



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

**Agenda for Regular School Board Meeting**  
**Regular Board Meeting Date: Thursday, February 22, 2024 Time: 7:00 pm**  
**Work Session Date: Wednesday, February 21, 2024: 6:00 pm**  
**Place: Kashunamiut District Office Conference Room**

1. CALL TO ORDER
2. ROLL CALL
3. APPROVAL OF AGENDA
4. PEOPLE TO BE HEARD - ALASKA'S OPEN MEETING ACT
5. TRAVEL REPORTS
  1. MTSS/RTI - Bethany Ulroan
  2. MTSS/RTI - Elena Swenson
  3. MTSS/RTI - Thomasina Tall
  4. MTSS/RTI - Janice Jalalon
  5. MTSS/RTI - Stephanie Benson
  6. MTSS/RTI - Allan Aniniero
  7. Youth Advocacy Institute - Laney Green, Kali Hill, Julia Boy Scout, Auna Friday
  8. Food Safe Serve Program - Leroy Moses
6. ADMINISTRATIVE REPORTS
  1. Superintendent - Travel - UAF GYO, ACSA Fly-in, AASB Fly-in
  2. Principal
  3. Director of Curriculum/Federal Programs - Travel: Food Safe Serve Program, MTSS/RTI
  4. Resource Director and Travel Report DTC Training & MTSS/RTI Conference
  5. Counselor - Travel Report AASB Youth Advocacy Institute
7. CONSENT AGENDA - **Action**
  1. Approval of Meeting Minutes
    - i. Special Board Meeting Minutes January 16, 2024
    - ii. Regular Board Meeting Minutes January 18, 2024
    - iii. Special Board Meeting Minutes January 25, 2024
  2. Approval of January BOE Financial Report
    - i. Checks 98412-98516; 602309-602387 for \$981,839.83
  3. Employment –
    - i. Certified Teachers
    - ii. Maintenance
    - iii. P/T Librarian
    - iv. Custodian
8. OLD BUSINESS - **Action**
  1. BP Review of selected Series 7-9000 2nd & Final reading – **Action**
9. NEW BUSINESS - **Action**
  1. FY 2024 - 2025 Calista EXCEL MOU
  2. FY 2024-2025 School Psychologist Service Contract
  3. FY 2024-2025 TeleTalk Speech Therapy LLC Contract
  4. FY 2024-2025 Physical Therapy Services Contract
  5. FY 2024-2025 GSD Educational Services Contract
  6. KSD Parent and Family Engagement Policy (State Template for entitlement grants)
10. INFORMATION ITEMS



Kashunamiut School District  
Chevak High School  
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1. 2022-2023 Report Card to the Public
2. 2022-2023 Report Card to the Public Information letter
3. ESEA Federal Programs Monitoring Findings Letter
4. Northwind Mechanical Summary of Service

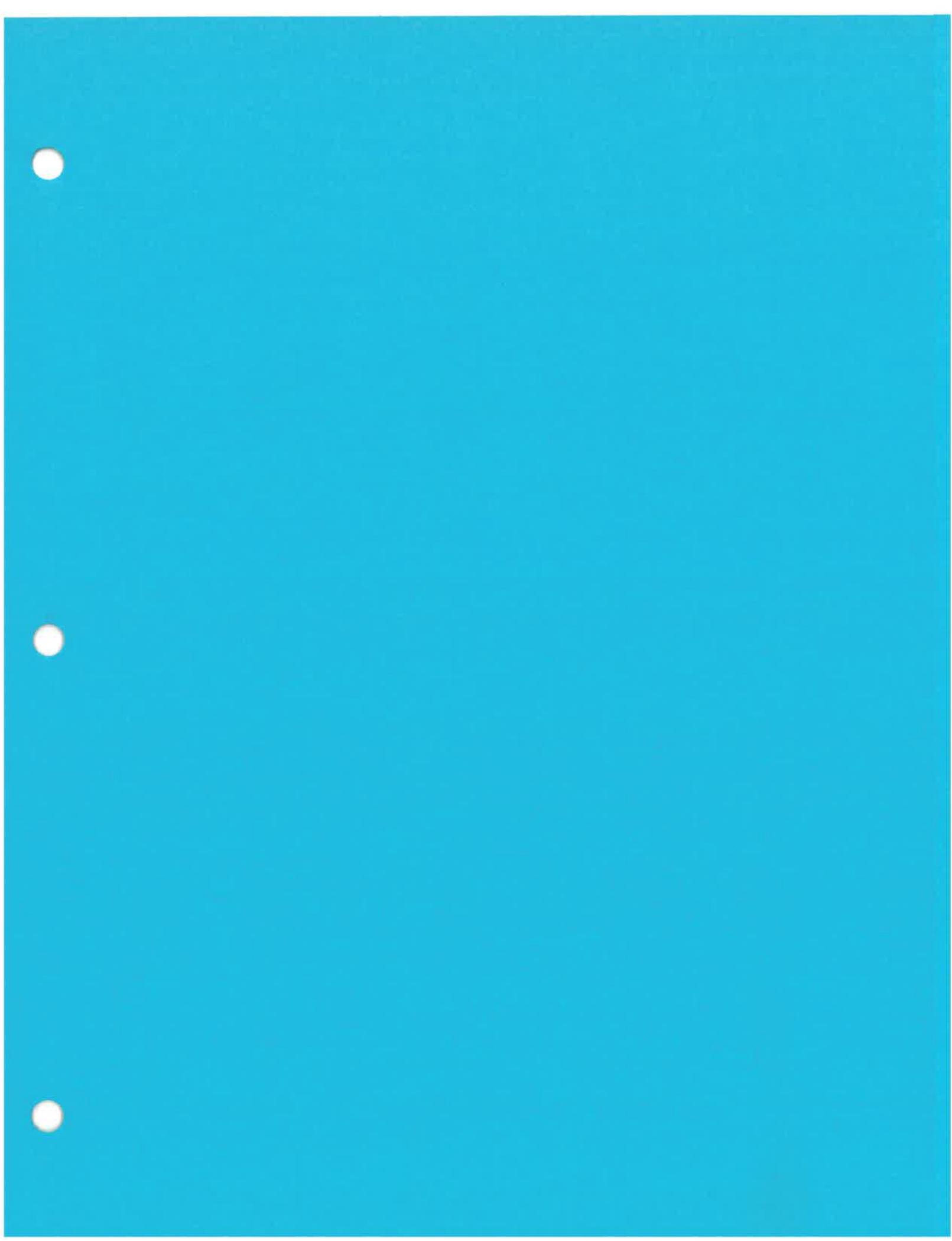
11. BOARD COMMENTS
12. EXECUTIVE SESSION
13. ADJOURNMENT

#### **VISION**

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

#### **MISSION STATEMENT**

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



February 14, 2024  
Bethany Ulroan  
RTI Conference Travel Report

On behalf of Kashunamiut School District, I had the pleasure of attending the Alaska RTI/MTSS Effective Instruction Conference, January 26-28, 2024. Following are my reflections of my experiences.

Pre-conference sessions were primarily about trauma-informed instruction. I appreciated the intention behind the “Pouring from an Empty Cup” session, though I have a unique perspective in that I did not teach through COVID, and that seems to be a strong source of anxiety among teachers at this time. Recovering from that time seems to have drained Alaskan educators. I was disappointed that there were not more NEW teachers in attendance, or teachers from rural communities that could have contributed to the conversation more on generational trauma. This session was heavy with ideas for self-care practices. While these are valuable, I feel that these practices are easier said than done, especially in rural communities where resources are slim.

Another session I attended was titled “Healing Play Every day.” I was impressed with the speaker, a play therapist from Anchorage, and her ability to connect her presentation to young students like my Kindergarteners, with hands-on activities. Upon entering the conference room, there were crayons and paper and building blocks and Legos scattered on the tables. Her presentation was primarily about the language that we use when interacting with our students through play. She reported that since children can’t adequately express themselves in the adult world, play therapy practices allow us to join the child in theirs. She encouraged us as teachers to allow opportunity for the child, our students, to lead, while we follow. The best time to do this is during play, recess or art activities, where our students can express themselves more freely than during structured lessons. Other techniques/verbiage she recommended included engaging with our students and verbally stating what our students are doing, reflecting on and verbalizing our student’s feelings, and waiting for our students to define roles during play. This can easily be applied with kindergarten students, and allows for me to see the world through their eyes; especially those experiencing trauma and needing additional support and encouragement through that.

Many sessions supported data-informed instruction practices, which we have been diligently working on here in Chevak already. I am thankful for Molly and Falon’s support in using our classroom data to drive instruction and challenge our students. I enjoyed working with a previous Chevak School teacher, Lori Moore, who is now a reading specialist in Anchorage. We partnered together during one session, and discussed different small-group instruction strategies, since we have reading group pull-outs all day with Allen.

I thoroughly enjoyed one session, in which the presenter, Julie Stern, was also a keynote speaker the following day. She spoke primarily about transfer of learning in both presentations, and giving students opportunity to put into practice what they are learning. Julie offered the best approaches to building a visible culture of transfer – teaching strategies that allow for students to problem solve and use critical thinking skills independently.

Please let me know if you have any questions or concerns about my experiences at RTI. I think the entirety of Chevak School staff would have benefited from attending this conference. We were presented with many resources to help our students with their trauma and real-life struggles, in addition to supports in teaching reading and language arts more effectively.





travel report\_Swenson

2024 Alaska RTI/MTSS Effective Instruction Conference  
1/26/24-1/28/24

I enjoyed the entire conference. The two sessions that I could see using in my classroom were both presented by Sherri Martinie. The first one was *Developing Flexibility in Algebra*, this one was about showing different ways that answers could be given or worked out to come up with the same solution. The presentation was specifically about algebra, but I can see applying the same strategy to any kind of written work from my students. Up to this point I have been a little too strict on what I would accept as answers from my students. I am currently changing my strategy. The other session I would like to apply is *On the Money: Financial Literacy and Math in One Lesson*. Sherri talked about how all of our high school students need to have a Financial Literacy class. She showed us a free website that has free courses to teach our students. It is called Next Gen Personal Finance ([ngpf.org](http://ngpf.org)). We can teach strictly personal finance or combine it with algebra. I would like to teach that next year, if possible, or maybe our high school math teacher (Mark). There are ways for the teachers to take courses on the website as well.

Thomasina Tall

RTI Conference 01/25/2024 to 01/28/2024

I attended a number of sessions during the RTI/MTSS conference. The topic that stood out the most to me was: Positive Behavior Interventions & Support (PBIS). I would like to apply positive behavior strategies in my classroom by changing the zones of regulation to clip check-ins because it is important to know how my students are feeling at the beginning of each day. Aside from clip check-ins, I would like to integrate mental health into my lessons. I learned that “warmth is visible” in a different session and that is the type of teacher I would like to be. Being a warm teacher means to be an understanding teacher—one that students can open up to, and feel comfortable around.

This conference was very helpful to me as a first-year teacher as it gave me many ideas of what I can include in my classroom from instructional teaching to classroom setup. Attending powerpoint presentations by veteran teachers and other people in the education field meant a lot and I hope to see teachers from Chevak attending this conference each year.



## Janice Jalalon report

I recently attended the 2024 Alaska RTI/MTSS Effective Instruction training, and I am eager to apply the knowledge and skills I gained to enhance my instruction.

During the training, I learned about the key concepts and principles of RTI/MTSS, including its importance in promoting student success and addressing diverse learning needs. I also gained a deeper understanding of the instructional strategies and interventions that can be implemented to support students at different tiers of support.

To apply this learning in my instruction, I will first review and analyze the data available on my students. By examining their academic, behavioral, and social-emotional data, I will be able to identify specific areas where they may benefit from additional support or intervention.

Next, I will utilize the tiered approach of RTI/MTSS to design and implement targeted interventions. This may involve modifying and differentiating my instruction to better meet the needs of struggling learners. I will leverage evidence-based instructional strategies and resources specifically tailored to the identified areas of need.

Furthermore, I will actively monitor and track the progress of my students in response to the interventions. This will allow me to make data-driven decisions about the effectiveness of my instructional approaches and make necessary adjustments. Regular communication and collaboration with colleagues and support personnel will also be integral to ensure a comprehensive and coordinated approach to student support.

In addition to academic interventions, I will also focus on creating a positive and inclusive classroom environment that supports the social-emotional well-being of my students. I will integrate social-emotional learning strategies and promote positive behavior management techniques to foster a safe and supportive learning environment.

Finally, I will continuously reflect on my instructional practices and seek ongoing professional development opportunities to stay updated on the latest research and best practices in RTI/MTSS. By staying informed and adaptable, I can ensure that my instruction aligns with the most effective strategies to meet the diverse needs of my students.

Overall, the 2024 Alaska RTI/MTSS Effective Instruction training has provided me with valuable insights and tools to enhance my instruction and support student success. I am committed to applying this learning in my classroom and continuously improving my instructional practices to meet the unique needs of each student.



# TRAVEL REPORT

**Event Attended:** RTI/MTSS Effective Instruction Conference

**Day 1** - has the banner topic which is the Science of Trauma; in that session it emphasizes the importance on how we could help students to build resilience from the traumas they have been to in their experiences. The second topic is the Supporting Educators to use Culturally Responsive and Trauma Informed Care which is modeled in the LYSD. This is about knowing the certain traumas in the community and your students to understand them better to create a better learning environment and instructions. And the third topic is Practical Resources for Building Resilient Students which tackles on the use of supportive community, parents and other groups which is a practical resource to make students resilient to everyday life. It is also cited that cultural background can be use in this way to solve the problem on student's resiliency.

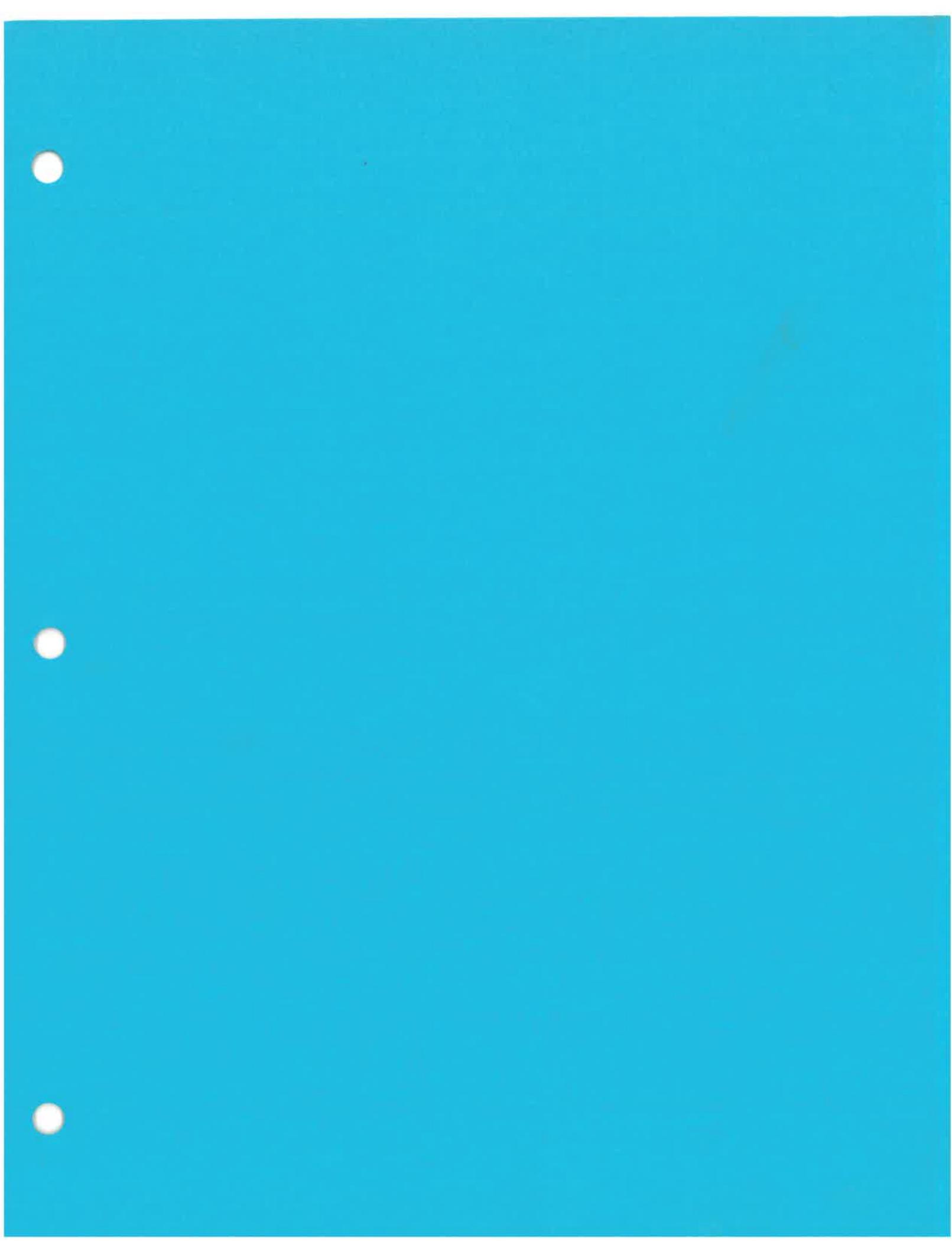
**Day 2**- Accelerate Student Learning by Focusing on What Works Best, Phonologically Proficient: What Does It Mean And How To I Support It? (K-5) and Transfer of Learning: The Ultimate Outcome. In these topics; Teaching principles and strategies are deepen through the brilliant facilitators. They give a lot of examples on how the strategies can be effective especially to the students having learning and reading struggles. In one of the discussions in the topic transfer of learning- modeling approach is emphasized and being observant as a teachers will be a good help to create a better way to transfer the learning to the students.

**Day 3** - Unlocking Hundreds of Words: Using Morphology to Maximize Word Learning (Grades 3-12), How Traditional Storytelling & Active Listening in Nature Sparks Curiosity and Creativity and I've Mclassd, Now What: Using Reading Data To Design Instruction (K-8) are the topics I attended.

It is more on the scientific and research-based processes and strategies that will facilitate the students to reading fluency and to attain reading for learning stage. It is also discussed and walkthrough how to use the Data in Mclass to know each student's reading level and to design lessons and instructions that will make them better reader and to achieve goals set.

**Reflection:** I really learn a lot in that conference and love to attain again if given thee chance. I believed that what I learned will be an element to become a better reading teacher. As to the things I learned, I should review them and apply to become proficient to all of those principles and strategies.

Allan R. Antiniero - Participant



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

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

- Data Drives and teacher collaborative meetings have taken place this month.
  - Teachers have met with each student individually to discuss their data and create goals for the remainder of the year.
  - Molly is on site facilitating these meetings and working with teachers
- Both Excel 7 and Excel 8 took place this month
  - Students did career exploration activities
  - Seniors will attend Excel 12/Aviation Feb 18-Feb 29th.
- Classified evaluations have begun. Lillian and I are going to work together in completing this task.
- Gail Greenhalgh is on site to help facilitate our SpEd department
  - IEP's being modified and meeting held
- January Awards Assembly is Friday, February 16th.
- January Family Night- Saturday, February 17th at 4:00
  - Data Drive Conversation
  - Community Dinner
  - Yuraq
- MS Basketball to Hooper Saturday Feb 10th
  - The will participate in a tournament later this month in Mountain Village
- Congratulations to both Comet boys and girls for their performance during Hoopfest
- Comet boys participated in the Andrafski Tournament in St. Mary's. They took 2nd place in a very exciting close game against Scammon Bay.
- Regionals will be here February 29th-March 2nd (if needed).
- Preparation for Summer School has begun which will run from May 20th-May 31st



**Board Report**  
**Dr. Beau Abernathy**  
**(Federal Grants/Curriculum/Maintenance/Custodial Director)**  
2.21.24

**1. Update on Grants.**

- a. Continuing to meet with the Tribe and City of Chevak as a Chevak School representative to assist with the radio tower, Internet and broadband.
- b. We did not receive the grant for \$75,000 for additional supplies for culinary arts and CTE (welding equipment, hand tools, refrigerator, appliances, carpentry tools, etc.). However, we have \$7,900 from the Perkins Grant that CTE/Culinary Arts will split between them.
- c. Continuing to write grants for Alaska Native Educational Program and RUS this month.

**2. Parent Advisory Committee -** Continuing to meet monthly with the PAC.

**3. Student Government –** due to the current challenges, I am assisting with Student Government again.

**4. Update on Relevant Education -** Continuing to work and plan Relevant Education with Lillian and Mary.

**5. Maintenance Supervisor –** Nate Jaworski and Edwin Neck (Alaska Native craftsmen/trainers) trained our Maintenance Team in HVAC, plumbing and beginning electrical January 28-February 7, 2024. They also saved Hoop Fest by fixing the water issue at the school. Unit 2B is almost habitable right now thanks to them (fixed the boiler, replaced the broken hot water heater, and almost completed repairing the water lines before they had to leave). We hope to have them return regularly.

**6. Custodial Staff Supervisor –** Advertising to hire another custodial substitute.

**7. Various Maintenance Items –**Scheduling Andy Rapp to install the gym curtain, calling several companies to get quotes for gravel for the school. Received the bid from Glass, Sash & Door to replace all of the windows and doors in the school.

**8. Only one person passed one test for the Para Professional Test.** I am continuing to test weekly so that everyone passes as soon as possible.

**9. Worked with Sam and Lynx to get our technology upgraded.** The equipment has been ordered and as soon as the equipment arrives Lynx will install it.

**10. The Math Curriculum Team chose McGraw-Hill as our Math Curriculum for the next five years.** The Math Team is setting up a table at our Community Dinner to answer questions about the new curriculum. The PAC has seen and approved of the curriculum.

11. Recruited two ladies (Jolene and Paula) to complete the Migrant Education Grant before November 15. They will also serve on the Parent Advisory Committee.
12. Traveled with Leroy to the Food Service Certification training. We studied together to help him pass. Both he and I passed and are certified now! I also went to the Response to Intervention and the MTSS Conference in Anchorage with several other teachers and staff.
13. Got the SPED students enrolled in Acellus which will help them gain credits quickly.



## RTI/MTSS Conference Trip Report by Lillian Olson

The travel for this training / conference was from January 25 – 29, 2024 to Anchorage. I will highlight the sessions I attended.

The first part of the first day's sessions started off with the 'New Science of Trauma' that included information about how a person experiences fear or other emotions. A person may not be able to think through a situation and / or make decisions such as asking or calling for help. Traumas can contribute to anxiety, mood changes, nausea and pain. It can lead to other physical things such as vomiting, dizziness and stomach pains. A person's neck may experience tension as it is a vulnerable area as a physical response to danger; therefore, mini neck exercises may help the tensions. Another relieving exercise is a simple breathing technique where a person inhales and exhales through nose and mouth etc. There are other areas that are also affected such as the inner thighs, feet, ear, jaw, hips and the body and different rubs or exercises will help relieve how they are affected.

The next session was 'Practical Resources for Building Resilient Students' in which the presenter provided ideas for student check in questions: Would you rather think of questions that are new to the practice that may have low/high level of trust? Asking for something good that happened recently or what weather/color they feel like; or share one word that describes your mood / day / week / style / personality. In regards to space, the questions could be; 'Would you rather live by the ocean or mountain? List of values and pick 3 to 4 and look for them in a friend; or use their values to develop class norms / agreements. Other things that a person may think of doing to help another person is to be present and being aware of one's impact and influence on others – collective learning; listen hard – creating spaces for others' voices, seek to understand and not just respond; honoring vulnerability by holding each other with compassion and tenderness and share stories freely and confidentially; and then to embrace complexity by acknowledging tensions rather than trying to resolve them. There were other subjects presented: Protective Factors that Build Resilience; Emotional Regulation worksheet; Planning ahead for Success and they provided a QR code for a virtual access to worksheet. This workshop was from the Alaska Humanities Forum.

The next worksession was PBIS in the Anchorage School District and it was introduced that it is a framework with Equity at the center. It was introduced to support academics, social, emotional, and behavioral competence of all students. Apparently, ASD utilizes evidence-based practices to create consistent, predictable, safe, and positive environments to prevent problem behaviors. The component is to meet their goal to ensure that all students are ready for college, career, and life. They use an Effective Classroom Management Component (structure, teach, observe and monitor, interact positively, correct fluently, and practice or policy) with the sections of WHY, WHAT, AND HOW for each area. Under practice or policy, they answer the following: **Is it predictable? Is it flexible? Does it foster connection? And Does it foster**

**empowerment?** The slides are available at <https://bit.ly/ASD-PBIS> and the handout is available at <https://bit.ly/MTSS-ASD-Handouts>

The four sessions for the 27<sup>th</sup> are as follows: Accelerate Student Learning by Focusing on What Works Best; Strive-for-Five Conversations to Strengthen Language Comprehension Part I; Establishing an Environment for Implementation; and How Traditional Storytelling and Active Listening in Nature Sparks Curiosity and Creativity. The last session reminded me of our Cup'ik Immersion teaching technique of how we use our Cup'ik Stories to go with our lessons. It was about that and I really enjoyed hearing a speaker talking about this.

The last day work sessions included the following: Making Transfer of Learning Visible; Full Speed Ahead: Breaking Down Barriers to Building Effective MTSS – can be described as a multi-tiered-system of supports that is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. The rest of the sessions are as follows: Walking the Talk: Turning Aspiration into Action; and last but not least, 'mCLASS Data worksession that I attended with our Reading Specialist Alan Antiniero. Personally, I feel our school is fortunate to have Alan working with our school's reading program.

## **District Testing Coordinators / Certified Facilitator Workshops Lillian Olson February 6 & 7, 2024**

According to Amplify Director Kathy Moffit, Kashunamiut School District's participation percentage for students taking the BOY mCLASS test was at 94%. She mentioned that SPED students take the (DLM) Dynamic Learning Maps and that test is for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations. Personally, I have not been informed by any SPED teachers in our school with their list of students that should be taking the DLM and so, this is something I would like to see happening so that those students with disabilities do not have to take any assessments given by the State of Alaska.

Other areas presented are as follows: ACCESS for EIs is given once a year and the open window is 2/1 – 3/29; DLM is given once a year with an open window 3/18 – 5/3; AKSTAR has an open window of 3/25 - 4/26.

MAP GROWTH opens in the fall 9/4 – 29; Winter is open from 12/4 – 1/19, followed by the AKSTAR as a summative for MAPS Fall and Winter scores for grades 3<sup>rd</sup> through 9<sup>th</sup>. Here in the school, we still give the MAP tests to grades K-2 and 10<sup>th</sup> – 12<sup>th</sup> grades just so we can have test data for every student in our school.

mCLASS Dibels 8 is what our school tests for K-3 and the following is the schedule for each time: BOY 9/4 – 29; MOY 12/4 – 1/19; EOY 4/22 – 5/17. If anyone is interested in looking at State of Alaska's 5-year calendar for assessments, it can be found on the EED Alaska website.

The District Testing Coordinator Responsibilities were also presented as follows: Communication is important in reference to staff training, results, setting the tone of assessments, Assessment Literacy and Scheduling. There should be standardized experience for everyone in the school, e.g. every student has similar experience in understanding Test Security; Staff Training, Providing of Manuals, Assessment Participation, Observation and lastly Accommodation. It is important to keep testing materials for a period of two years such as the Assessment Observations and any other monitoring paperwork.

There are elearning modules and information that will be made available to staff in regards to the Spring Test Administration. The presenter stated that teachers should be learning to progress monitor and adjusting their instructions with targeted groups / skilled based and making sure instructions are happening. I personally feel fortunate that our school leadership team, which I am a part of, has been promoting this. I want to give a huge appreciation shout-out and thank you to Superintendent Jeanne Campbell, Principal Falon, Molly McCormick, Alan Antiniero, Heather Corraluzzo and Stephanie Benson for the continued work we do in providing our staff with data and creation of folders this year so that these assessments can follow students as they move from grade to grade.

Continuing on, the presenter went into Benchmark Assessments and they should be done 3x a year, given to all students, every grade level is measured and their individual needs should be identified for Progress Monitoring. Those should be given to students that need the support, mainly the students that are scoring below the Benchmark score. It was emphasized that only select measures identifies effectiveness of Instruction. It is suggested that for K-3: At risk students should be monitored every two (2) weeks; the At some be monitored every four (4) weeks. In mCLASS, the NWF and ORF should be done consistently and there is evidence that RESEARCH PROVES THAT PROGRESS MONITORING INCREASES SCORES.

In the instructional recommendations – teachers should look at the different ACTIVITIES that are listed and there are directions, and guided scripts that go with them. Teachers are also able to generate groups.

The mCLASS Rollover report will include the following: a survey that will list last day of school, summer school plans, systems rollover and first day of school.

Moving on to AKSTAR and information that the State of Alaska partners with NWEA and now there is a timeline release of Spring AKSTAR 2023 results on March 20, 2024. The release of State and District to release to School results is April 17, 2024. Lastly, families should receive results of their child's results by May 10 or sooner. There are also demo videos available on the EED website. All DTC's were provided a letter template for parents and sample reports.

In NWEA's Professional Learning Online there are recorded sessions available for teachers to learn more about the MAP tests and then AKSTAR for teachers and administrators as well.

The State of Alaska presenters encourage both students and teachers to use the tutorials as whole group instructions. AKSTAR webpage includes a Student Tutorial, Practice Tests, and an Educator Guide to Student Readiness. As **Bobby Unser (auto car racer) said, "Success is where preparation and opportunity meet"**

There are practice tests for AKSTAR and a student tutorial. There are examples of test 'item types' (click in box); some questions may have partial credits. For the practice test, the teachers will need to select grade. In connection to this, State of Alaska 'REACH FOR THE STARS' Statewide Readiness Days have been designated for March 5, 2024 and March 6, 2024. Our school here will need to be aware of TECHNOLOGY READINESS and STUDENT READINESS for the AKSTAR.

I will be providing a copy of the Test Coordinator Manual to everyone that will be administering the AKSTAR. The manual has information for Test Administration Directions. For the Testing Administrators, the important part for this is 'SCRIPTS' that are used to delegate the test. The test handbook will be emailed as well so that

teachers and SPED teachers are asked to read so that they understand the Participation Guidelines for testing students with accommodations.

It is emphasized that all certified teachers be aware that the Test Security of the AKSTAR is something that the State of Alaska PTPC is followed as part of the Alaska Code of Ethics of the Education Profession. If we lack certified teachers to administer a test, our school can utilize any District Employee and he/she does not to be a Certified Teacher. The school cannot use Student Teachers but employee can be a teacher aide but would be required to read the Manual. Earlier this year, we had all employees sign the Test Security Agreement for Levels 1-5, depending on each person's job. There will be one OBSERVATION ASSESSMENT for Spring 2024. These are to be kept in file for two years.

In AKSTAR, there are Student Supports – universal tools, both embedded and non-embedded. An example is the use of a calculator: Grades 3,4,5 not allowed; Grade 9 is allowed and the Middle School 6,7,8 can request specific calculator. Students will be provided student labels. Breaks can be scheduled to best fit students and school schedule.

DRC – Alaska Science for grades 5, 8, 10 provides universal tools – supports all student preferences, needs and choice. There is accommodations for IEP, 504s and Els where Text to Speech can be used. It has to be activated before testing. Pressing stop will make it re-start on the sentence and pause will continue where it leaves off. PRINT ON DEMAND can be used for students that only need it but it has to be transcribed to the Portal from the paper when completed. Test Administrators should direct students to the Review and End Screen when students are done. There are student tutorials available on the DRC Portal.

DTCs are responsible for adding/editing users by activating or deactivating users. Adding students must be done in the Student Management section. Pp. 38-41 add multiple users; pp. 25 & 26 deactivate users in the portal. March 4-8 is the time to add students to the Portal. (download the File Layout & download the sample file – cvs). Keep the Header Row & fill-in all the students. Check Error Report – submitted file is green pp. 51-53

To edit existing 1. Student Management – accommodations pp. 7-10 all roles listed down for different tasks. You can correct accommodations – e.g. TTS is non-embedded; therefore, assign TTS and then reprint ticket. Verify their accommodations. Make sure to assign students to a test session 2 weeks before testing. Users / students test sessions can also be added one-by-one. Roster and tickets are printed together. Tickets for all sessions can be destroyed at the end of the test. DRC Customer care 1-866-339-6390 7:00 AM to 4 PM Alaska Time.

### **Day 3 and 4**

Welcome and connecting activity / review activity and making sure all participants have all materials for the day's workshop. Went over research and subject for the day:

Student-Centered Assessment Literacy. There were activities done as table groups about building a Culture of Learning in the school. The five areas under that were identified as 1. Building trust 2. Employ strategies 3. Shift mindset (focus on growth) 4. Promote engagement = giving students voice and choice in their learning, assessment methods, while ensuring they are appropriately challenged in school; and 5. Facilitate practice – plan practice opportunities that are deliberate, incremental, regular and thoughtful.

Other areas are classroom assessment tools, naming assessments, and facilitating staff work sessions on presenting data in order to promote data literacy. Data literacy helps students, teachers, and parents to learn how to read data. Not only for individual growth but to see how each grade performs in the different assessments. The whole idea of this is for attendants become data literate as well and gain that confidence to lead staff / school in data workshops. I feel that what we started last school year here in Chevak has been working toward this and also the school has worked toward reaching out to parents. The last day of this workshop was to participate and/or change how the different areas were presented by working together and present to the participants in the meeting.



## **January Counselor Report**

- Continue to teach the 7 mindsets weekly
- Continue to meet with student's individually/small group
- Meet with at risk seniors.
- Help students calm down when dealing with heightened emotions.
- Brought in with MS/HS teachers to discuss students' attendance, behavior and grades Go on the radio each Tuesday at 1:30 with Lillian Olson for "Counselor Corner."
- Working with the Student Council. We are planning events for the rest of the year. We will be meeting weekly.
- Call/meet with parents to discuss their child
- Continue to build relationships with the students, staff and community.
- Schedule changes for students at the start of new semester
- Completed data chats with all 11<sup>th</sup> grade students
- Sharing opportunities with students: RAHI, College, trade schools and job opportunities. Meeting with seniors to discuss their post high school plans.
- Working with individual students using behavior plans to help improve behavior in areas they want to improve
- Created our Student of the Month bulletin board each month
- Met with Clarissa Tall to discuss scholarship opportunities and working together with our students. We also discussed job opportunities and working with all of our seniors to ensure they have a plan after graduation. Clarissa will be attending our 3<sup>rd</sup> hour senior ELA class.
- Completed FASFA training
- Assisting three students with their ED111 college course.
- Assisting students with ACELLUS credit recovery program

## **Travel Report-Fly In-Youth Advocacy Institute**

**Let me begin by saying, I loved this trip. I found visiting Juneau, our Capitol was exciting and quite interesting. I brought our four student council leaders. We left Wednesday after school and stayed overnight in Bethel. We flew the rest of the way to Juneau on Thursday. Friday morning, we met with Jeanne and Jeremy and walked to the Capitol building. We had an opportunity to meet with Senator's and our house of representative. Our students are a bit shy but they did ask some questions. We did our research/homework before attending. We toured the Capitol building. The girls had an opportunity to speak with CJ McCormick and really asked some interesting questions. While at the Advocacy Institute, the girls played a few games with all of the attendees. They worked in small groups discussing the issues we face in our community and school. I am proud of our girls for stepping outside of their comfort zone and participating. Other than a few "teenager" moments! Our girls learned about the PSA bill, Cultural education bill and the mental health bill. They worked together and individually preparing their own advocacy statement. They practiced with each other and students practiced in front of a group. Our girls did not volunteer but they did listen and we discussed their thoughts after the day was completed.**

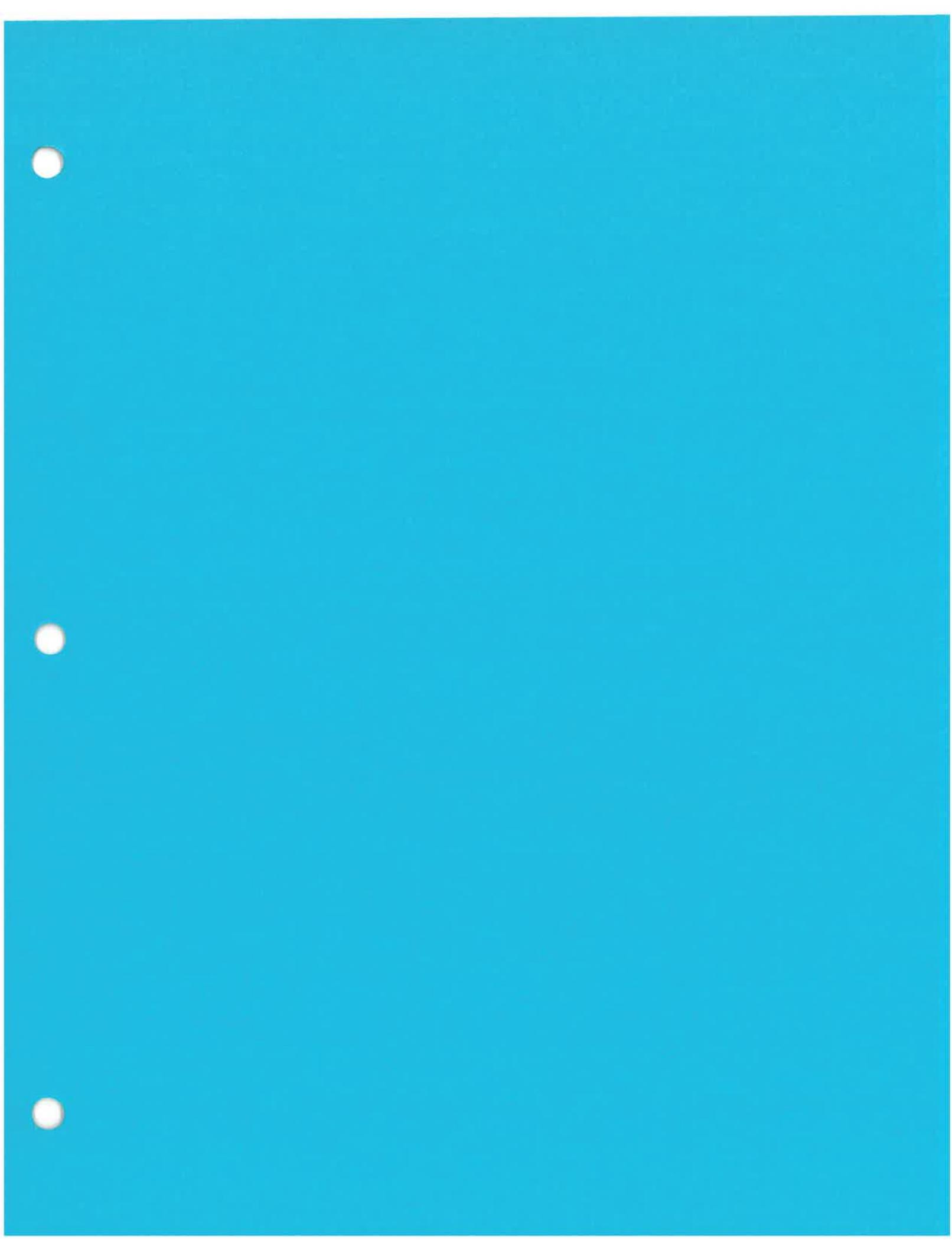
**I feel it is important for our students to know what government does and the power they hold to make change. We live in a special community where our board members believe the importance of keeping the Cup'ik culture and language alive. But not all school board members are the same. It was interesting to see our students realize how different other school are from us. They seemed quite surprised!**

**I would like to see our student council program grow and become stronger. We have not had great attendance and consistency. I would also like to see a student representative at the board meetings. Maybe, this could be a voted position. Our student council representatives could do aboard report each month letting the Board know what is happening and the impact from students' point of view.**

**I will continue to work with our student council while encouraging and empowering them.**







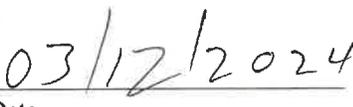


Kashunamiut School District  
Chevak High School  
985 KSD Way  
Chevak, AK 99563

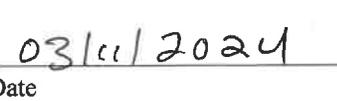
**Minutes for Special School Board Meeting**  
**Special Board Meeting Date: Tuesday January 16, 2024: 12:00 pm**  
**Place: Kashunamiut District Office Conference Room**

- I. Call to Order at 12:30 PM.
- II. Roll Call **Member Tuluk-present, Member Chayalkun-present, Member Atchak-present, and Member Imgalrea-present. Member Nash excused.**
- III. Public Comments. None.
- IV. Executive Session. **Member Atchak motioned to go into executive session; Member Chayalkun seconded the motion. Roll call vote, Member Tuluk-aye, Member Chayalkun-aye, Member Imgalrea-aye, and Member Atchak-aye at 12:31 PM. Member Imgalrea motion to get out of executive session, Member Atchak seconded the motion at 3:04 PM.**
  1. Superintendent annual evaluation– **Action. Member Atchak motioned to approve the Superintendent evaluation; Member Chayalkun seconded the motion. Roll call vote, Member Tuluk-aye, Member Chayalkun-aye, Member Imgalrea-aye, and Member Atchak-aye. All Members approve with 4 ayes and 0 naves.**
  2. Superintendent contract – **Action. Member Imgalrea motioned to approve the Superintendent contract with the proposed changes; Member Atchak seconded the motion. Roll call vote, Member Tuluk-aye, Member Chayalkun-aye, Member Imgalrea-aye, and Member Atchak-aye. All Members approve with 4 ayes and 0 naves.**
- V. Adjournment. **Member Chayalkun motioned to adjourn; Member Atchak seconded the motion. Roll call vote, Member Tuluk-aye, Member Chayalkun-aye, Member Imgalrea-aye, and Member Atchak-aye. All Members approve with 4 ayes and 0 naves at 3:09 PM.**

  
\_\_\_\_\_  
Chairperson Signature

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Secretary Signature

  
\_\_\_\_\_  
Date



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

**Minutes for Regular School Board Meeting**

**Date: Thursday, January 18, 2024 Time: 7:00 pm**

**Special Board Meeting/Work Session Date: Wednesday, January 17, 2024: 6:00 pm**

**Place: Kashunamiut District Office Conference Room**

1. CALL TO ORDER at 7:06 pm
2. ROLL CALL **Member Tuluk-present, Member Chayalkun-present, Member Imgalrea-present, Member Atchak-present and Member Nash-present. Quorum established with all Members present.**
3. APPROVAL OF AGENDA **Member Atchak motioned to approve the agenda; Member Chayalkun seconded the motion. Roll call vote, Member Tuluk-aye, Member Chayalkun-aye, Member Imgalrea-aye, Member Atchak-aye and Member Nash-aye. All Members approve with 5 ayes and 0 nays. Motion approved.**
4. PEOPLE TO BE HEARD - ALASKA'S OPEN MEETING ACT. **None.**
5. CONSENT AGENDA - **Action. Member Imgalrea motion to approve the Approval of Minutes, Approval of FY 24 Budget Revision, Approval of January BOE Financial Report, and Employment- Teacher aide; Member Atchak seconded the motion. Roll call vote, Member Tuluk-aye, Member Chayalkun-aye, Member Imgalrea-aye, Member Atchak-aye and Member Nash-aye. All Members approve with 5 ayes and 0 nays. Motion approved.**
  1. Approval of Meeting Minutes
    - i. Regular Board Meeting Minutes December 14, 2023
  2. Approval of FY 24 Budget Revision
  3. Approval of January BOE Financial Report
    - i. Checks 98412-98516; 602309-602387 for \$981,839.83
  4. Employment – Teacher Aide – **Action**
7. ADMINISTRATIVE REPORTS
  1. Superintendent
  2. Principal
  3. Director of Curriculum/Federal Programs
  4. Resource Director
  5. Counselor
8. OLD BUSINESS
  1. **BP Review of selected Series 6000 2nd and final reading – Action. Member Nash motion to approve the BP Review of selected Series 6000 2nd and final reading; Member Chayalkun seconded the motion. Roll call vote, Member Tuluk-aye, Member Chayalkun-aye, Member Imgalrea-aye, Member Atchak-aye and Member Nash-aye. All Members approve with 5 ayes and 0 nays. Motion approved.**
  - ~~2. Amendments to Student Travel Rules – Action. Tabled until community meeting.~~
9. NEW BUSINESS
  1. **BP Review of selected Series 7-9000 1st reading – Action. Member Nash motioned to approve the BP Review of selected Series 7-9000 1st reading; Member Chayalkun seconded the motion. Roll call vote, Member Tuluk-aye, Member Chayalkun-aye, Member Imgalrea-aye, Member Atchak-aye and Member Nash-aye. All Members approve with 5 ayes and 0 nays. Motion approved.**
  2. **Select appointee to School Board Vacancy – Action. Member Nash motioned to appoint and nominate Liana Pingayak for Seat E; Member Atchak with a unanimous consent seconded the motion. Member Tuluk motioned to appoint and**



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

**nominate Clifford Paniyak for Seat E; Member Imgalrea seconded the motion. Member Atchak would like to close the nominations as there are no other motions for nominations; Member Tuluk closed the motions. Roll call vote for Liana Pingayak; Member Tuluk-naye, Member Chayalkun-aye, Member Imgalrea-naye, Member Atchak-aye and Member Nash-aye; 3 yaves and 2 naves. Roll call vote for Clifford Paniyak; Member Tuluk-aye, Member Chayalkun-naye, Member Imgalrea-aye, Member Atchak-naye and Member Nash-naye; 2 ayes and 3 naves. Liana Pingayak won the Seat E with 3 ayes and 2 naves. Motin approved.**

10. INFORMATION ITEMS

1. Waiver letter to KSD from Chevak TC for FY25 Impact Aid Application
2. Resignations

11. BOARD COMMENTS

~~12. EXECUTIVE SESSION~~

13. ADJOURNMENT **Member Nash motioned to adjourn the meeting; Member Chayalkun seconded the motion. Roll call vote, Member Tuluk-aye, Member Chayalkun-aye, Member Imgalrea-aye, Member Atchak-aye and Member Nash-aye. All Members approve with 5 ayes and 0 naves at 7:43pm. Motion approved.**

  
Chairperson Signature

03/12/2024  
Date

  
Secretary Signature

03/11/2024  
Date



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

**Minutes for Special School Board Meeting**  
**Special Board Meeting Date: Thursday, January 25, 2024: 3:00 pm**  
**Place: Kashunamiut District Office Conference Room**

- I. Call to Order at 3:04 PM
- II. Roll Call **Member Tuluk-present, Member Chayalkun-present, Member Imgalrea-present and Member Atchak-present. All four Members present.**
- III. Public comments. None.
- IV. Swearing in of newly elected school board member. – Information. **Swear in of Liana Pingayak.**

E 9224 OATH OR AFFIRMATION: School board members, before taking office and sign the following oath of affirmation:

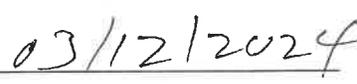
"I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska and that I will honestly, faithfully, and impartially discharge my duties as a school board member to the best of my ability."

- V. Nomination for Treasurer of the School Board - **Action. Member Chayalkun motion to appoint Member Pingayak as the board secretary/treasurer; Member Atchak second the motion with a unanimous consent. Member Pingayak accepts the nomination as secretary/tresurer.**

1. Ex-officio Member of the Board, the Superintendent, will chair the nomination for the board officer of Treasurer/Secretary.
2. Once a board officer has been nominated, board members should vote for the board officer or make a motion for unanimous consent for the board officer. Once a new officer has been elected, the Superintendent will turn the meeting back over to the Chair.

- VI. Adjournment. **Member Imgalrea motion to adjourn; Member Atchak seconded the motion. All Member approve with 5 ayes and 0 nays at 3:10 pm.**

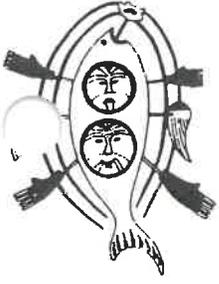
  
\_\_\_\_\_  
Chairperson Signature

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Secretary Signature

  
\_\_\_\_\_  
Date





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:** February 8, 2024  
**SUBJECT:** FINANCIAL REPORT NARRATIVE

The following pages are the Monthly February 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.

KASHUNAMIUT SCHOOL DISTRICT  
Statement of Revenue Budget vs Actuals  
For the Accounting Period: 2 / 24

Fund	Received Current Month	Received YTD	Estimated Revenue	Revenue To Be Received	% Received
100 GENERAL FUND	107,935.20	5,652,783.46	10,044,396.00	4,391,612.54	56 %
200 BROADBAND ASSISTANCE GRANT (BAG)	0.00	19,965.79	19,965.79	0.00	100 %
205 PUPIL TRANSPORTATION	0.00	1,037.00	1,555.00	518.00	67 %
230 FRESH FRUIT AND VEGETABLES	0.00	2,334.38	13,539.38	11,205.00	17 %
245 SCHOOL IMPROVEMENT 1003A FY22	0.00	192.18	25,000.00	24,807.82	1 %
250 TITLE IA-BASIC	0.00	148,547.93	666,972.00	518,424.07	22 %
251 TITLE VI-B SPED	0.00	89,426.19	111,919.00	22,492.81	80 %
252 TITLE IC MIGRANT LITERACY	0.00	0.00	6,150.00	6,150.00	0 %
253 TITLE IC MIGRANT ED	0.00	8,231.31	216,857.00	208,625.69	4 %
254 CARL PERKINS	0.00	9,693.73	28,525.00	18,831.27	34 %
255 FOOD SERVICE	0.00	180,518.55	569,153.29	388,634.74	32 %
275 SAFETY & WELL BEING CONFERENCE	0.00	6,500.00	6,500.00	0.00	100 %
CLSD (COMPREHENSIVE LITERACY STATE DEVELOPMENT)	0.00	13,607.07	287,300.00	273,692.93	5 %
296 COVID RELIEF - ARP ACT: ESSER III	0.00	310,037.96	1,930,000.00	1,619,962.04	16 %
300 KCUK OPERATING & APBC GRT	0.00	4,750.00	15,000.00	10,250.00	32 %
301 KCUK FUND-RAISING	0.00	850.00	1,500.00	650.00	57 %
350 INDIAN EDUCATION	0.00	31,414.45	134,770.00	103,355.55	23 %
351 REAP	0.00	10,650.00	10,650.00	0.00	100 %
352 JOHNSON O'MALLEY	0.00	24,040.00	110,172.02	86,132.02	22 %
370 HOUSING	0.00	72,930.00	477,800.00	404,870.00	15 %
372 CORP FOR PUBLIC BROADCAST	0.00	171,091.00	334,644.00	163,553.00	51 %
380 STUDENT ACTIVITIES	0.00	48,456.82	45,000.00	-3,456.82	108 %
381 EMPLOYEE SCHOLARSHIP FUND	0.00	810.00	2,250.00	1,440.00	36 %
382 B.A. WEINBERG SCHOLARSHIP	0.00	382.26	755.40	373.14	51 %
501 DISTRICT CONSTRUCTION	0.00	0.00	49,810.37	49,810.37	0 %
502 IMPACT AID CONSTRUCTION	0.00	4,539.00	35,205.00	30,666.00	13 %

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KASHUNAMIUT SCHOOL DISTRICT  
Statement of Revenue Budget vs Actuals  
For the Accounting Period: 2 / 24

Page: 2 of 2  
Report ID: B110F

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Fund	Received Current Month	Received YTD	Estimated Revenue	Revenue To Be Received	% Received
503 APBC CAPITAL GRANT-RASMUSSEN	0.00	0.00	3,530.00	3,530.00	0 %
Grand Total:	107,935.20	6,812,789.08	15,148,919.25	8,336,130.17	45 %

KASHUNAMIUT SCHOOL DISTRICT  
Statement of Expenditure - Budget vs. Actual Report  
For the Accounting Period: 2 / 24

Fund	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Comm.
100 GENERAL FUND	134,338.64	4,831,039.86	9,772,288.00	10,044,398.00	5,213,358.14	48%
200 BROADBAND ASSISTANCE GRANT (BAG)	0.00	0.00	19,965.79	19,965.79	19,965.79	0%
205 PUPIL TRANSPORTATION	0.00	450.00	1,555.00	1,555.00	1,105.00	29%
206 AK STAFF DEVELOPMENT	829.00	1,387.00	0.00	0.00	-1,387.00	0%
230 FRESH FRUIT AND VEGETABLES	0.00	5,377.94	2,334.38	13,539.38	8,161.44	40%
245 SCHOOL IMPROVEMENT 1003A FY22	0.00	10,348.16	25,000.00	25,000.00	14,651.84	41%
250 TITLE IA-BASIC	9,357.04	353,868.05	827,484.73	827,484.73	473,616.68	43%
251 TITLE VI-B SPED	0.00	94,885.94	172,876.51	172,876.51	77,990.57	55%
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	9,135.87	515,440.04	515,440.04	506,304.17	2%
254 CARL PERKINS	780.00	16,637.32	28,763.09	33,525.00	16,887.68	50%
FOOD SERVICE	309.43	458,737.62	637,953.29	637,953.29	179,215.67	72%
256 ARP HOMELESS	0.00	0.00	7,062.35	7,062.35	7,062.35	0%
275 SAFETY & WELL BEING CONFERENCE	0.00	6,500.00	6,500.00	6,500.00	0.00	100%
280 CLSD (COMPREHENSIVE LITERACY STATE	3,450.00	183,863.28	287,300.00	287,300.00	103,436.72	64%
296 COVID RELIEF - ARP ACT: ESSER III	12,083.75	925,910.76	1,930,000.00	1,930,000.00	1,004,089.24	48%
350 INDIAN EDUCATION	0.00	102,259.95	134,770.00	134,770.00	32,510.05	76%
351 REAP	0.00	9,167.62	10,650.00	10,650.00	1,482.38	86%
352 JOHNSON O'MALLEY	0.00	81,324.27	24,040.00	110,172.02	28,847.75	74%
370 HOUSING	37,882.95	358,336.76	258,500.00	258,500.00	-99,836.76	139%
372 CORP FOR PUBLIC BROADCAST	380.00	140,490.73	334,644.00	334,644.00	194,153.27	42%
380 STUDENT ACTIVITIES	0.00	11,765.41	45,000.00	45,000.00	33,234.59	26%
501 DISTRICT CONSTRUCTION	0.00	0.00	49,810.37	49,810.37	49,810.37	0%
502 IMPACT AID CONSTRUCTION	0.00	21,529.83	35,205.00	35,205.00	13,675.17	61%
503 APBC CAPITAL GRANT-RASMUSSEN	0.00	3,685.10	3,530.00	3,530.00	-155.10	104%

Grand Total:	199,410.81	7,626,701.47	15,136,822.55	15,511,031.48	7,884,330.01	49%
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KASHUNAMIUT SCHOOL DISTRICT  
Statement of Revenue Budget vs Actuals  
For the Accounting Period: 2 / 24

100 GENERAL FUND

Function / Object	Received		Estimated Revenue	Revenue	
	Current Month	Received YTD		To Be Received	% Received
000					
0000					
30 EARNINGS ON INVESTMENTS	0.00	4,776.63	25,000.00	20,223.37	19 %
40 OTHER LOCAL REVENUE	0.00	22,098.85	35,000.00	12,901.15	63 %
47 E RATE	107,935.20	756,353.90	1,295,222.00	538,868.10	58 %
51 REGULAR FOUNDATION	0.00	2,371,453.00	4,689,147.00	2,317,694.00	50 %
52 QUALITY SCHOOLS	0.00	0.00	19,031.00	19,031.00	0 %
90 OTHER STATE REVENUE	0.00	0.00	365,121.00	365,121.00	0 %
96 PERS ON-BEHALF PAYMENTS	0.00	0.00	32,892.00	32,892.00	0 %
97 TRS ON-BEHALF PAYMENTS	0.00	0.00	249,850.00	249,850.00	0 %
110 IMPACT AID	0.00	2,492,252.00	3,333,133.00	840,881.00	74 %
230 SALE OF PROPERTY/EQUIP	0.00	5,295.90	0.00	-5,295.90	** %
Function Total:	107,935.20	5,652,230.28	10,044,396.00	4,392,165.72	56 %
Org Total:	107,935.20	5,652,230.28	10,044,396.00	4,392,165.72	56 %
Fund Total:	107,935.20	5,652,230.28	10,044,396.00	4,392,165.72	56 %
Grand Total:	107,935.20	5,652,230.28	10,044,396.00	4,392,165.72	56 %

02/06/24  
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KASHUNAMIUT SCHOOL DISTRICT  
Expenditure Budget vs. Actual Query  
For the Accounting Period: 2 / 24

Page: 1 of 1  
Report ID: B100AKAF

Funds 100- 100

Program-Function	Committed Current Month	Committed YTD	Original Appropriation	Current Appropriation	Available Appropriation	% Committed
100 GENERAL FUND						
100 REGULAR INSTRUCTION	0.00	1,020,721.82	1,695,125.00	1,892,107.00	871,385.18	53
120 BILINGUAL/BICULTURAL	0.00	210,157.14	517,555.00	493,750.00	283,592.86	42
160 VOCATIONAL EDUCATION	290.39	138,740.27	340,967.00	331,849.00	193,108.73	41
200 SPECIAL EDUCATION	0.00	402,355.31	880,169.00	924,423.00	522,067.69	43
300 SUPPORT SERVICES-STUDENTS	0.00	70,536.22	185,913.00	178,750.00	108,213.78	39
350 SUPPORT SERVICES-INSTRUCT	121,128.00	986,580.43	1,632,844.00	1,635,618.00	649,037.57	60
400 SCHOOL ADMINISTRATION	166.81	89,453.72	166,246.00	165,246.00	75,792.28	54
450 SCHOOL ADMIN SUPPORT	0.00	61,842.84	139,702.00	136,113.00	74,270.16	45
511 BOARD OF EDUCATION	2,187.38	180,658.93	294,125.00	291,402.00	110,743.07	61
512 OFFICE OF SUPERINTENDENT	0.00	127,999.20	242,708.00	243,208.00	115,208.80	52
550 DISTRICT ADMIN/FISCAL SVC	0.00	303,798.65	280,349.00	290,566.00	-13,232.65	104
600 OPERATIONS & MAINTENANCE	9,954.35	1,065,453.69	1,817,536.00	1,907,058.00	841,604.31	55
700 STUDENT ACTIVITIES	611.71	172,741.64	401,049.00	391,400.00	218,658.36	44
900 FUND TRANSFERS	0.00	0.00	1,178,000.00	1,162,908.00	1,162,908.00	0
0.00Fund Total:	134,338.64	4,831,039.86	9,772,288.00	10,044,398.00	5,213,358.14	48 %
Grand Total:	134,338.64	4,831,039.86	9,772,288.00	10,044,398.00	5,213,358.14	48 %

02/06/24  
08:33:06

KASHUNAMIUT SCHOOL DISTRICT  
Claims and/or Payroll Checks List For Checks from 01/10/24 to 02/08/24  
For checks between: 01/10/24 - 02/08/24

Page: 1 of 2  
Report ID: W100X

Claims

Check #	Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Date Issued	CL #/Payroll Notes
-98411	E	18287 USF-ANCHORAGE	4755.28	1/24	01/10/24	
-98410	E	18287 USF-ANCHORAGE	26499.98	1/24	01/10/24	
-98409	E	20426 AMAZON CAPITAL SERVICES	342.90	1/24	01/10/24	
-98408	E	17742 GRAINGER	1480.12	1/24	01/10/24	
-98407	E	19829 KONICA MINOLTA PREMIER FINANCE	436.99	1/24	01/10/24	
-98406	E	20539 GCI COMMUNICATION CORP	8.53	1/24	01/10/24	
-98405	E	17452 AVEC	28353.34	1/24	01/10/24	
-98404	E	186 FOX AIR	3440.00	1/24	01/10/24	
-98403	E	20539 GCI COMMUNICATION CORP	12385.30	1/24	01/10/24	
-98402	E	18287 USF-ANCHORAGE	1002.87	1/24	01/11/24	
-98401	E	18287 USF-ANCHORAGE	3386.88	1/24	01/11/24	
-98400	E	115 ALASKA MARINE LINES, INC.	248.00	1/24	01/11/24	
-98399	E	17429 ALASKA AIRLINES	576.21	1/24	01/11/24	
-98398	E	19829 KONICA MINOLTA PREMIER FINANCE	2338.47	1/24	01/11/24	
-98397	E	19424 KONICA MINOLTA BUSINESS SOL. USA	1038.00	1/24	01/11/24	
-98396	E	17551 UNITED UTILITIES, INC.	862.03	1/24	01/11/24	
-98395	E	17551 UNITED UTILITIES, INC.	428.65	1/24	01/11/24	
-98394	E	316 JANICE JALALON	415.00	1/24	01/18/24	
-98393	E	18287 USF-ANCHORAGE	820.40	1/24	01/18/24	
-98392	E	18287 USF-ANCHORAGE	15199.90	1/24	01/18/24	
-98391	E	18287 USF-ANCHORAGE	8745.48	1/24	01/18/24	
-98390	E	18287 USF-ANCHORAGE	33366.04	1/24	01/18/24	
-98389	E	17429 ALASKA AIRLINES	5206.91	1/24	01/18/24	
-98388	V	Check not processed in this period	0	/ 0	/ /	
-98387	E	20394 ALASKA EDUCATION & BUSINESS SERVI	7850.00	1/24	01/25/24	
-98386	E	18287 USF-ANCHORAGE	255.92	1/24	01/25/24	
-98385	E	20426 AMAZON CAPITAL SERVICES	131.72	1/24	01/25/24	
-98384	E	20323 CAMPBELL, JEANNE P.	845.00	1/24	01/25/24	
-98383	E	467 CURIOUS QUEST ED. LLC	6316.85	1/24	01/25/24	
-98382	E	287 TIMECLOCK PLUS, LLC	19003.32	1/24	01/25/24	
-98381	E	338 CHASING EXCELLENCE EDUCATIONAL SE	2000.00	1/24	01/25/24	
-98380	E	246 HERBERT AND ASSOCIATES EDUCATIONA	8686.50	1/24	01/25/24	
-98379	E	17742 GRAINGER	2285.48	1/24	01/25/24	
-98378	E	17742 GRAINGER	313.50	1/24	01/25/24	
-98377	E	17742 GRAINGER	578.52	1/24	01/25/24	
-98376	E	17742 GRAINGER	115.34	1/24	01/25/24	
-98375	E	20315 PUBLIC EDUCATION HEALTH TRUST	56125.80	1/24	01/25/24	
-98374	E	17742 GRAINGER	561.17	2/24	02/01/24	
-98373	E	18094 BAILEY'S FURNITURE	15484.67	2/24	02/02/24	
-98372	E	18094 BAILEY'S FURNITURE	22398.28	2/24	02/02/24	
-98371	E	17742 GRAINGER	805.30	2/24	02/02/24	
-98370	E	17429 ALASKA AIRLINES	6252.13	2/24	02/02/24	
-98369	E	208 GSD EDUCATIONAL SERVICES	263.75	2/24	02/02/24	
-98368	E	20539 GCI COMMUNICATION CORP	12385.30	2/24	02/02/24	
-98367	E	467 CURIOUS QUEST ED. LLC	3450.00	2/24	02/02/24	
-98366	E	17719 AIRGAS USA, LLC	290.39	2/24	02/02/24	
-98365	E	19553 AMERICAN FAST FREIGHT	142.13	2/24	02/02/24	
-98364	E	20360 TULUK, PETER P	380.00	2/24	02/02/24	

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  
Claims and/or Payroll Checks List For Checks from 01/10/24 to 02/08/24  
For checks between: 01/10/24 - 02/08/24

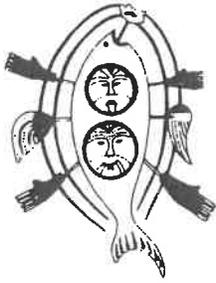
Claims

Check #	Type	Vendor/Employee/Payee Number/Name	Check Amount	Period	Date Issued	CL #/Payroll Notes
602388	SC	18324 VERA ULROAN-PANIYAK	960.00	1/24	01/10/24	
602389	SC	511 CLOSE UP FOUNDATION	3019.00	1/24	01/10/24	
602390	SC	19089 CHARLENE JOE	125.00	1/24	01/10/24	
602391	SC	17723 CORA L. CHARLES	1148.10	1/24	01/10/24	
602392	SC	18048 RYAN AIR	846.59	1/24	01/10/24	
602393	SC	17529 PITNEY BOWES BANK INC PURCHASE PO	77.28	1/24	01/10/24	
602394	SC	512 ALASKA SCHOOL NUTRITION ASSOCIATI	1040.00	1/24	01/10/24	
602395	SC	17603 LISA UNIN	491.38	1/24	01/11/24	
602396	SC	18048 RYAN AIR	298.50	1/24	01/11/24	
602397	SC	454 WALLACE ABERNATHY	745.00	1/24	01/18/24	
602398	SC	319 MOSES, LEROY	490.00	1/24	01/18/24	
602399	SC	505 BETHANY ULROAN	415.00	1/24	01/18/24	
602400	SC	20338 OLSON, LILLIAN A	415.00	1/24	01/18/24	
602401	SC	381 ANTINIERO ALLAN	415.00	1/24	01/18/24	
602402	SC	206 SWENSON, ELENA	415.00	1/24	01/18/24	
602403	SC	508 THOMASINA TALL	415.00	1/24	01/18/24	
602404	SC	513 STEPHANIE BENSON	415.00	1/24	01/18/24	
602405	SC	514 ASHLY THORNEBURG	415.00	1/24	01/18/24	
602406	SC	20441 EARL ATCHAK	500.00	1/24	01/18/24	
602407	SC	18015 PHILLIP TULIM	78.00	1/24	01/18/24	
602408	SC	502 YKSD C/O PURCHASING	125.00	1/24	01/18/24	
602409	SC	20425 SEAS EDUCATION, INC	1200.00	1/24	01/18/24	
602410	SC	18701 LONG HOUSE HOTEL	269.00	1/24	01/18/24	
602411	SC	516 AMDS-ALASKA MINING & DIVING SUPPL	633.90	1/24	01/18/24	
602412	SC	19089 CHARLENE JOE	65.00	1/24	01/18/24	
602413	SC	17462 CHEVAK COMPANY CORPORATION	171.05	1/24	01/25/24	
602414	SC	20495 JEREMY TULUK	245.00	1/24	01/25/24	
602415	SC	258 ALASKA MINING & DIVING SUPPLY INC	2359.74	1/24	01/25/24	
602416	SC	515 OUT OF A JAM SOLUTIONS	12844.75	1/24	01/25/24	
602417	SC	487 HEATHER CORALLUZZO	2070.00	2/24	02/01/24	
602418	SC	20338 OLSON, LILLIAN A	540.00	2/24	02/01/24	
602419	SC	18295 ULROAN SAMUEL D.	390.00	2/24	02/01/24	
602420	SC	19068 NATHAN WASSILLIE	390.00	2/24	02/01/24	
602421	SC	58 THE LUMBER YARD	394.32	2/24	02/01/24	
602422	SC	20495 JEREMY TULUK	500.00	2/24	02/01/24	
602423	SC	51 ATCHAK, JOHN	500.00	2/24	02/01/24	
602424	SC	18659 PIUS IMGALREA	500.00	2/24	02/01/24	
602425	SC	17607 DOROTHY C. CHAYALKUN	500.00	2/24	02/01/24	
602426	SC	19844 MICHELLE NIGHT	160.00	2/24	02/01/24	
602427	SC	518 SPECIAL EDUCATION CONSULTING SERV	11820.00	2/24	02/01/24	
602428	SC	17894 COPPER RIVER RENTALS, LLC	777.12	2/24	02/02/24	
602429	SC	313 BAGOY'S FLORIST INC	166.81	2/24	02/02/24	
602430	SC	519 PURCO FLEET SERVICES, INC	9954.35	2/24	02/02/24	

Claims Total # of Checks: 91 Total: 377558.24

Grand Total # of Checks: 91 Total: 377558.24

Check Types: MC=Manual Claim, SC=System Claim, V=Void (never in system), E=ACH  
F=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  
Alaska Education & Business Services, Inc. 

**SUBJECT:** Finance and Business

**Date:** February 8, 2024

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

**FY 2024 BUDGET:** The approved budget revision from last month has been posted and 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. We will be submitting a budget revision once we have confirmation from DEED of our ADM and Intensive. Our one-time budget revision is on the agenda.

**FY 2025 BUDGET:** A copy of the Budget Timeline for FY 2025 is also following this memo – just a reminder the first FY 2025 budget draft will be at next month’s meeting.

**Q2 GRANT REIMBURSEMENTS:** The recent submission of Q2 grant reimbursements has resulted in the swift replenishment of the school district's bank account, restoring a positive cash flow.

**E-RATE:** The 28-day posting period of the District’s Form 470 (our RFP) for both Category 1 (Internet) and Category 2 (Managed Broadband) is set to conclude February 12th. Thereafter our team will work to evaluate and score the lowest responsive bids. The finalized recommendation will be presented to the Board for your consideration and approval. This process ensures a thorough and transparent selection of vendors.

**OTHER:** In response to valuable feedback from potential responders, we have decided to postpone the issuance of our Request for Proposals (RFP) for bulk fuel. Recognizing the dynamic nature of oil prices and the impact on procurement costs, responders have suggested releasing the RFP closer to the actual purchase date. This strategic adjustment aims to enhance the competitiveness of the bidding process by providing vendors with more accurate market conditions. By aligning our timeline with the fluctuating nature of oil prices, we aim to secure the most favorable and cost-effective arrangements for our bulk fuel needs. This decision reflects our commitment to thoughtful procurement practices that optimize value for our organization.

Collaborating closely with our Food Service consultant, we are in the process of preparing to issue a bulk food Request for Proposals (RFP) in strict adherence to the USDA food procurement policy. This initiative aligns with the recommendations and expectations outlined in our recent program reviews. By leveraging the expertise of our consultant, we aim to enhance the efficiency and effectiveness of our food procurement practices. This strategic approach not only ensures compliance with USDA guidelines but also positions us to optimize the quality and cost-effectiveness of our food services. We are committed to maintaining the highest standards in food procurement, and this collaborative effort reflects our dedication to continuous improvement in line with regulatory requirements and program excellence.



## **FY 2025 BUDGET PROCESS AND TIMELINE**

**Administrators meet with Staff - Administrators identify priorities/needs**

January 2024 thru 1<sup>st</sup> Proposed reading

**CFO presents projected FY 2025 revenues in Board Report**

February 2024

**CFO Provides Superintendent Update Estimate & Budget Parameters and**

**FY 2025 Draft Budget discussed**

February 2024

**FY 2025 1<sup>st</sup> Proposed Budget presented to the Board**

March Board Work session 2024

**Public Budget Hearing (BP 3100 BUDGET** *The district budget shall be prepared annually from the best possible estimates of revenues and expenditures. The Superintendent or designee shall determine the manner in which the budget shall be prepared and shall schedule the budget adoption process in accordance with legal time requirements. A public hearing shall be held prior to the adoption of the budget or a revised budget.)*

**FY 2025 2<sup>nd</sup> Proposed Budget Presented to the Board**

April Board Work session 2024

**FY 2025 3<sup>rd</sup> (and Final) Proposed Budget Presented to the Board**

May Board Work session 2024

Adoption of Budget May Regular Board Meeting



**Regular School Board Meeting**  
**Date: Thursday, February 22, 2024**  
**Employment Item on the Agenda**

1. The next Employment item(s) on the agenda is/are **Action** items.

a. Certified teachers -

- |                             |                        |
|-----------------------------|------------------------|
| 1. Wallace "Beau" Abernathy | 16. Sogelle Maglaque   |
| 2. Leilanie Abrahan         | 17. Mary T. Matchian   |
| 3. Romeo Abrahan Jr.        | 18. Neva Mathias       |
| 4. Allan Antiniero          | 19. Kurt Moore Morales |
| 5. Stephanie Benson         | 20. Kristine Namoco    |
| 6. Angela Boyscout          | 21. Lillian Olson      |
| 7. Anthony Boyscout         | 22. Elena Swenson      |
| 8. Cora Charles             | 23. Thomasina Tall     |
| 9. Twila Chayalkun          | 24. Phillip Tulim      |
| 10. Monica Friday           | 25. Lisa Unin          |
| 11. Romel Guimery           | 26. Brent VanZytveld   |
| 12. Janice Jalaon           | 27. Nathan Wassillie   |
| 13. Esperanza Maglaque      | 28. Heather Coralluzzo |
| 14. Mark Maglaque           | 29. Elisa Freeman      |
| 15. Michael Maglaque        |                        |

2. Classified Employment-

- a. Guy Francis - Maintenance
- b. Ruth Ulroan - Part-time Librarian
- c. Seth Usugan- Custodian



## **BP Review of Series 7000-9000 1st reading 01/18/2024**

I present a **Select list of 7000 - 9000 Series Board Policies as revised by AASB** - for a first reading on this date January 18, 2023– to be reviewed and or revised.

### **BP 7210 - Professional Services**

**Add:** "ALASKA STATUTES 36.90.300 Indemnification, defense, and hold harmless provision in certain construct..." and a detailed note clarifying its application.

### **BP 8120 - Elections**

**A choice needs to be made in two sections colored red.**

**Replace:** "RECRUITMENT" with "ELECTIONS"; **Replace:** "Not less than twenty (20) days prior to the September regular Board meeting public notices shall be ..." with "Note: Pursuant to AS 14.08.115 and AS 14.12.035, the school board prescribes the manner of selecting..."; **Add:** "All qualified and interested

individuals are encouraged to serve the district and its student by see..."; **[OPTIONAL is a parent/guardian, stepparent, or grandparent of a student who attends the local school.]** **Add section break (next page);**

**Add:** "Election Procedures The Superintendent **[Option: may or shall]** timely request that the Division of El..."

### **BP 8200 -Powers and Duties**

This whole policy has been revised to detail the role and responsibility of an Advisory School Board.

### **BB 9012 - Communications To and From the Board**

I believe these revisions reflect the beliefs of the board. They reference appropriate communications in a variety of ways by board members among each other, with the superintendent, and with the community. It also goes in depth about the proper use of social media.

### **BB 9200 - Board Members**

*The School Board has broad but clearly defined powers. The exercise of its authority is restricted to the functions required or permitted by law, and then only when it acts in a legally constituted meeting. Individual Board members have authority only in regularly called meetings of the School Board, or when delegated specific tasks by School Board action shall submit requests for research or administrative studies to the entire Board for consideration.*

*(cf 6162.8 – Research)*

*(cf 9322 – Agenda/Meeting Materials)*

### **BB 9270 - Conflict of Interest**

3. - (the only change is the addition of ... and law. To the end of this section.)

**d. Compensation for services.** Board members shall not receive any compensation for services rendered to the district from any source, except compensation for serving on the Board and reimbursement of expenses incurred as a board member, as allowed by policy *and law.*

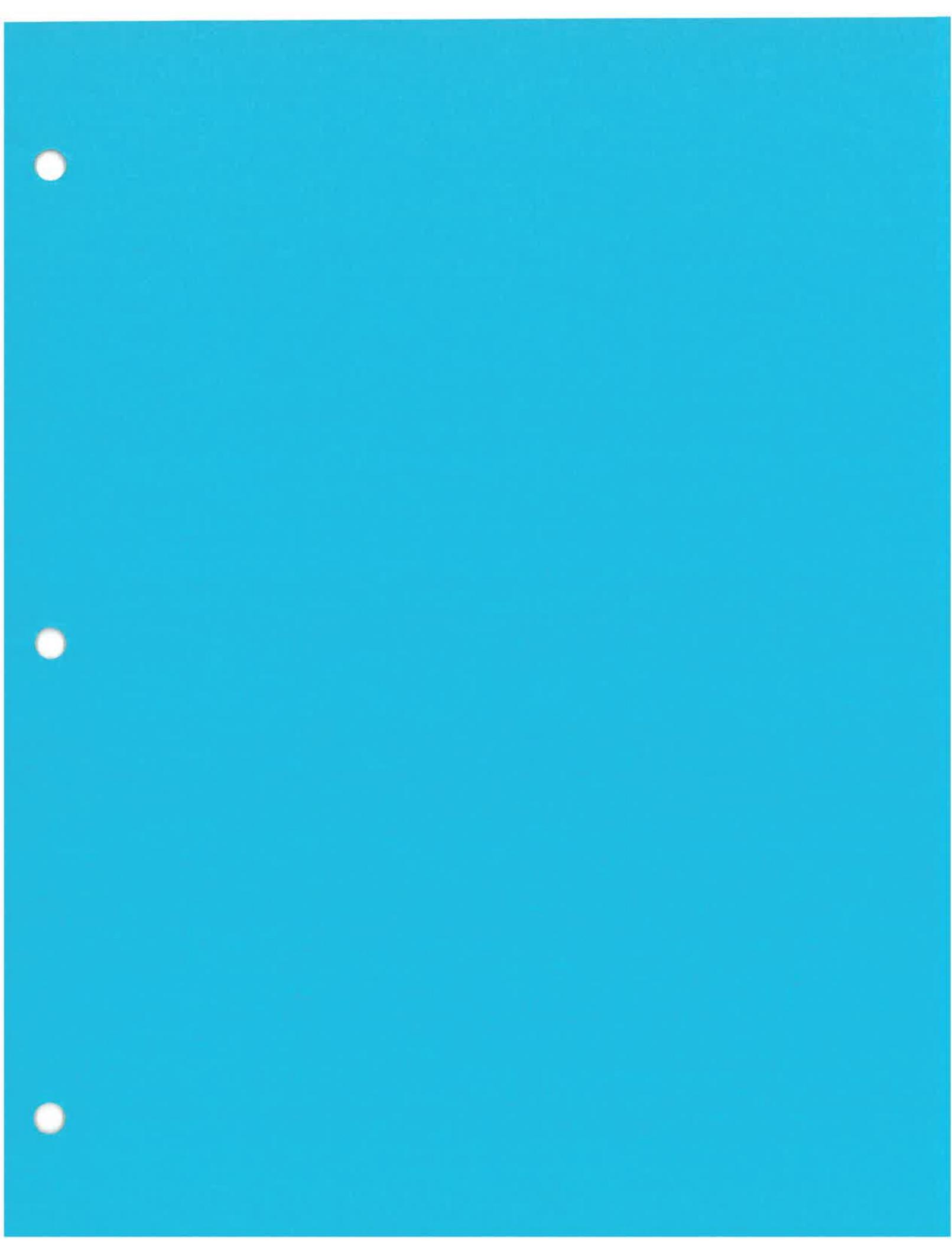
### **BB 9310 - Policy Manual – just one change in AK Statutes**

*Legal Reference:*

ALASKA STATUTES

~~14.12.020 Support, management, and control~~

14.14.100 Bylaws and administrative rules





January 11, 2024

**Memorandum of Understanding Between:  
EXCEL Alaska, Inc. (dba Alaska EXCEL) and Kashunamiut School District (KASH)**

**Purpose:**

This document will serve as the consortium agreement between the parties and sets forth the responsibilities of each party related to the *2024 Federal Alaska Native Education Program (ANE)*, Kashunamiut School District and Alaska EXCEL. The project hereafter will be referred to as the *YK Delta Preparation for Graduation Program or YK Delta PGP*.

**Background:**

Alaska EXCEL provides rural/remote Alaska Native Jr. High and High school students with supplementary academic support, transitional life skills and career exploration opportunities, which promote high school completion and transitional success. Through applied project-based learning, each student increases their knowledge in a wide variety of areas including academic (language arts, math and science), leadership, character, life skills, postsecondary and career search, and urban familiarization. Alaska EXCEL students graduate from high school and transition into adulthood with a viable Personal Learning & Career Plan (PLCP), Occupation Endorsement Certificates (OEC), national career readiness certificates, and college credits applicable to a specific Program of Study (PoS).

Alaska EXCEL has a proven track record in making high school graduation a priority for students. The program boasts a record breaking 95 – 98% graduation rate for students who participate in one or more of EXCEL’s hands-on, intensive academic and career and technical education sessions throughout their high school years. EXCEL works closely with partnering school districts, tribal organizations, and parents in building a 360-degree support network which not only makes learning relevant to their current life and how they see their future but increases school attendance and excites them about transitioning from school to adulthood.

Partners signing this MOU support fidelity and implementation of the *YK Delta Preparation for Graduation Program* over the next three years because of their belief in the efficacy of the program for increasing student success in core subjects, raising high school graduation rates, and increasing post-secondary access and success. We agree to the partner responsibilities described in this document.

**I. Responsibilities for Alaska EXCEL**

- A. Provide adequate funding for full implementation of the *YK Delta PGP* including:
- 1) *YK Delta PGP* project-management personnel.
  - 2) *YK Delta PGP* support staff.
  - 3) *YK Delta PGP* graduation coaches for each grade level (7-12).
  - 4) Lodging, instruction, classroom supplies and other expenses for approximately 20 different EXCEL Sessions including a new “EXCEL 9 – How to be a successful high school student”.

- 5) Host a yearly Graduation Workshop for district partner personnel who will be working directly with EXCEL Graduation Coaches to ensure student success.
- B. Ensure compliance with all federal, state, and local procurement rules and regulations and grant reporting requirements.
- C. Provide fiscal responsibility for the project including oversight of all contracts with specified partners and vendors.
- D. Provide appropriate graduation counseling to include academic instruction, high school credit recovery, attendance motivation, social emotional well-being, and postsecondary transition planning to ensure students meet district and state requirements for high school completion and graduation.
- E. Ensure *YK Delta PGP* students graduate from high school with a strong and viable Personal Learning & Career Plan, including employment skills known to relate to adult success.
- F. Guide *YK Delta PGP* students in developing valuable leadership skills, such as communication, problem solving, teamwork, motivation, and coping skills.
- G. Connect *YK Delta PGP* students to various post-secondary training opportunities, including the universities, vocational schools, apprenticeships, and work internships.
- H. Provide *YK Delta PGP* students with opportunities to earn high school credits to graduate on time.
- I. Provide *YK Delta PGP* students with opportunities to earn college credit, occupational endorsements, and industry recognized certificates, while still attending high school.
- J. Provide opportunities for *YK Delta PGP* students to earn specific industry-recognized certificates and/or college credit leading to a respective occupational endorsement or degreed program.
- K. Communicate regularly with *YK Delta PGP* students and stakeholders and provide routine, ongoing opportunities for feedback and continuous improvement.
- L. Collaborate with Alaska Native organizations and partners within the *YK Delta PGP* in the development of locally appropriate cultural activities, curriculum, instruction, and assessments.
- M. Collect and provide *YK Delta PGP* student data to an independent evaluator.

**I. Responsibilities for Kashunamiut School District**

- A. Provide a copy of the student's current report card or transcript including any IEP or 504 information a student might have directly to the EXCEL Graduation Coach prior to session attendance. This is to establish and/or update their Personal Graduation Plan and build a robust graduation plan to ensure high school completion on time.
- B. Honor and accept the EXCEL course transcripts and provide high school academic credit for academic and technical education coursework provided by the Alaska EXCEL for the *YK Delta PGP*.
- C. KASH students attending the *YK Delta PGP* will not be considered absent from their regular school day and will be allowed to make up missed homework as in any other school trip.
- D. Ensure KASH students are academically and socially prepared to attend the *YK Delta PGP* by meeting the session admission requirements.
- E. Provide student access to the *YK Delta PGP* graduation coaches.



- F. Provide KASH student data to the Project Director for use during the *YK Delta PGP* sessions and at the request of the project evaluator for reporting and evaluation purposes.
- G. Provide school level access to *YK Delta PGP* personnel and provide feedback related to individual student participation as needed.
- H. Promote the *YK Delta PGP* in local communities and encourage and allow students to participate in all *YK Delta PGP* opportunities.
- I. Implement school-level *YK Delta PGP* activities with rigor and fidelity.
- J. Provide a dedicated school point-person to be a liaison for the *YK Delta PGP*, ie, uploading student applications within the EXCEL session deadlines, working the EXCEL Student Services Manager on travel logistics, have accepted and waitlisted students on deck and ready to travel.
- K. Provide a travel coordinator to set up flights for all students traveling to the *YK Delta PGP* sessions.
- L. Consistently send an adequate number of students to all sessions throughout the course of the year to assist in meeting grant goals.
- M. Provide transportation funding to/from the *YK Delta PGP* sessions.

**Agreement**

The said authorizing official agrees to the above on behalf of their organization under the following conditions:

- If an award notice is received, the KASH will have an opportunity to ratify this agreement, or a mutually updated version of this agreement.
- Each year, this agreement will be updated and revised to incorporate any changes in policies and regulations in force in the project partner organizations.
- The *YK Delta Preparation for Graduation Program* involves numerous partners and therefore will inherently encounter unpredicted challenges. The signatures below indicate the commitment of the partners, yet do not preclude changes from being made or from a partner terminating the agreement as the team learns more about how best to collaboratively meet the needs of our students and communities or from any unforeseen funding reductions.

Jeanne Campbell      1/12/2024

Jeanne Campbell, Superintendent  
Kashunamiut School District

Carol Wilson      1/11/2024

Carol Wilson, Chief Executive Officer  
EXCEL Alaska, Inc.



## **FY 2024-2025 School Psychologist Service Contract**

This contract is entered into this 1 day of August, 2024 by and between the Kashunamiut School District (District) and Brian D. Adams School Psychology Services, for School Psychological and consultative services.

### **Services to be provided:**

- Diagnostic Assessments
- Comprehensive Assessment Reports
- Student SpEd Recommendations
- Potential ESER/IEP Goals for team to consider
- Consultation with and training of teachers and paraprofessional staff
- Participation in team meetings (when appropriate/possible)
- Site visits as determined mutually by SpEd Director and School Psychologist
- When requested, assist the Director in preparation and submission of student files for Intensive Need Funding from DEED
- Assist with Power School SpEd student files as needed

### **Duration of Agreement:**

September 2024 - May 2025; Maximum total of not more than 30 days at the discretion of the Director of Special Services.

### **Contractor Payment Schedule:**

\$800 daily rate

\$400 per diagnostic report

- based on 4 hours per report
- see below for discussion of diagnostic report details

\$400 per day for travel days at 2 per trip

The District will provide round trip airfare between current destination and Chevak, AK.

The District will provide lodging within the district.

The District will provide lodging in Anchorage/Bethel at maximum 2 nights per trip.

### **Contractor Services:**

Psycho-educational reports will be sent to the district office to the Director of Special Education, within 7-10 days after the student assessment session. Each **diagnostic report** will include the following;

- Reason for Referral
- Student's Background (academic, medical, SpEd history)
- Assessment instruments/protocols administered
- Details/summaries/graphic of each assessment
- Summary of the assessment findings

- Recommendations and Academic Implications

Once the Psycho-Educational report is completed the School Psychologist will complete the following entries into the ESER of the student being evaluated;

- cognitive testing results
- academic testing results
- behavioral assessment results
- eligibility language and category of disability

a. During each site visit (Virtual or Physical), School Psychologist will be available to meet with the teachers, special education teacher (when available) and paraprofessionals, to discuss the student's file and to provide recommendations between site visits.

b. Student referrals will follow district and state guidelines. The School Psychologist will not administer cognitive or behavioral assessments unless a signed permission/consent for evaluation is on file or on site (or entered into PowerSchool. If a concern arises regarding a students' need for an evaluation, the School Psychologist will consult/discuss the need with the Director of Special Education.

c. Contractor will submit an invoice at the end of each month after reports are completed.

d. Additional days or visits can be added if mutually agreed upon by the Director of Special Education and the School Psychologist for additional compensation at rates so stated in the contract.

**General considerations:**

This agreement may be terminated by either party when provided with an advanced written notice of at least 90 days.

In case of termination, the Contractor shall receive fair value for services performed to the date of termination.

In the case of state mandated school closures, contractor will fulfill contractual obligations to the best of their abilities and the party will pay the remaining expected days in the agreement.

The Contractor understands that he has independent status and shall not act as an officer, employee, or agent of the Kashunamiut School District. The Contractor may act in this capacity only if and when it is expressly written to this agreement.

The Contractor agrees to provide a current certificate in business license that fulfills Alaska state requirements and regulations regards providing services as a School Psychologist to Kashunamiut School District.

**Travel arrangements:**

The Contractor will coordinate all travel reservations from current destination to Kashunamiut School District, Director of Special Education, and will email the day, time, and confirmation for each flight.

The conditions of this service contractor agreed to by Brian D. Adams School Psychology Services and Kashunamiut School District. Any changes must be in writing and signed by both parties

\_\_\_\_\_  
Brian D. Adams  
School Psychology Services, Contractor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Special Education  
Kashunamiut School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent  
Kashunamiut School District

\_\_\_\_\_  
Date





# Speech Therapy Contract

Prepared for **Kashunamiut School District**  
by **TeleTalk Therapy LLC**

*The following contract represents an agreement between TeleTalk Therapy LLC, and the Kashunamiut School District (KSD)*

## 1. Term

This Agreement shall begin on or around August 1, 2024 and will end June 30, 2025. Either Party may terminate this Agreement for any reason with 90 days written notice to the other Party.

## 2. Services

TeleTalk Therapy LLC shall provide its expertise to KSD pertaining to speech and language therapy. All speech services will be provided via a HIPAA compliant telehealth portal.

Services may include but are not limited to the following:

- a) Speech therapy services, consultation, participation in individualized education planning and other meetings, collaboration with school staff, documentation and planning, parent contact, and service coordination.
- b) Assessments, pre and post assessments and intervention services, initial and triennial assessments, screenings. Assessments include a base rate encompassing a review of records, assessment set up and planning, writing an integrated report, attending the pre assessment and results meetings, if requested.
- c) Review of IEP and parent and teacher interviews; this may include work samples, previous special services reports, etc.
- d) Staff training; this may be specific to using the telehealth portal or related to speech strategies to carryover into the classroom setting.
- e) TeleTalk Therapy LLC will provide an in-service presentation to the KSD staff. The presentation will be a live workshop via Zoom and will include discussions on speech norms, strategies to implement within the classroom, etc.

## 3. Policies

*Unplanned Absence, No Show or Cancel Policy:*

1. KSD and TeleTalk Therapy LLC therapists will be prompt in logging on for scheduled therapy sessions, logging on within 10 minutes of scheduled therapy start time.
2. If TeleTalk Therapy LLC or KSD has internet connection or technology complications, they will notify the other party as soon as possible. If the session cannot occur, attempts will be made to reschedule the session time for a later date.
3. Therapy schedules will be based on the school district calendar. Sessions missed due to school vacations, holidays and inservice days will not be rescheduled.

- If a given student has missed 3 or more sessions due to therapist cancellation, all attempts will be made at rescheduling.

*Sharing of Pertinent Information:*

Prior to services beginning, KSD will provide TeleTalk Therapy LLC with the necessary documents in order to plan for and provide speech therapy services for all students on the caseload. This will include student individual education plans, previous evaluation reports, progress notes, current grade level, classroom teacher names and email addresses, etc.

KSD understands depending on a student's age and ability level, an adult may need to be available at the time of scheduled speech sessions to initially help students log in and to assist with a student's attention to task as needed.

## 4. Compensation

KSD shall pay TeleTalk Therapy LLC at the agreed upon rate. TeleTalk Therapy LLC shall invoice KSD once at the beginning of the school year and again mid year. Additional invoices will be sent as necessary due to caseload changes. Such invoices shall be due and payable within 30 days of the KSDs receipt of the invoice.

*Please find the TeleTalk Therapy LLC fee schedule for services rendered below.*

<b>Direct Therapy, Consultation, Teacher meetings, Parent meetings, Documentation, Planning, Service Coordination</b>	\$85 per hour
<b>Evaluations</b> <i>(Includes: review of records, assessment set up and planning, writing an integrated report, attending the pre assessment and results meetings, if requested)</i>	\$300 per evaluation

### *KSD Teletherapy Cost Proposal for School Year 2024-2025*

<b>Estimated Caseload</b>	22 students
<b>Direct therapy cost</b>	20.5 hours direct per week = <b>\$64,472</b>
<b>Indirect service hours</b> <i>(session prep, consult, documentation)</i>	1 hour/month prep per student = <b>\$16,830</b>
<b>Documentation</b>	1.5 hour/year per student = <b>\$2,805</b>

<b>Testing</b> (includes comprehensive evaluation and report, IEP goal/objectives, recommendations)	Estimated 8 evaluations= <b>\$2400</b>
<b>Annual Materials Fee</b>	<b>\$1,000</b>
<b>Inservice Presentation to Staff</b>	<b>\$1,000</b>
<b>Total Proposed Quote for School Year based on caseload of 17 students</b>	<b>\$88,507</b>

This quote is based on the estimated number of students (22 students). Additional students added to the caseload will increase the proposed quote based on the agreed upon rate of \$85 per hour. Additional new evaluations and 3 year re-evaluations (ESERs) will be billed separately to cover time spent for evaluation preparation, evaluation and report writing.

TeleTalk Therapy LLC will service additional students as needed following the established and agreed upon rate. This contract will not need to be amended to reflect changes in caseload. It is the responsibility of KSD to notify TeleTalk Therapy LLC of changes to the caseload.

## 5. Confidentiality

TeleTalk Therapy LLC will follow HIPAA guidelines when providing therapy services, communicating with staff and transmitting documents.

## 6. Indemnification

KSD agrees to indemnify and hold harmless TeleTalk Therapy LLC, and its individual agents and representatives, for any liability incurred, including attorney's fees which may arise as a result of the conduct or alleged conduct of the client.

## 7. No Modification Unless in Writing

No modification of this Agreement shall be valid unless in writing and agreed upon by both Parties.

## 8. Governing Law

This Agreement shall be governed in accordance with the laws of the Commonwealth of Massachusetts.

## 9. Agreement of Terms

TeleTalk Therapy LLC and KSD hereby accept the terms and policies set forth and agree to abide by them.

### TeleTalk Therapy LLC Representative

\_\_\_\_\_  
Signature Title Date

### Kashunamiut School District Representative

\_\_\_\_\_  
Signature Title Date



## **FY 2024-2025 Physical Therapy Services Contract**

This contract is entered into this 28th day of January, 2024 by and between the Kashunamiut School District (District) and Axmaker Pediatrics, for Physical Therapy Consultative Services (Contractor).

### **Services to be provided:**

- Diagnostic Assessments
- Comprehensive Assessment Reports
- Student Gross Motor Recommendations
- Potential Treatment/IEP Goals for team to consider
- Consultation with and training of teachers and paraprofessional staff
- Monitoring of student progress
- Participation in team meetings (as able)
- Site visits quarterly; Quarterly Observation reports, annual progress reports and 3-year reassessments

**Duration of Agreement:** August 1, 2024 - May 30, 2025 for a total of not more than 20 days

### **Contractor Payment Schedule:**

5 days per quarter - including 3 in-person trips of 3 days each, additional days will be disbursed throughout quarter for tele-health check ins with quarter 2 having solely tele-health services.

\$875 daily rate when on site including inclement weather days where travel is hindered

\$500 per day for paperwork on/offsite days at 8 maximum paperwork days

\$400 per day for travel days at 2 per trip

The District will provide round trip airfare between current destination and Chevak, AK.

The District will provide lodging within the district.

The District will provide lodging to/from Chevak at maximum 2 nights per trip, unless of inclement weather/airplane cancellations.

### **Contractor Services:**

Physical Therapy reports will be sent to the Special Education teacher, within fourteen (14) days after each site visit.

- a. During each site visit, Physical Therapist will meet with the teachers (when available), special education teacher and paraprofessionals, to discuss progress and to provide recommendations between site visits.
- b. If the student is not available during the visit the Physical Therapy report will indicate the students' absence and that meeting was held to discuss the students' progress and provide recommendations to follow until the Physical therapist's next scheduled visit.

- c. Student referrals will follow district and state guidelines. No evaluation will be done by Physical therapist unless a signed permission/consent for evaluation is on file or on site. If a concern arises regarding a students' need for an evaluation, the Physical therapist will consult/discuss the need with the Director of Special Education.
- d. Contractor will submit an invoice at the end of each site visit after reports are completed. Invoice will be paid by KSD within 10 business days.
- e. Additional days or visits can be added if mutually agreed upon by the Director of Special Education and Axmaker Pediatrics for additional compensation at rates so stated in the contract.

**General considerations:**

This agreement may be terminated by either party if provided with an advanced written notice of at least 90 days.

In case of termination, the Contractor shall receive fair value for services performed to the date of termination.

In the case of state mandated school closures, contractor will fulfill contractual obligations to the best of their abilities and the party will pay the remaining expected days in the agreement.

The Contractor understands that she has independent status and shall not act as an officer, employee, or agent of the Kashunamiut School District. The Contractor may act in this capacity only if and when it is expressly written to this agreement.

Equal Employment Opportunity: the Contractor and the District agree to abide by any quote equal employment opportunity quote state or federal laws, which may apply to this agreement.

The Contractor agrees to provide a current certificate in business license that fulfills Alaska state requirements and regulations regards providing services as a Physical Therapist to Kashunamiut School District.

**Travel arrangements:**

The Contractor will coordinate all travel reservations from current destination to Kashunamiut School District, and will email the day, time, and confirmation for each flight.

The conditions of this service contractor agreed to by Axmaker Pediatrics and Kashunamiut School District. Any changes must be in writing and signed by both parties

*Bradee Axmaker PT DPT*

Bradee Axmaker, PT, DPT, C/NDT  
Axmaker Pediatrics, Contractor

01/28/2023

Date

\_\_\_\_\_  
Jeanne Campbell - Superintendent

\_\_\_\_\_  
Date

Kashunamiut School District

Approximately 20 work days at \$875 per day	\$17,500
Approximately 8 paperwork days at \$500 per day	\$4,000
Approximately 6 travel days at \$400 per day	\$2,400
Estimated Airfare	\$1,000 X 3= \$3,000
Estimated Lodging	\$200x6= \$1,2000
Estimated Total Payments	\$28,100



## SUPPORT / TRAINING AGREEMENT

**THIS SUPPORT / TRAINING AGREEMENT (the "Agreement") dated this 1<sup>st</sup> day of February, 2024.**

### **BETWEEN:**

#### **Client**

Kashunamiut School District  
PO Box 345, Chevak, AK 99563  
(the "Client")

#### **Contractor**

GSD Educational Services  
2166 Godfrey Rd., East Thetford, VT 05043  
(the "Contractor")

### **BACKGROUND**

- A. The Client is of the opinion that the Contractor has the necessary qualifications, experience, and abilities to provide support and training services to the Client as outlined in the services provided section.
- B. The Contractor is agreeable to providing such support and training services as outlined in the services provided section to the Client on the terms and conditions set out in this Agreement.

**IN CONSIDERATION OF** the matters described above and of the mutual benefits and obligations set forth in this Agreement, the receipt and sufficiency of which consideration is hereby acknowledged, the Client and the Contractor (individually the "Party" and collectively the "Parties" to this Agreement) agree as follows:

#### **Services Provided**

1. The Client hereby agrees to engage the Contractor to provide the Client with the following services (the "Services"):
  - a. PowerSchool Support & Training upon request
  - b. State/Federal Reporting Submission for the reports listed in (6). Support for other reports as requested.
  - c. Alaska State Reporting Data Validation Plugin
  - d. Automated submission of the Child Nutrition Extract
2. The Services will also include any other tasks which the Parties may agree on. The Contractor hereby agrees to provide such Services to the Client.

#### **Term of Agreement**

3. The term of this Agreement (the "Term") will begin on July 1, 2024 and will remain in full force and effect until midnight on July 1<sup>st</sup>, 2025, subject to earlier termination as provided in this Agreement or when total invoices under this agreement are equal to \$31,500.

### **Performance**

4. The Parties agree to do everything necessary to ensure that the terms of this Agreement take effect.

### **Currency**

5. Except as otherwise provided in this Agreement, all monetary amounts referred to in this Agreement are in USD (US Dollars).

### **Compensation**

6. The Contractor will charge the Client an hourly rate dependent upon the services rendered, as described below (the "Compensation"). Services are billed in 15 minute increments with a 15 minute minimum.
  - a. Configuration & Support: \$120
  - b. Customization: \$145
  - c. Days spent in Chevak are billed at: \$1,550 plus travel costs incurred, subject to availability.
  - d. Fall OASIS: \$6,490
  - e. Participation Rate: \$1,905
  - f. Summer OASIS: \$5,560
  - g. Civil Rights Data Collection Submission: \$4,500
  - h. Military Youth Academy Dropout (2x yearly): \$205/each
  - i. Alaska State Reporting Data Validation Plugin (\$705.50)
  - j. Automated submission of the Child Nutrition Extract (\$180)
7. The Client will be invoiced monthly. Invoices are to be submitted to [ksdaccountspayable@chevakschool.org](mailto:ksdaccountspayable@chevakschool.org) and CCed to [Lucienne.Smith@akebs.com](mailto:Lucienne.Smith@akebs.com).
8. Invoices submitted by the Contractor to the Client are due within 30 days of receipt. Past due invoices will incur at the rate of 1% per month.
9. The Contractor will be reimbursed for any travel-related expenses incurred in connection with providing the Services of this Agreement, including, but not limited to, airline change fees, plane tickets, parking, lodging, and other transportation.

### **Confidentiality**

10. Confidential information (the "Confidential Information") refers to any data or information relating to the business of the Client which would reasonably be considered to be proprietary to the Client including, but not limited to, accounting records, business processes, and client records and that is not generally known in the industry of the Client

and where the release of that Confidential Information could reasonably be expected to cause harm to the Client.

11. The Contractor agrees that they will not disclose, divulge, reveal, report or use, for any purpose, any Confidential Information which the Contractor has obtained, except as authorized by the Client or as required by law. The obligations of confidentiality will apply during the Term and will survive indefinitely upon termination of this Agreement.
12. All written and oral information and material disclosed or provided by the Client to the Contractor under this Agreement is Confidential Information regardless of whether it was provided before or after the date of this Agreement or how it was provided to the Contractor.

### **Ownership of Intellectual Property**

13. All intellectual property and related material, including any trade secrets, moral rights, goodwill, relevant registrations or applications for registration, and rights in any patent, copyright, trademark, trade dress, industrial design and trade name (the "Intellectual Property") that is developed or produced under this Agreement, will be the sole property of the Contractor with a free perpetual license granted to the Client unless Contractor-owned resources are required for functionality.
14. The Client may not use the Intellectual Property for any purpose other than that contracted for in this Agreement except with the written consent of the Contractor. The Client will be responsible for any and all damages resulting from the unauthorized use of the Intellectual Property.

### **Return of Property**

15. Upon the expiration or termination of this Agreement, the Contractor will return to the Client any property, documentation, records, or Confidential Information which is the property of the Client.

### **Capacity/Independent Contractor**

16. In providing the Services under this Agreement it is expressly agreed that the Contractor is acting as an independent contractor and not as an employee. The Contractor and the Client acknowledge that this Agreement does not create a partnership or joint venture between them, and is exclusively a contract for service. The Client is not required to pay, or make any contributions to, any social security, local, state or federal tax, unemployment compensation, workers' compensation, insurance premium, profit-sharing, pension or any other employee benefit for the Contractor during the Term. The Contractor is responsible for paying, and complying with reporting requirements for, all local, state and federal taxes related to payments made to the Contractor under this Agreement.

### **Notice**

17. All notices, requests, demands or other communications required or permitted by the terms of this Agreement will be given in writing and delivered to the Parties at the following addresses:

- a. Kashunamiut School District  
PO Box 345, Chevak, AK 99563
- b. Kyle Schneider  
dba GSD Educational Services  
2166 Godfrey Rd, East Thetford, VT 05043

or to such other address as either Party may from time to time notify the other, and will be deemed to be properly delivered (a) immediately upon being served personally, (b) two days after being deposited with the postal service if served by registered mail, or (c) the following day after being deposited with an overnight courier.

### **Indemnification**

18. Except to the extent paid in settlement from any applicable insurance policies, and to the extent permitted by applicable law, each Party agrees to indemnify and hold harmless the other Party, and its respective directors, shareholders, affiliates, officers, agents, employees, and permitted successors and assigns against any and all claims, losses, damages, liabilities, penalties, punitive damages, expenses, reasonable legal fees and costs of any kind or amount whatsoever, which result from or arise out of any act or omission of the indemnifying party, its respective directors, shareholders, affiliates, officers, agents, employees, and permitted successors and assigns that occurs in connection with this Agreement. This indemnification will survive the termination of this Agreement.

### **Liability**

19. Contractor is not responsible for any loss caused by omission of Client's employees. If Client engages Contractor for state reporting submissions, Client will be responsible for verifying student information.

### **Additional Clauses**

20. Client will provide administrator access to the school district's SIS and other data systems necessary to complete the work.
21. The contractor may employ sub-contractors in the course of fulfilling its obligations under this Agreement with client approval. The Client will provide sub-contractors access to data necessary to complete the Contractor's obligations under this Agreement upon notice by the Contractor of their identities.

**Modification of Agreement**

22. Any amendment or modification of this Agreement or additional obligation assumed by either Party in connection with this Agreement will only be binding if evidenced in writing signed by each Party or an authorized representative of each Party.

**Time of the Essence**

23. Time is of the essence in this Agreement. No extension or variation of this Agreement will operate as a waiver of this provision.

**Assignment**

24. The Contractor will not voluntarily, or by operation of law, assign or otherwise transfer its obligations under this Agreement without the prior written consent of the Client.

**Entire Agreement**

25. It is agreed that there is no representation, warranty, collateral agreement or condition affecting this Agreement except as expressly provided in this Agreement.

**Enurement**

26. This Agreement will enure to the benefit of and be binding on the Parties and their respective heirs, executors, administrators and permitted successors and assigns.

**Titles/Headings**

27. Headings are inserted for the convenience of the Parties only and are not to be considered when interpreting this Agreement.

**Gender**

28. Words in the singular mean and include the plural and vice versa. Words in the masculine mean and include the feminine and vice versa.

**Governing Law**

29. This Agreement will be governed by and construed in accordance with the laws of the State of Alaska.

**Severability**

30. In the event that any of the provisions of this Agreement are held to be invalid or unenforceable in whole or in part, all other provisions will nevertheless continue to be

valid and enforceable with the invalid or unenforceable parts severed from the remainder of this Agreement.

**Waiver**

31. The waiver by either Party of a breach, default, delay or omission of any of the provisions of this Agreement by the other Party will not be construed as a waiver of any subsequent breach of the same or other provisions.

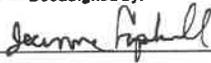
**Authorization for work**

32. The following Client employees may authorize work under this agreement.

Contact Name	Title	Phone Number	Email Address
Jeanne Campbell	Superintendent	(907) 952-2172	<a href="mailto:jcampbell@chevakschool.org">jcampbell@chevakschool.org</a>
Samuel Ulroan	Technology Director	(907) 858-2137	<a href="mailto:sulroan@chevakschool.org">sulroan@chevakschool.org</a>
Falon Tardiff	Principal	(907) 858-7712	<a href="mailto:ftardiff@chevakschool.org">ftardiff@chevakschool.org</a>
Charlene Joe	Secretary	(907) 858-7712	<a href="mailto:ctjoe@chevakschool.org">ctjoe@chevakschool.org</a>
Cecelia Atchak	Secretary	(907) 858-7712	<a href="mailto:catchak@chevakschool.org">catchak@chevakschool.org</a>

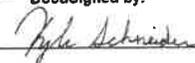
IN WITNESS WHEREOF the Parties have duly affixed their signatures under hand and seal on this 1<sup>st</sup> day of February, 2024.

**Kashanamiut School District**

DocuSigned by:  
Per:   
C6BD45F7F04841B...

Title: Superintendent

**GSD Educational Services**

DocuSigned by:  
Per:   
4E1DDD16DF5E4E6...

Title: Owner

**Certificate Of Completion**

Envelope Id: 6BA985BA154B465BB3512712A1BD5676

Status: Completed

Subject: Complete with DocuSign: Kashunamit FY25 Support Agreement.docx

Source Envelope:

Document Pages: 6

Signatures: 2

Envelope Originator:

Certificate Pages: 2

Initials: 0

Kyle W. Schneider

AutoNav: Enabled

2166 Godfrey Rd

Envelope Stamping: Enabled

East Thetford, VT 05043

Time Zone: (UTC-05:00) Eastern Time (US & Canada)

kyle@gsded.com

IP Address: 198.55.235.89

**Record Tracking**

Status: Original

Holder: Kyle W. Schneider

Location: DocuSign

1/31/2024 11:23:12 AM

kyle@gsded.com

**Signer Events**

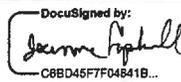
Jeanne Campbell

jcampbell@chevakschool.org

Kashunamit School District, Superintende

Security Level: Email, Account Authentication (None)

**Signature**



Signature Adoption: Drawn on Device

Using IP Address: 24.237.74.235

**Timestamp**

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Signed: 2/1/2024 1:59:39 PM

**Electronic Record and Signature Disclosure:**

Not Offered via DocuSign

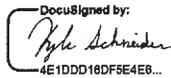
Kyle Schneider

kyle@gsded.com

er

GS D Educational Services

Security Level: Email, Account Authentication (None)



Signature Adoption: Uploaded Signature Image

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Signed: 2/1/2024 2:08:58 PM

**Electronic Record and Signature Disclosure:**

Not Offered via DocuSign

**In Person Signer Events**

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**Editor Delivery Events**

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**Agent Delivery Events**

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**Intermediary Delivery Events**

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**Certified Delivery Events**

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**Carbon Copy Events**

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**Witness Events**

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**Timestamp**

**Notary Events**

**Signature**

**Timestamp**

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**Status**

**Timestamps**

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Certified Delivered

Security Checked

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Signing Complete

Security Checked

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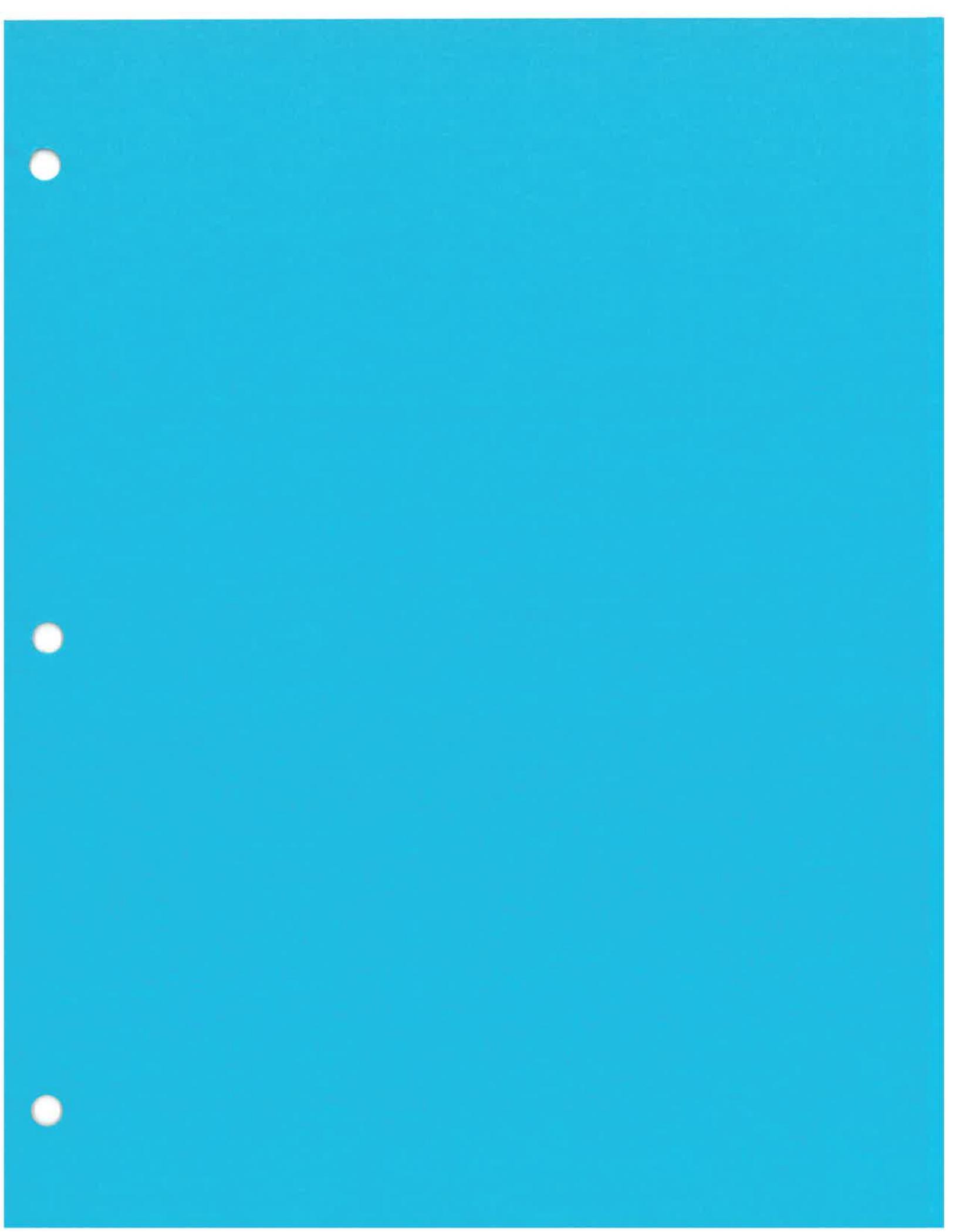
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**Payment Events****Status****Timestamps**



# Alaska's Public Schools: A Report Card to the Public: 2022-2023

## Chevak School

<b>School Year</b>	2022-2023
<b>District</b>	Kashunamiut School District
<b>Enrollment</b>	339
<b>Lowest Grade</b>	PK
<b>Highest Grade</b>	12
<b>Accredited</b>	Yes
<b>Title I</b>	Yes

This School Report Card presents information about the school's performance for the 2022-2023 school year. During the second administration of The Alaska System of Academic Readiness (AK STAR) assessment, students in grades 3-9 were assessed in English Language Arts and Mathematics. Students in grades 5, 8, and 10 took the Alaska Science Assessment.

Portions of the Report Card pertaining to Accountability will be delayed until May of 2024 because Department of Education and Early Development (DEED) is working to revise the cut scores that determine what achievement levels students will receive. Once the new cut scores are accepted, the calculations will be completed.

DEED is currently in the process of updating the System for School Success, Alaska's accountability plan under the Every Student Succeeds Act.

As part of the ongoing implementation of Alaska's Education Challenge, DEED is working with school districts to support success in every school. Utilizing Alaska's plan for the Every Student Succeeds Act (ESSA) as a strategy for closing our achievement gaps, the accountability system is implemented to help celebrate success and identify areas where additional support is needed, with the goal of increasing achievement for all students. The Overall School Index Value is an important piece of the System for School Success, which provides information about how each school is supporting its students. Please see the [Guide to the System for School Success \(https://education.alaska.gov/akaccountability/schoolsuccess/Guide\\_to\\_the\\_System\\_of\\_School\\_Success\\_delayed\\_with\\_fact\\_sheets.pdf\)](https://education.alaska.gov/akaccountability/schoolsuccess/Guide_to_the_System_of_School_Success_delayed_with_fact_sheets.pdf) for a more complete description.

For 2022-2023, schools will receive a System for School Success Report once the new cut scores for AK STAR are accepted. At that time, the one-page System for School Success Report (<https://education.alaska.gov/akaccountability>) will be updated. It will contain:

- General information and school demographics
- Full Academic Year (FAY) participation rate
- Indicators
- Overall school index value
- The school's designation for level of support
- The school index values for the nine different student groups.

# Financial Data

## Spending Per Pupil Data

<b>School Level Spending</b>	
<i>State/Local Funds</i>	<b>\$14,620</b>
<i>Federal Funds</i>	<b>\$7,465</b>
<b>Total</b>	<b>\$22,085</b>
<b>School Share of District Level Spending</b>	
<i>State/Local Funds</i>	<b>\$13,699</b>
<i>Federal Funds</i>	<b>\$1,465</b>
<b>Total</b>	<b>\$15,164</b>
<b>District Average Spending</b>	
<i>State/Local Funds</i>	<b>\$28,319</b>
<i>Federal Funds</i>	<b>\$8,930</b>
<b>Total</b>	<b>\$37,249</b>

**\$37,249**

**Spending per pupil**

**310.9** Total ADM

Note: Statewide Average Spending includes districts that have submitted their school-level spending reports. These amounts will be updated once all districts submit their school-level spending reports.

The data that is reported for Per Pupil Expenditures include actual personnel and actual nonpersonnel funding.

# Attendance, Graduation, and Dropout Rates

## All Students

81.97%

85.71%

5.80%

Attendance

Graduation

Dropout

### Report Card Interpretation Guides

- Attendance Rates (<https://education.alaska.gov/reportcard/2022-2023/Attendance-Rates-Report-Card-Interpretation-Guide.pdf>)
- Graduation Rates (<https://education.alaska.gov/reportcard/2022-2023/GraduationRates-Report-Card-Interpretation-Guide.pdf>)
- Dropout Rates (<https://education.alaska.gov/reportcard/2022-2023/Dropout-Rates-Report-Card-Interpretation-Guide.pdf>)

Subgroup	Attendance Rate	Graduation Rate	Dropout Rate	5 Year Cohort Graduation Rate
All Students	81.97%	85.71%	5.80%	73.68%
Male	82.26%	91.87%	4.41%	75.00%
Female	81.62%	81.25%	7.14%	71.43%
Alaska Native/American Indian	82.06%	85.71%	5.80%	73.68%
Two or More Races	74.19%	n/a	n/a	n/a
Economically Disadvantaged	82.97%	84.62%	6.11%	73.68%
Not Economically Disadvantaged	78.47%	100.00%	0.00%	n/a
Students With Disabilities	75.98%	33.33%	33.33%	40.00%
Students Without Disabilities	82.94%	92.00%	2.44%	85.71%
English Learners	82.47%	80.00%	7.69%	71.43%
Migrant Students	87.40%	100.00%	0.00%	100.00%
Active Duty Parent/Guardian	71.43%	n/a	n/a	n/a
Foster Care	85.86%	100.00%	0.00%	n/a

## School Details

<b>Grades KG-8 Retention Rate:</b>	pending
<b>Grade 7-12 Dropout Rate:</b>	5.80%
<b>Enrollment Change:</b>	3.67%
<b>Student Survey Return Rate:</b>	100%
<b>Student Surveys Returned:</b>	176
<b>Average Volunteer Hours per Week:</b>	0
<b>Persistently Dangerous School:</b>	No
<b>High School Graduates:</b>	25
<b>Number of Grade 7-12 Dropouts:</b>	8
<b>Enrollment Change Due to Transfers:</b>	pending
<b>Parent Survey Return Rate:</b>	100%
<b>Parent Surveys Returned:</b>	35
<b>Community Members Commenting:</b>	0
<b>School/Business Partnerships:</b>	0

# Information on the Professional Qualifications of Educators

**Bachelors: 7 Masters: 7 Ed Specialist: 0 Doctorate: 4**

Additional information on teacher qualifications, including type of certification and college degree(s), is available from your school or district upon request. You may also request information on whether your child is provided service by paraprofessionals, and, if so, their qualifications.

Alaska's Equitable Access Plan to Excellent Educators (<https://education.alaska.gov/teachercertification/aep>)

**School's Poverty Level:** High-Poverty

## Teacher Quality

Category	Your School	High-poverty Schools (District)	Low-poverty Schools (District)	All Schools (District)	High-poverty Schools (State)	Low-poverty Schools (State)	All Schools (State)
Number of teachers who are inexperienced	1	1		1	72.71	115.32	409.25
Total number of teachers	21	21		21	998.47	2114.12	7352.07
Percent of teachers who are inexperienced	4.76	4.76		4.76	7.28	5.45	5.57
Number of teachers who have emergency or provisional credentials**	N/A	N/A		N/A	N/A	N/A	N/A
Percentage of teachers who have emergency or provisional credentials**	N/A	N/A		N/A	N/A	N/A	N/A
Number teachers teaching out-of-field	8	8		8	286.98	443.98	1606.17
Total number of teachers	21	21		21	998.47	2114.12	7352.07
Percentage of teachers teaching out-of-field	38.1	38.1		38.1	28.74	21	21.85

\*\* The percentage of teachers in the district teaching with an Emergency Teacher Certificate is N/A. Alaska does not issue emergency certificates to teachers.

## Admin Quality

Category	Your School	High-poverty Schools (State)	Low-poverty Schools (State)
Admin FTEs Inexperienced	0.00	13.61	14.15
Total FTEs Inexperienced	2.00	111.78	140.21
Percentage Inexperienced	0.00	12.18	10.09

## 2020-2021 Civil Rights Data Collection (CRDC)

The Civil Rights Data Collection (CRDC) is a survey of all public schools and school districts in the United States. This is completed and managed by the United States Department of Education. This data is collected pursuant to section 203(c)(1) of the Department of Education Organization Act (20 U.S.C. 3413(c)(1)). The CRDC is a biennial (i.e., every other school year) survey required by the Department's Office for Civil Rights (OCR).

The data in this report is from the **2020-2021** Civil Rights Data Collection, the most current data. This data can also be accessed on the CRDC Homepage (<https://ocrdata.ed.gov/>).

**Please note:** This data was derived from publicly-available data files in which statistical disclosure limitation methods have been applied to reduce the risk of disclosure of individual student information.

Category	Number of Children with Disabilities	Number of Children without Disabilities
Students who received one or more in-school suspensions.	0	0
Instances of out-of-school suspension.	0	0
Students who received an expulsion with educational services.	0	0
Students receiving a school-related arrest.	0	0
Students who were referred to a law enforcement agency or official.	0	0

Category	Number
Students absent 15 or more days during the school year	24
Students enrolled in preschool programs	16
Students enrolled in at least one Advanced Placement course	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of possession of a firearm or explosive device	0
Incidents of rape or attempted rape	0
Incidents of robbery with weapon	0
Incidents of robbery without a weapon	0
Incidents of sexual assault (other than rape)	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Allegations of harassment or bullying on the basis of disability	0
Allegations of harassment or bullying on the basis of race, color, or national origin	0
Allegations of harassment or bullying on the basis of religion	0
Allegations of harassment or bullying on the basis of sex	0
Allegations of harassment or bullying on the basis of sexual orientation	0

The CRDC data is collected by the Federal Government based on a particular methodology and purpose that may not be clearly aligned with the school's or district's disciplinary procedures.

Download Excel (<https://education.alaska.gov/Stats/ReportCard/2020-2021%20CRDC%20Report%20Card%20Data%20for%202022-2023%20Report%20Card.xls>)

<b>Subgroup</b>	<b>Number of Grads that Enrolled in Postsecondary Education in the Academic Year Following Graduation</b>	<b>Number of Grads that Did Not Enroll in Postsecondary Education in the Academic Year Following Graduation</b>	<b>Total Number of Grads</b>	<b>Postsecondary Enrollment Rate</b>
<b>All Students</b>	*	*	15	20% or fewer
<b>Alaska Native/American Indian</b>	*	*	15	20% or fewer
<b>Economically Disadvantaged</b>	*	*	15	20% or fewer
<b>Students With Disabilities</b>	*	*	*	*
<b>English Learners</b>	*	*	6	40% or fewer

Alaska's accountability system under Every Student Succeeds Act (ESSA) for the 2022-2023 academic year will be delayed. The Department of Education and Early Development (DEED) is undergoing changes in its assessment model to ensure a holistic, growth-oriented, adaptive, and efficient approach that aligns with the Alaska Content Standards.

The decision to delay the release of AK STAR scores is driven by the ongoing transition and commitment to developing a more effective assessment approach. The incorporation of new elements, such as MAP Growth performance data, coupled with a linking study that highlighted a significant variance between grade-level percentiles, provided insights into proficiency levels. This information along with a Policy Review Committee's consideration, led to a recommendation to adjust the current AK STAR cut scores.

Key steps will be followed to reporting Spring 2023 AK STAR results this Spring:

1. **December 6, 2023:** DEED submits revised assessment regulations with proposed AK STAR cut scores to the State Board of Education (SBOE) for initial review.
2. **December 2023 – January 2024:** A 30-day public comment period is initiated for stakeholder input on the revised regulations.
3. **January 17, 2024:** SBOE conducts a second review of the revised regulations, considering any public comments received, and anticipates approving the regulations at this meeting.
4. **March 2024:** DEED collaborates with NWEA, the testing vendor, to provide reports to districts.
5. **Spring 2024:** Accountability system calculations will take place, and the processing of these calculations is expected to require nine weeks once assessment data is available.

Despite the delay caused by the adoption of new cut scores for AK STAR, the results remain crucial for making informed decisions based on student growth towards mastering the Alaska Content Standards.

## Academic Progress

### English Learner (EL) Progress

Student Group	2022-2023 Met EL Progress Goal (%)	2022-2023 Interim Target (%)	2022-2023 Interim Target Met	2023-2024 Interim Target (%)
All Students	17.07	48.16	No	51.8

### English Learners Achieving Proficiency

Student Group	Number of Proficient English Learners	Percent of Proficient English Learners
All Students	*	2.17

## Graduation Rate

### 4-Year Graduation Rate (lagging) i

Student Group	2022-2023 Graduation Rate (%)	2022-2023 Interim Target (%)	2022-2023 Interim Target Met	2023-2024 Interim Target (%)
All Students	68.42	73.66	No	75.99
Alaska Native/American Indian	68.42	73.66	No	75.99
Economically Disadvantaged	68.42	74.6	No	76.8
Students With Disabilities	*	*	*	*
English Learners	*	78.23	*	79.54

### 5-Year Graduation Rate (lagging) i

Student Group	2022-2023 Graduation Rate (%)	2022-2023 Interim Target (%)	2022-2023 Interim Target Met	2023-2024 Interim Target (%)
All Students	95	83.9	Yes	85.2
Alaska Native/American Indian	95	83.9	Yes	85.2
Economically Disadvantaged	94.74	77.91	Yes	80.07
English Learners	90.91	92.38	No	92.45

# School Quality / Student Success

## Chronic Absenteeism ⓘ

Student Group	2022-2023 Chronic Absenteeism Rate (%) <span>ⓘ</span>
All Students	64.74
Alaska Native/American Indian	64.29
Two or More Races	*
Economically Disadvantaged	60.49
Students With Disabilities	75
English Learners	63.08

\* Suppressed for student privacy

^ To protect student privacy Top/Bottom suppression has been applied. Reporting Protocol -Top - Bottom Suppression.pdf (<https://education.alaska.gov/akassessments/Reporting%20Protocol%20-%20Top-Bottom%20Suppression.pdf>)

## Participation Rates

This data is not yet available.



# Access to Technology

As a requirement for receiving American Rescue Plan funding (<https://education.alaska.gov/safeschools/infectiousdisease/arp-state-plan#:~:text=The%20ARP%20Act%20provides%20an%20additional%20%242.75%20billion%20in%20assistance,Native%20Hawaiians%2C%20and>) DEED collected the following information about student access to technology.

All of the data in this report was collected as of October 2022 and represents state wide data.

Alaska Student Access to Technology Survey (<https://education.alaska.gov/reportcard/2021-2022/Alaska%20Student%20Access%20to%20Technology%20Survey.pdf>)

Alaska's accountability system under Every Student Succeeds Act (ESSA) for the 2022-2023 academic year will be delayed. The Department of Education and Early Development (DEED) is undergoing changes in its assessment model to ensure a holistic, growth-oriented, adaptive, and efficient approach that aligns with the Alaska Content Standards.

The decision to delay the release of AK STAR scores is driven by the ongoing transition and commitment to developing a more effective assessment approach. The incorporation of new elements, such as MAP Growth performance data, coupled with a linking study that highlighted a significant variance between grade-level percentiles, provided insights into proficiency levels. This information along with a Policy Review Committee's consideration, led to a recommendation to adjust the current AK STAR cut scores.

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Despite the delay caused by the adoption of new cut scores for AK STAR, the results remain crucial for making informed decisions based on student growth towards mastering the Alaska Content Standards.

## 2022-2023 AKSTAR Assessment

Protocol for reporting results ([https://education.alaska.gov/tls/assessments/pdf\\_files/4LevelReportingProtocol.pdf](https://education.alaska.gov/tls/assessments/pdf_files/4LevelReportingProtocol.pdf))

There are no test results on file.

# 2022-2023 Alaska Science Assessment

Protocol for reporting results ([https://education.alaska.gov/tls/assessments/pdf\\_files/4LevelReportingProtocol.pdf](https://education.alaska.gov/tls/assessments/pdf_files/4LevelReportingProtocol.pdf))

## Science

Grade: All Grades

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	Percent Tested	Percent Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	0	0.00%	0	0.00%	8	13.56%	51	86.44%	59	96.72%	3.28%
Female	0	0.00%	0	0.00%	6	22.22%	21	77.78%	27	96.43%	3.57%
Male	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	32	96.97%	3.03%
Alaska Native/American Indian	0	0.00%	0	0.00%	8	13.56%	51	86.44%	59	96.72%	3.28%
Economically Disadvantaged	0	0.00%	0	0.00%	8	13.79%	50	86.21%	58	98.31%	1.69%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	1	50.00%	50.00%
Disabled With Accommodations	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	6	100.00%	0.00%
Students With Disabilities	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	6	100.00%	0.00%
Students Without Disabilities	0	0.00%	0	0.00%	8	15.09%	45	84.91%	53	96.36%	3.64%
English Learners	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	22	100.00%	0.00%
Not English Learners	0	0.00%	0	0.00%	7	18.92%	30	81.08%	37	94.87%	5.13%
Migrant Students	0	0.00%	0	0.00%	3	13.04%	20	86.96%	23	100.00%	0.00%
Not Migrant Students	0	0.00%	0	0.00%	5	13.89%	31	86.11%	36	94.74%	5.26%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Not Active Duty Parent/Guardian	0	0.00%	0	0.00%	8	13.56%	51	86.44%	59	98.33%	1.67%
Not Homeless	0	0.00%	0	0.00%	8	13.56%	51	86.44%	59	96.72%	3.28%
Foster Care	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Foster Care	0	0.00%	0	0.00%	8	13.79%	50	86.21%	58	96.67%	3.33%

Grade: 5

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	Percent Tested	Percent Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	14	100.00%	0.00%
Female	*	40% or fewer	*	40% or fewer	*	40% or fewer	*	60% or more	6	100.00%	0.00%
Male	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	8	100.00%	0.00%
Alaska Native/American Indian	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	14	100.00%	0.00%
Economically Disadvantaged	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	14	100.00%	0.00%
Students Without Disabilities	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	14	100.00%	0.00%
English Learners	*	*	*	*	*	*	*	*	4	100.00%	0.00%
Not English Learners	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	10	100.00%	0.00%
Migrant Students	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Migrant Students	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	13	100.00%	0.00%
Not Active Duty Parent/Guardian	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	14	100.00%	0.00%
Not Homeless	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	14	100.00%	0.00%
Not Foster Care	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	14	100.00%	0.00%

Grade: 8

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	Percent Tested	Percent Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	21	91.30%	8.70%
Female	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	10	90.91%	9.09%
Male	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	11	91.67%	8.33%
Alaska Native/American Indian	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	21	91.30%	8.70%
Economically Disadvantaged	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	20	95.24%	4.76%
Not Economically Disadvantaged	*	*	*	*	*	*	*	*	1	50.00%	50.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students Without Disabilities	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	18	90.00%	10.00%
English Learners	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	10	100.00%	0.00%
Not English Learners	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	11	84.62%	15.38%
Migrant Students	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	9	100.00%	0.00%
Not Migrant Students	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	12	85.71%	14.29%
Active Duty Parent/Guardian	*	*	*	*	*	*	*	*	0	0.00%	100.00%
Not Active Duty Parent/Guardian	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	21	95.45%	4.55%
Not Homeless	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	21	91.30%	8.70%
Foster Care	*	*	*	*	*	*	*	*	1	100.00%	0.00%
Not Foster Care	*	10% or fewer	*	10% or fewer	*	10% or fewer	*	90% or more	20	90.91%	9.09%

Grade: 10

Subgroup	Advanced		Proficient		Approaching Proficient		Needs Support		Total Tested	Percent Tested	Percent Not Tested
	Count	Percent	Count	Percent	Count	Percent	Count	Percent			
All Students	0	0.00%	0	0.00%	5	20.83%	19	79.17%	24	100.00%	0.00%
Female	0	0.00%	0	0.00%	3	27.27%	8	72.73%	11	100.00%	0.00%
Male	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	13	100.00%	0.00%
Alaska Native/American Indian	0	0.00%	0	0.00%	5	20.83%	19	79.17%	24	100.00%	0.00%
Economically Disadvantaged	0	0.00%	0	0.00%	5	20.83%	19	79.17%	24	100.00%	0.00%
Disabled With Accommodations	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students With Disabilities	*	*	*	*	*	*	*	*	3	100.00%	0.00%
Students Without Disabilities	0	0.00%	0	0.00%	5	23.81%	16	76.19%	21	100.00%	0.00%
English Learners	*	25% or fewer	*	25% or fewer	*	25% or fewer	*	75% or more	8	100.00%	0.00%
Not English Learners	0	0.00%	0	0.00%	5	31.25%	11	68.75%	16	100.00%	0.00%
Migrant Students	*	20% or fewer	*	20% or fewer	*	20% or fewer	*	80% or more	13	100.00%	0.00%
Not Migrant Students	0	0.00%	0	0.00%	4	36.36%	7	63.64%	11	100.00%	0.00%
Not Active Duty Parent/Guardian	0	0.00%	0	0.00%	5	20.83%	19	79.17%	24	100.00%	0.00%
Not Homeless	0	0.00%	0	0.00%	5	20.83%	19	79.17%	24	100.00%	0.00%
Not Foster Care	0	0.00%	0	0.00%	5	20.83%	19	79.17%	24	100.00%	0.00%

The tables below describe the number of students who participated in the Alternate Assessment, the number of students who participated in the Alaska Science Assessment, the total number of students assessed, and the percentage of the total count who participated in the Alternate Assessment, by content area and grade.

**Due to the small number of students taking the Alternate Assessment and the necessity to protect student privacy, we are unable to report any data at the school level related to the extent of use of the alternate assessment.**

## Operating Status

This graph illustrates the predominant learning models for schools in Alaska during the 2022- 2023 school year, based on approved or unexpected building closures due to Covid-19. The Levels (described below) indicate whether the schools operated on a standard operation schedule or a hybrid operation schedule. Schools are depicted in groups according to Level and month of the year.

2022-2023 School Operating Status (<https://education.alaska.gov/reportcard/2022-2023/2022-2023 School Operating Status.pdf>)

## Feedback

Recently the Alaska Department of Education & Early Development (DEED) released the 2021-2022 Report Cards to the Public for each school district and school in Alaska. This new user-friendly website aims to provide clear, common information about all public schools and districts in our State. These report cards to the public contain data and information about academics, school environment, teacher quality, and more. We value your feedback as we strive to make Alaska's District and School Report Cards a user-friendly resource to help inform parents and other stakeholders about how districts and schools are doing. Thank you for your participation in this survey and sharing your thoughts and experience with us.

- District/School Personnel Feedback Survey (<https://www.surveymonkey.com/r/Q86SHXS>)
- Parent Feedback Survey (<https://www.surveymonkey.com/r/QL28KFQ>)





THE STATE  
of **ALASKA**  
GOVERNOR MIKE DUNLEAVY

Department of Education  
& Early Development

DIVISION OF INNOVATION AND EDUCATION EXCELLENCE

333 Willoughby Ave., 9<sup>th</sup> Floor, SOB  
P.O. Box 110500  
Juneau, Alaska 99811-0500  
Main: 907.465.2800  
Fax: 907.465.4156

January 24, 2024

Jeanne Campbell, Superintendent  
Kashunamiut School District  
PO Box 345  
Chevak, AK 99563

Re: ESEA Federal Programs Monitoring Visit

Dear Superintendent Campbell:

Enclosed please find the Monitoring Review of the ESEA programs Title I-A, Title I-C, McKinney-Vento, and Fiscal Requirements. These programs were monitored during the November 2023 onsite monitoring visit. This report summarizes the findings of the Department team based on materials review and discussions with your staff.

The attached report will specify those areas where a response from the district is required. Please submit written responses, explanations, or action plans for any item not in full compliance no later than **Friday, March 22<sup>nd</sup>, 2024**, unless otherwise noted. Please address all responses to Kelsey Smiley.

The Department of Education & Early Development team members would like to take this opportunity to express our gratitude to you and to your staff members for their cooperation and assistance in this review.

We look forward to continuing to work with you and your staff to help strengthen education programs in your district and to increase student achievement. If you have any questions, please contact Kelsey Smiley at 465-8679, or via email at [kelsey.smiley@alaska.gov](mailto:kelsey.smiley@alaska.gov).

Sincerely,

DocuSigned by:

**Kathy Moffitt**

E9F49DEE7EBB47F...

Kathy Moffitt

Director of Innovation and Education Excellence

Enclosure

cc: Courtney Preziosi, ESEA/Title I Administrator  
Dr. Beau Abernathy, Federal Programs Director

## Program Specific Reviews

### General Provisions – Findings of noncompliance:

- GP 1: Provide a detailed narrative procedure on how the district will fulfil student information requests from IHEs and Military Recruiters. The narrative should include procedures for how student opt-out forms will be disseminated, and tracked, to ensure that those students for whom a form is completed do not have their information released. Evidence of where the forms will be disseminated should also be provided (i.e., student handbook, enrollment packet, link to webpage).

### Title I, Part A, Improving Basic Programs – Findings of noncompliance:

- I-A 10: Once available, provide evidence that AK STAR reports for the Spring 2023 were disseminated to parents, such as emails confirming distribution, dated letters to parents, etc.
- I-A 11: Provide a written district parent and family engagement policy that was jointly developed with parents, disseminated to parents, and incorporated in the district's ESEA plan. A district parent and family engagement policy template (form #05-17-056) is available on the [DEED Forms page](#).
- I-A 12: Provide school parent and family engagement policies for Chevak school. Also submit evidence that the plan was jointly developed with parents and distributed to parents. A sample school parent and family engagement policy template (form # 05-17-057) is available on the [DEED Forms page](#).
- I-A 13: Provide evidence that the annual Title I meeting occurred for the 23-24 school year.
- I-A 22: Provide the district's written EL procedures document. DEED has an [EL procedures template](#), if needed/desired. Provide evidence of completing the identification process for the potential EL discussed during the interview (HLS, Screener Results, etc.).
- I-A 23: Provide a detailed plan for ensuring that parent notification letters are sent in a timely manner in future years.
- I-A 25: Provide a detailed plan for how the district will assess all ELs on ACCESS for ELLs in the 23-24 school year and future years. Provide a detailed plan for how the district will track ACCESS for ELLs assessment completion, reasons for not assessing, and reporting reasons for not assessing in Summer OASIS 2024 and future years.
- I-A 26: Provide justification for, or evidence of, EL status determinations for AKSIDs 370912, 407601, and 464604. If screener scores are available, provide those. If screener scores are not available, complete a [Language Observation Checklist](#) for each of these students and provide to DEED for review related to next steps.
- I-A 34: Provide evidence that the district sent home a notice to parents of students who have been assigned, or have been taught for 4 or more consecutive weeks, by a teacher who has not met applicable State certification requirements. A sample letter can be found [here](#). Please reference the out-of-field report.

### Title I, Part C, Education of Migratory Children – Findings of noncompliance:

- I-C 2: Provide updated Data Quality Control procedures that address the data quality issues the district has experienced around identification and recruitment of migratory children, timely reporting, and records retention.
- I-C 3: Provide the district's student records transfer procedures and forms that help ensure the educational continuity of migratory children through the timely transfer of pertinent student records.

- I-C 9: Provide an updated Service Delivery Plan that describes how the school district will use Title I-C funds to help address the unmet needs of preschool migratory children and migratory children who have dropped out of school.
- I-C 11: Provide an updated Service Delivery Plan that describes how the school district tracks migratory child eligibility and how they ensure that Title I-C funded services cease as soon as a child meets the end of their eligibility.
- I-C 12: Provide evidence of the district evaluating the effectiveness of their Migrant Education Program. Evaluation should include measuring progress toward meeting the local migrant measurable outcomes (MPOs) outlined in the school district's service delivery plan and submitting the overdue 2022-23 Fidelity of Strategy Implementation (FSI) Tool report to the department.

**McKinney-Vento Homeless Education – Findings of noncompliance:**

- MKV-1: Provide written dispute resolution policy and procedures. Resources and sample forms can be found on the [NCHE website](#).
- MK-V 2: Provide evidence that all school personnel providing services under this subtitle receive professional development and other support. This can be training agendas, PowerPoint slides, sign-in sheets, notes, or other training materials.

**Fiscal Requirements – In compliance**

## **Program Specific Recommendations**

**Title I, Part C, Education of Migratory Children – Recommendation:**

- I-C 4: It is recommended that the district participates in the department's annual statewide migrant parent and staff surveys. District-specific results are shared with the district at the conclusion of the surveys. The surveys help the district obtain feedback from families and staff, which can then be used to guide the development and evaluation of programming.

**English Learners – Recommendation:**

- If using DEED's EL procedures template, include more detail regarding identification procedures, so that they are clearly described for future use.
- Create a schedule/calendar for EL-related tasks, esp. completing identification & screening and sending parent notification letters.
- Create a plan/procedure for storing EL-related records, esp. identification materials (HLS, Screener, LOC-A if used, etc.)



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



February 16, 2024

Dear Parent(s) and Guardian(s):

Recently the Alaska Department of Education & Early Development (DEED) released the 2022-2023 Report Cards to the Public for each school district and school in Alaska. These Report Cards present information about performance for the 2022-2023 school year. During this second administration of The Alaska System of Academic Readiness (AK STAR) assessment, students in grades 3-9 were assessed in English Language Arts and Mathematics. Students in grades 5, 8, and 10 took the Alaska Science Assessment.

Portions of the Report Card pertaining to Accountability will be delayed until May 2024 as DEED is working to revise the cut scores that determine what achievement levels students will receive. Once the new cut scores are accepted, the calculations will be completed.

To view a 2022-2023 School or District Report Card to the Public, go to <https://education.alaska.gov/compass/report-card>. Once there, you will be able to select which School or District Report Card to the Public you wish to view. This user-friendly website aims to provide families with clear, common information about all public schools and districts in our State. These Report Cards to the public contain data and information about academics, school environment, teacher quality, and more. If you are unable to access the Report Card to the Public online, please contact your student's school.

We know that the Report Card to the Public is just one of many ways you will engage with us at Chevak School. We look forward to sharing our school's successes with you, and working together to make our school better every day. In particular, we are proud that at Chevak School the report card to the public shows us doing well on high school graduation rate, which is currently 85.71 percent! According to the National Center for Education Statistics, the state of Alaska had a high school graduation rate of 85.3% for the 2018-2019 school year, which is the latest data available. In fact, Chevak's graduation rate is above the national average of 84.9%.

We hope you will closely follow your student's academic progress and work with his or her teacher(s) to help ensure academic success. Working together as a team, we can improve not only how well our students are performing individually, but how our school and district is performing as a whole. There is nothing more important to administrators and teachers at the Chevak School than ensuring that students are ready for the next step in their academic career. We look forward to partnering with you.

If you have any questions or concerns regarding our School or District Report Card to the Public, please don't hesitate to contact us at 907-858-2241.

Sincerely,

A handwritten signature in black ink that reads "Jeanne Campbell". The signature is written in a cursive, flowing style.

Jeanne Campbell, Superintendent



Northwind Mechanical \_\_\_\_\_

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### Summary of Service

Sunday 1/28/24

Arrived 7pm. Got into apartment 11, water cleaned up no running water or vacuum in building. Worked till 11pm thawing water lines and collection box for actuator. Got it operational. Kitchen sink did not have running water.

Monday 1/29/24

Started setting up class at 8 am. Organized/ cleaned class room. Met with Jean on projects to be done. Class did not start due to ongoing emergency issues around school and the city.(fire) Looked into bleachers found everything is done except tie in to breaker inside panel, need electrician to connect also locate the correct breaker to be installed. Unable to look into basketball hoops lift was not operating battery was connected to generator to get power to the school. Trying to locate parts for job to be done on hoops. Looked into walk in freezer, found all work done mechanically, conduit needs to be run and wire pulled to breaker. Lights to be installed and wired. Tried to locate parts for that found conduit but no fittings for conduit. Power was out in the east loop all morning unable to do any work in 2 a or b until power restored. Restored in afternoon, began trouble shooting boiler in house 2a/b. diagnosed fuel supply issues. Intermittent firing.

Tuesday 1/30/24

Fuel line found to be ran in different sizes causing air bubbles to be created in line causing an inconsistent flow. Line needed to be replaced. Searched for fittings unable to find all we need. Found 3/8" tubing that could partially be re used. Located new tubing at corporation store as well as the rest of the fittings to complete re piping. Worked with Nathan on running new line to new connection on tank with golen rod filter to ensure clean fuel supply. Fuel line completed early afternoon, boiler fired as it should. Boiler got to temp, pressure went up and was leaking from cast iron sections not being tightened enough. Took jacket apart to access bolts to tighten boiler together. Had to open wall in 2 a to access due to tight space inside room. Got the boiler to quit leaking. Adjusted control to actually operate to proper temperature for the climate. Building began to warm up.

Wednesday 1/31/24

1<sup>st</sup> thing met with Beau about updates on progress. Building heat in district office was not to comfort levels. To be returned to later to diagnose. meanwhile heat was running wild(no control, overheating) in building 2a/b, found zone valves manually opened to compensate for failed powerheads on zone valves. Once the building warmed up it thawed out water lines and began leaking consistently. Ed began pumping water out of the building with any means necessary. Found that water heater had a ruptured vessel and needed to be replaced. Nate met up with guy and lee to begin thawing out waste and waterlines to teacher housing.ed joined to help thaw lines. Did this till early afternoon, till nate and ed

met with city and found heat trace lines supplied by the city to not be operating properly, Advised John on a remedy but did not want to step on toes and let John do what he was going to do. Met with Lee and Guy advised what we were doing was unnecessary due to failure on the city to maintain temperatures in the heat trace lines. Came back to 2a/b and looked into boiler wiring and found needed to be redone as much has been bypassed or jumped to make operational. Came up with a plan to remedy

Thursday 2/1/24

Ed and Terrence began removing failed water heater. Once out of the way Nate and Terrence began rewiring entire heating system. Changed 2 power heads and checked operation of thermostats. Terrence with the guidance of Nate rewired entire system. Ed was testing new water heater to ensure it is okay to install. Had to find and build test block manifolds with material on hand. Built 2 and left with maintenance for future use. Expansion tank needed for 2a/b, looked in town and around school will be ordered. School wastewater began backing up. Joined maintenance on diagnosing. Showers were backed up in locker rooms and collection sumps began getting full. Used transfer pump to clear enough to get to actuators. Ed working on actuators and found no vacuum. Continued working on actuators. Nate and Terrence began looking for vacuum leaks around the city with John and Albert from Waste and Water. Found a few around town and isolated. Ed found failed no hub band with large vacuum leak. Needs to be replaced, Ed has working for now. Ed put actuator together with repaired band (still needs to be replaced). Vacuum system began working and all waste was beginning to get evacuated from building. Sump boxes cleared and bathrooms were able to be put back into use after repair of system around 7 pm. Ate dinner. And returned to district office at 800 to diagnose heating issues with maintenance staff. Instructed Guy and Lee on how to diagnose faulty zone valves and thermostats. Found 2 faulty thermostats and 1 defective powerhead. Label zones and thermostats for easier future diagnostics. Will return in the morning to repair what can be done with what we have available to replace.

Friday 2/2/23

Looked at 171 work to be done to have water on science tables. Came up with plan. Will not repair till teacher cleans sinks so trash does not clog waste lines. After advising city to increase pressure and temperature on heat trace, found waste/vacuum lines clearing up to teacher housing. Checked comfort levels on district office. Zone 1 (middle of building) powerhead has failure, looked for replacement. Found replacement robbed from 2b. replaced in D.O. heat operates as it should in zone 1. Short power failure happened tripped main school boiler and pumps. Started freezing water main in school. No water pressure in bathrooms to flush toilets. Got boiler and pump going for the school heat returned in boiler room. Got 1 unit heater fired up in the boiler room to maintain heat, both were not operating. 1 more motor needed. Water pressure returned and all bathrooms checked for operation. Bathroom nearest main entrance needs fixture remounted it was coming off the wall and was condemned. Had janitorial staff tape off for now. Re connected water lines for 5 faucets in science room 171. 1 faucet was broken. Assisted Lee and Guy in checking vacuum in teacher housing.