ACTIVITIES	17,200.00	35,217.94	401,049.00	373,638.00	338,420.06	9
900 FUND TRANSFERS	0.00	0.00	1,178,000.00	1,178,000.00	1,178,000.00	0
0.00Fund Total:	263,880.14	2,280,050.20	9,772,288.00	9,772,708.00	7,492,657.80	23 %
Grand Total:	263,880.14	2,280,050.20	9,772,288.00	9,772,708.00	7,492,657.80	23 %

10/16/23
14:30:42

KASHUNAMIUT SCHOOL DISTRICT
Claims and/or Payroll Checks List For Checks from 09/15/23 to 10/16/23
For checks between: 09/15/23 - 10/16/23

Page: 1 of 3
Report ID: W100X

claims

Check #	Type	Vendor/Employee/Payee Number/Name	Check	Amount	Period	Issued	Date	CL #/Payroll Notes
-98613	E	20426 AMAZON CAPITAL SERVICES		2272.06	9/23	09/21/23		
-98612	E	20426 AMAZON CAPITAL SERVICES		396.02	9/23	09/21/23		
-98611	E	17742 GRAINGER		261.75	9/23	09/21/23		
-98610	E	20426 AMAZON CAPITAL SERVICES		2932.64	9/23	09/21/23		
-98609	E	20426 AMAZON CAPITAL SERVICES		191.66	9/23	09/21/23		
-98608	E	20426 AMAZON CAPITAL SERVICES		391.38	9/23	09/21/23		
-98607	E	20426 AMAZON CAPITAL SERVICES		35.97	9/23	09/21/23		
-98606	E	17429 ALASKA AIRLINES		12366.70	9/23	09/21/23		
-98605	E	492 JAMES FEATHERS		4000.00	9/23	09/21/23		
-98604	E	17429 ALASKA AIRLINES		1610.23	9/23	09/21/23		
-98603	E	349 ALASKA NATURAL HEALTH SOLUTIONS,		8629.96	9/23	09/21/23		
-98602	E	20426 AMAZON CAPITAL SERVICES		58.50	9/23	09/21/23		
-98601	E	20391 WELLS FARGO		3066.04	9/23	09/22/23		
-98600	E	19424 KONICA MINOLTA BUSINESS SOL. USA		13.33	9/23	09/28/23		
-98599	E	19424 KONICA MINOLTA BUSINESS SOL. USA		550.00	9/23	09/28/23		
-98598	E	19162 ANTHC-ARUC		26056.00	9/23	09/28/23		
-98597	E	17551 UNITED UTILITIES, INC.		430.47	9/23	09/28/23		
-98596	E	17551 UNITED UTILITIES, INC.		855.49	9/23	09/28/23		
-98595	E	222 AXMAKER PEDIATRICS		7609.28	9/23	09/28/23		
-98594	E	48 OMAHA OCCUPATIONAL & SPEECH THERA		9015.48	9/23	09/28/23		
-98593	E	17429 ALASKA AIRLINES		2417.21	9/23	09/28/23		
-98592	E	17923 GRANT AVIATION		4235.00	9/23	09/28/23		
8591	E	338 CHASING EXCELLENCE EDUCATIONAL SE		2000.00	9/23	09/28/23		
8590	E	20394 ALASKA EDUCATION & BUSINESS SERVI		7850.00	9/23	09/28/23		
-98589	E	17451 ASSOC. OF ALASKA SCHOOL BOARD		1800.00	9/23	09/28/23		
-98588	E	17742 GRAINGER		349.45	9/23	09/28/23		
-98587	E	20426 AMAZON CAPITAL SERVICES		42.96	9/23	09/28/23		
-98586	E	19898 FALON TARDIFF		405.00	10/23	10/05/23		
-98585	E	18287 USF-ANCHORAGE		39710.35	10/23	10/05/23		
-98584	E	82 BRIAN D. ADAMS		1825.00	10/23	10/05/23		
-98583	E	20315 PUBLIC EDUCATION HEALTH TRUST		68031.30	10/23	10/05/23		
-98582	E	20539 GCI COMMUNICATION CORP		12135.30	10/23	10/05/23		
-98581	E	20539 GCI COMMUNICATION CORP		250.00	10/23	10/05/23		
-98580	E	19553 AMERICAN FAST FREIGHT		296.41	10/23	10/05/23		
-98579	E	17923 GRANT AVIATION		4530.00	10/23	10/05/23		
-98578	E	17429 ALASKA AIRLINES		4641.39	10/23	10/05/23		
-98577	E	262 NWEA		1875.00	10/23	10/12/23		
-98576	E	18287 USF-ANCHORAGE		1297.48	10/23	10/12/23		
-98575	E	20360 TULUK, PETER P		680.00	10/23	10/12/23		
-98574	E	239 ANTHONY BOYSCOUT		450.00	10/23	10/12/23		
-98573	E	42 HUBERT COMPANY		1132.45	10/23	10/12/23		
-98572	E	17742 GRAINGER		838.68	10/23	10/12/23		
-98571	E	17499 JERMAIN DUNNAGAN & OWENS		4393.05	10/23	10/12/23		
-98570	E	17452 AVEC		26387.40	10/23	10/12/23		
-98569	E	17551 UNITED UTILITIES, INC.		861.92	10/23	10/12/23		
-98568	E	17551 UNITED UTILITIES, INC.		428.58	10/23	10/12/23		
-98567	E	17923 GRANT AVIATION		1835.00	10/23	10/12/23		
-98566	E	17506 LYNDEN AIR CARGO, LLC		8188.05	10/23	10/12/23		

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

10/16/23
14:30:42

KASHUNAMIUT SCHOOL DISTRICT
Claims and/or Payroll Checks List For Checks from 09/15/23 to 10/16/23
For checks between: 09/15/23 - 10/16/23

Page: 2 of 3
Report ID: W100X

Claims

Check #	Type	Vendor/Employee/Payee Number/Name	Date				
			Check	Amount	Period	Issued	CL #/Payroll Notes
-98565	E	17506 LYNDEN AIR CARGO, LLC		6750.00	10/23	10/12/23	
-98564	E	17719 AIRGAS USA, LLC		290.39	10/23	10/12/23	
-98563	E	19829 KONICA MINOLTA PREMIER FINANCE		436.99	10/23	10/12/23	
-98562	E	19424 KONICA MINOLTA BUSINESS SOL. USA		135.00	10/23	10/12/23	
-98561	E	20280 POWERSCHOOL GROUP LLC		1472.88	10/23	10/12/23	
-98560	E	18287 USF-ANCHORAGE		14811.10	10/23	10/12/23	
-98559	E	467 CURIOUS QUEST ED. LLC		4154.86	10/23	10/12/23	
-98558	E	19991 BUSINESS CARD		140.47	9/23	09/15/23	
-98557	E	19991 BUSINESS CARD		2709.53	9/23	09/22/23	
-98556	E	19991 BUSINESS CARD		3934.15	9/23	09/29/23	
602237	SC	17894 COPPER RIVER RENTALS, LLC		281.18	9/23	09/21/23	
602238	SC	18295 ULROAN SAMUEL D.		535.00	9/23	09/21/23	
602239	SC	494 THOMAS SIMPKINS		535.00	9/23	09/21/23	
602240	SC	75 ULINE		439.06	9/23	09/21/23	
602241	SC	496 KIRBY TANGIEGAK		300.00	9/23	09/21/23	
602242	SC	18439 KRIS IMGALREA		300.00	9/23	09/21/23	
602243	SC	19170 PATRICK TULUK		300.00	9/23	09/21/23	
602244	SC	464 ALASKA LAMINATED SIGNS		205.70	9/23	09/28/23	
602245	SC	450 PITNEY BOWES GLOBAL FINANCIAL SER		613.32	9/23	09/28/23	
602246	SC	497 LOWE'S		124.29	9/23	09/28/23	
602247	SC	19955 AT&T		61.08	9/23	09/28/23	
602248	SC	17529 PITNEY BOWES BANK INC PURCHASE PO		383.10	9/23	09/28/23	
602249	SC	19089 CHARLENE JOE		665.00	9/23	09/28/23	
602250	SC	19048 OUR CACHE		184.24	9/23	09/28/23	
602251	SC	17462 CHEVAK COMPANY CORPORATION		8006.04	9/23	09/28/23	
602252	SC	176 DECKER EQUIPMENT		2170.93	9/23	09/28/23	
602253	SC	122 LEVEL DATA		392.40	9/23	09/28/23	
602254	SC	20493 DITOMASOS		3114.77	9/23	09/28/23	
602255	SC	356 MCDONALD DERRICK		1460.00	10/23	10/02/23	
602256	SC	484 REBEKAH JONES		380.00	10/23	10/02/23	
602257	SC	454 WALLACE ABERNATHY		380.00	10/23	10/02/23	
602258	SC	461 ALASKA COUNCIL OF SCHOOL ADMINIST		735.00	10/23	10/06/23	
602259	SC	465 GIFFORD INDUSTRIES		63344.00	10/23	10/06/23	
602260	SC	18667 MARRIOTT ANCHORAGE DOWNTOWN		1602.00	10/23	10/06/23	
602261	SC	18667 MARRIOTT ANCHORAGE DOWNTOWN		2295.00	10/23	10/06/23	
602262	SC	18127 HOTEL CAPTAIN COOK		507.00	10/23	10/06/23	
602263	SC	18127 HOTEL CAPTAIN COOK		507.00	10/23	10/06/23	
602264	SC	486 CROWN AWARDS		1097.53	10/23	10/06/23	
602265	SC	469 AMPLIFY		133143.32	10/23	10/06/23	
602266	SC	186 FOX AIR		17200.00	10/23	10/12/23	
602267	SC	18527 MARY T. MATCHIAN		450.00	10/23	10/12/23	
602268	SC	18527 MARY T. MATCHIAN		2975.00	10/23	10/12/23	
602269	SC	17894 COPPER RIVER RENTALS, LLC		281.18	10/23	10/12/23	
602270	SC	18744 CDW-G		2980.14	10/23	10/12/23	
602271	SC	18157 CAROLINA BIOLOGICAL SUPPLY CO.		173.30	10/23	10/12/23	
602272	SC	495 DESERT AIR AK		22568.16	10/23	10/12/23	
602273	SC	18015 PHILLIP TULIM		84.00	10/23	10/12/23	
602274	SC	18048 RYAN AIR		1748.86	10/23	10/12/23	

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

10/16/23
14:30:42

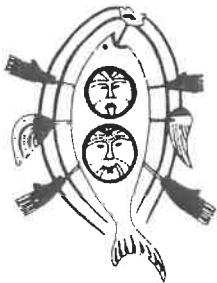
KASHUNAMIUT SCHOOL DISTRICT
Claims and/or Payroll Checks List For Checks from 09/15/23 to 10/16/23
For checks between: 09/15/23 - 10/16/23

Page: 3 of 3
Report ID: W100X

Claims

Check			Date				
Check #	Type	Vendor/Employee/Payee Number/Name	Check	Amount	Period	Issued	CL #/Payroll Notes
602275	SC	499 ES TAX CASHIER OFFICE		4798.09	10/23	10/12/23	
602276	SC	17687 CITY OF CHEVAK		187.50	10/23	10/12/23	
602277	SC	269 AURORA CORPORATE ENTERPRISES, INC		7337.88	10/23	10/12/23	
Claims Total # of Checks:		99	Total:	599311.38			
Grand Total # of Checks:		99	Total:	599311.38			

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



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 *Lucienne Smith*
Alaska Education & Business Services, Inc.

SUBJECT: Finance and Business

Date: October 16, 2023

I am pleased to provide you with a monthly update on our ongoing activities and progress. Here is a summary of the key developments for this month:

FY 2023 Audit: The audit of our financial records has been successfully completed. We are currently awaiting the draft financials, which we will thoroughly review to identify any possible corrections or improvements. This diligent review process ensures the accuracy and integrity of our financial reports.

FY 2024 Budget: Our expenditures remain well within budget, and we have been diligently monitoring all financial activities. As of the current month, there are no significant budget overruns or unexpected expenses to report. This fiscal responsibility reflects our commitment to ensuring the best use of the resources entrusted to us.

ERATE: We are actively collaborating with our Technology department to prepare and file Form 470. This form is a crucial step in our efforts to secure Category 2 equipment as part of the Request for Proposal (RFP) process. We are closely monitoring the window for submission and will ensure timely and accurate submission when it opens.

Q1 Payroll Reports: The first-quarter payroll reports have been completed and submitted promptly. This timely submission adheres to our compliance and reporting obligations and helps maintain the transparency and accuracy of our financial records.

Q1 GRANT REIMBURSEMENTS: Our efforts to process Q1 Grant reimbursements are on track. By promptly processing these reimbursements, we are ensuring that our cash flow remains stable and that we can continue to support our educational programs and initiatives without disruption. This will also allow us to meet our obligations and make the most of the grants received.

Please feel free to ask questions or if you need additional information I will be happy to provide same.