Regular Meeting
Tuesday, May 9, 2023 6:00 PM

MS/HS Library
109 Charles W St
Petersburg, AK 99833

Agenda

1. **CALL TO ORDER**
2. **DETERMINE QUORUM**
3. **PLEDGE OF ALLEGIANCE**
4. **APPROVAL OF AGENDA**
5. **STUDENT PRESENTATION - NYO demonstration**
6. **STUDENT REPRESENTATIVE REPORT**
7. **CORRESPONDENCE**
8. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**
9. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**
10. **COMMENTS FROM BOARD MEMBERS**
11. **CONSENT AGENDA**
    - 11.1. APRIL, 2023, Monthly accounting report, bills, payroll, and electronic fund transfers, ASB trial balance and P-Card statements in the amount of $1,134,578.41
    - 11.2. APRIL. 11, 2023, regular board meeting minutes
    - 11.3. PERSONNAL ACTION REPORT
12. **ADMINISTRATIVE REPORTS**
    - 12.1. Superintendent's report
      Presenter: Superintendent Kludt-Painter
    - 12.2. Elementary Principal's Report
      Presenter: Principal Heather Conn
    - 12.3. MS/HS Principal's Report
      Presenter: Principal Ambler Moss
    - 12.4. Director of Activities Report
    - 12.5. Director of Finance - Budget FY24 update
      Presenter: Karen Morrison
13. **SCHOOL BOARD COMMITTEE REPORTS**
14. **SPECIAL RECOGNITION**
15. **OLD BUSINESS**
16. **NEW BUSINESS**
    - 16.1. Action: Public Hearing Indian Ed Grant
    - 16.2. Action: Exempt Contracts
    - 16.3. Action: Bank Account Signers
    - 16.4. Action: Calendar Update
    - 16.5. Informational: High School Accreditation
    - 16.6. Informational: MAP / AK Star update
17. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**
18. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**
19. **FUTURE AGENDA ITEMS**
20. **OTHER NEW BUSINESS**

21. **ADJOURNMENT**

Petersburg School District

Revenue Report

☐ Summary Only From Date: 4/1/2023 To Date: 4/30/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Uncollected Balance	% Remaining
Fund: 100 GENERAL FUND					
100.000.000.000.011 CITY DIRECT APPROPRIATIONS	$2,000,000.00	$166,666.67	$1,666,666.70	$333,333.30	16.67%
100.000.000.000.031 INTEREST	$700.00	$0.00	$646.29	$53.71	7.67%
100.000.000.000.040 OTHER LOCAL REVENUES	$60,000.00	$2,554.11	$49,918.29	$10,081.71	16.80%
100.000.000.000.043 STUDENT ACTIVITY REVENUE	$0.00	$0.00	$5,849.27	($5,849.27)	0.00%
100.000.000.000.044 STUDENT FEES	$52,000.00	$4,123.00	$39,376.75	$12,623.25	24.28%
100.000.000.000.047 E-RATE REVENUE	$93,134.00	$0.00	$62,089.60	$31,044.40	33.33%
100.000.000.000.050 REVENUE FROM STATE SOURCES	$0.00	$0.00	$264,084.00	($264,084.00)	0.00%
100.000.000.000.051 FOUNDATION PROGRAM	$5,884,048.00	$476,672.00	$4,744,787.00	$1,139,261.00	19.36%
100.000.000.000.056 TRS ON-BEHALF PAYMENTS	$434,998.00	$0.00	$0.00	$434,998.00	100.00%
100.000.000.000.057 PERS ON-BEHALF PAYMENTS	$39,200.00	$0.00	$0.00	$39,200.00	100.00%
100.000.000.000.090 OTHER STATE REVENUES	$19,586.00	$0.00	$22,078.00	($2,492.00)	-12.72%
Fund 100 Total:	$8,583,666.00	$650,015.78	$6,855,495.90	$1,728,170.10	20.13%
Grand Total:	$8,583,666.00	$650,015.78	$6,855,495.90	$1,728,170.10	20.13%

End of Report

April 2023
Monthly Bills
$1,134,578.41

Petersburg School District

Expenditure Budget Balance Report

☐ Summary Only From Date: 4/1/2023 To Date: 4/30/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
Fund: 100 GENERAL FUND						
100.100.100.000.315	$737,260.00	$61,354.98	$490,793.84	$246,466.16	$242,816.91	$3,649.25
CERTIFICATED TEACHER						0.49%
100.100.100.000.329	$28,500.00	$800.00	$14,525.00	$13,975.00	$0.00	$13,975.00
HS REG INSTRUCTION SUB						49.04%
100.100.100.000.363	$3,812.00	$312.62	$2,541.48	$1,270.52	$0.00	$1,270.52
WORKERS COMPENSATION						33.33%
100.100.100.000.364	$188,531.00	$15,543.48	$124,347.85	$64,183.15	$833.35	$63,349.80
INSURANCE-HEALTH/LIFE						33.60%
100.100.100.000.365	$178,189.00	$7,730.35	$58,312.23	$119,876.77	$0.00	$119,876.77
RETIREMENT CONTRIBUTION-TRS						67.28%
100.100.100.000.367	$10,000.00	$851.19	$6,918.84	$3,081.16	$0.00	$3,081.16
MEDICARE TAX						30.81%
100.100.100.000.368	$1,017.00	$0.00	$137.95	$879.05	$0.00	$879.05
SOCIAL SECURITY TAX						86.44%
100.100.100.000.426	$3,000.00	$0.00	$0.00	$3,000.00	$0.00	$3,000.00
STUDENT TRANSPORTATION						100.00%
100.100.100.000.450	$48,000.00	$673.74	$3,288.14	$44,711.86	$44,320.00	$391.86
FRESHMAN LAPTOP COMPUTERS						0.82%
100.100.100.000.451	$10,325.00	$0.00	$5,541.40	$4,783.60	$955.42	$3,828.18
GENERAL HS TEACHING SUPPLIES						37.08%
100.100.100.000.474	$10,000.00	$3,049.64	$3,049.64	$6,950.36	$2,878.13	$4,072.23
HS CURRICULUM ADOPTION						40.72%
100.100.100.000.476	$7,000.00	$0.00	$7,006.50	($6.50)	$0.00	($6.50)
HS COPIER SUPPLIES						-0.09%
100.100.100.000.491	$10,000.00	$0.00	$2,029.80	$7,970.20	$1,220.00	$6,750.20
HS DUES AND FEES						67.50%
100.100.100.001.451	$1,500.00	$0.00	$639.15	$860.85	$0.00	$860.85
HS ENGLISH SUPPLIES						57.39%
100.100.100.002.451	$1,000.00	$0.00	$994.80	$5.20	$0.00	$5.20
HS MATH SUPPLIES						0.52%
100.100.100.003.451	$3,100.00	$3.99	$2,489.09	$610.91	$35.22	$575.69
HS SCIENCE SUPPLIES						18.57%
100.100.100.004.451	$675.00	$0.00	$1,154.20	($479.20)	$0.00	($479.20)
HS SOCIAL STUDIES SUPPLIES						-70.99%
100.100.100.007.451	$500.00	$0.00	$714.34	($214.34)	$0.00	($214.34)

Expenditure Budget Balance Report

☐ Summary Only From Date: 4/1/2023 To Date: 4/30/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
HS PE SUPPLIES						-42.87%
100.100.100.008.451	$500.00	$0.00	$484.99	$15.01	$0.00	$15.01
HS MUSIC SUPPLIES						3.00%
100.100.100.009.451	$1,000.00	$0.00	$999.33	$0.67	$0.00	$0.67
HS ART/JEWELRY/PHOTO SUPPLIES						0.07%
100.100.100.021.451	$500.00	$0.00	$130.00	$370.00	$0.00	$370.00
HS SPANISH SUPPLIES						74.00%
100.100.160.000.315	$87,487.00	$7,290.58	$58,324.64	$29,162.36	$29,162.36	$0.00
CERTIFICATED TEACHER						0.00%
100.100.160.000.329	$1,500.00	$525.00	$1,225.00	$275.00	$0.00	$275.00
HS CTE SUB						18.33%
100.100.160.000.363	$583.00	$39.18	$298.53	$284.47	$0.00	$284.47
WORKERS COMPENSATION						48.79%
100.100.160.000.364	$27,059.00	$2,254.88	$18,039.04	$9,019.96	$0.00	$9,019.96
INSURANCE-HEALTH/LIFE						33.33%
100.100.160.000.365	$21,538.00	$915.70	$7,325.60	$14,212.40	$0.00	$14,212.40
RETIREMENT CONTRIBUTION-TRS						65.99%
100.100.160.000.367	$1,275.00	$105.15	$798.09	$476.91	$0.00	$476.91
MEDICARE TAX						37.40%
100.100.160.000.368	$31.00	$0.00	$0.00	$31.00	$0.00	$31.00
SOCIAL SECURITY TAX						100.00%
100.100.160.006.451	$500.00	$0.00	$0.00	$500.00	$0.00	$500.00
AQUACULTURE SUPPLIES						100.00%
100.100.160.300.451	$1,300.00	$0.00	$0.00	$1,300.00	$0.00	$1,300.00
CULINARY SUPPLIES						100.00%
100.100.160.309.451	$1,300.00	$0.00	$0.00	$1,300.00	$800.00	$500.00
FOOD SCIENCE/CULINARY						38.46%
100.100.160.310.451	$2,500.00	$0.00	$355.96	$2,144.04	$0.00	$2,144.04
SHOP SUPPLIES						85.76%
100.100.200.000.315	$70,524.00	$5,785.33	$46,775.69	$23,748.31	$23,141.36	$606.95
CERTIFICATED TEACHER						0.86%
100.100.200.000.323	$116,200.00	$10,786.95	$85,070.22	$31,129.78	$13,895.63	$17,234.15
AIDES						14.83%
100.100.200.000.329	$8,000.00	$0.00	$2,868.75	$5,131.25	$0.00	$5,131.25
HS SPED SUB						64.14%
100.100.200.000.363	$950.00	$85.80	$699.13	$250.87	$0.00	$250.87

Expenditure Budget Balance Report

☐ Summary Only From Date: 4/1/2023 To Date: 4/30/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
WORKERS COMPENSATION						26.41%
100.100.200.000.364	$45,000.00	$4,967.51	$39,191.76	$5,808.24	$1,166.71	$4,641.53
INSURANCE-HEALTH/LIFE						10.31%
100.100.200.000.365	$17,093.00	$726.64	$5,875.04	$11,217.96	$0.00	$11,217.96
RETIREMENT CONTRIBUTION-TRS						65.63%
100.100.200.000.366	$29,467.00	$2,246.49	$17,681.42	$11,785.58	$0.00	$11,785.58
RETIREMENT CONTRIBUTION-PERS						40.00%
100.100.200.000.367	$3,105.00	$232.11	$1,892.11	$1,212.89	$0.00	$1,212.89
MEDICARE TAX						39.06%
100.100.200.000.368	$834.00	$35.69	$341.76	$492.24	$0.00	$492.24
SOCIAL SECURITY TAX						59.02%
100.100.200.000.451	$1,000.00	$43.20	$842.97	$157.03	$17.05	$139.98
HS SPED SUPPLIES						14.00%
100.100.300.000.315	$61,251.00	$4,972.00	$39,776.00	$21,475.00	$19,888.00	$1,587.00
CERTIFICATED TEACHER						2.59%
100.100.300.000.323	$33,500.00	$3,270.03	$26,059.03	$7,440.97	$4,269.38	$3,171.59
AIDES						9.47%
100.100.300.000.329	$1,000.00	$0.00	$1,750.00	($750.00)	$0.00	($750.00)
SUBSTITUTES/TEMPORARIES						-75.00%
100.100.300.000.363	$694.00	$41.31	$338.77	$355.23	$0.00	$355.23
WORKERS COMPENSATION						51.19%
100.100.300.000.364	$45,127.00	$3,943.39	$31,547.12	$13,579.88	$0.00	$13,579.88
INSURANCE-HEALTH/LIFE						30.09%
100.100.300.000.365	$15,142.00	$624.48	$4,995.84	$10,146.16	$0.00	$10,146.16
RETIREMENT CONTRIBUTION-TRS						67.01%
100.100.300.000.366	$7,933.00	$719.41	$6,242.40	$1,690.60	$0.00	$1,690.60
RETIREMENT CONTRIBUTION-PERS						21.31%
100.100.300.000.367	$1,518.00	$105.21	$865.83	$652.17	$0.00	$652.17
MEDICARE TAX						42.96%
100.100.300.000.368	$62.00	$0.00	$0.00	$62.00	$0.00	$62.00
SOCIAL SECURITY TAX						100.00%
100.100.300.000.451	$5,000.00	$923.84	$1,983.28	$3,016.72	$98.00	$2,918.72
SECONDARY COUNSELOR SUPPLIES						58.37%
100.100.300.000.479	$4,400.00	$0.00	$0.00	$4,400.00	$0.00	$4,400.00
SECONDARY COUNSELOR OTHER						100.00%
100.100.350.000.315	$76,698.00	$6,349.83	$50,798.64	$25,899.36	$25,399.36	$500.00

Expenditure Budget Balance Report

☐ Summary Only From Date: 4/1/2023 To Date: 4/30/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
CERTIFICATED TEACHER						0.65%
100.100.350.000.329	$750.00	$0.00	$1,525.00	($775.00)	$0.00	($775.00)
SUBSTITUTES/TEMPORARIES						-103.33%
100.100.350.000.363	$513.00	$31.83	$267.30	$245.70	$0.00	$245.70
WORKERS COMPENSATION						47.89%
100.100.350.000.364	$8,844.00	$589.69	$4,538.14	$4,305.86	$0.00	$4,305.86
INSURANCE-HEALTH/LIFE						48.69%
100.100.350.000.365	$18,759.00	$797.54	$6,380.32	$12,378.68	$0.00	$12,378.68
RETIREMENT CONTRIBUTION-TRS						65.99%
100.100.350.000.367	$1,122.00	$89.93	$760.34	$361.66	$0.00	$361.66
MEDICARE TAX						32.23%
100.100.350.000.368	$47.00	$0.00	$0.00	$47.00	$0.00	$47.00
SOCIAL SECURITY TAX						100.00%
100.100.350.000.451	$409.00	$0.00	$408.50	$0.50	$0.00	$0.50
TEACHING SUPPLIES						0.12%
100.100.350.000.472	$2,291.00	$1,035.87	$1,556.85	$734.15	$70.06	$664.09
SECONDARY LIBRARY BOOKS						28.99%
100.100.350.000.473	$800.00	$0.00	$379.00	$421.00	$0.00	$421.00
SECONDARY PERIODICALS						52.63%
100.100.350.000.479	$1,500.00	$0.00	$1,307.73	$192.27	$0.00	$192.27
SECONDARY SUPPLIES AND MATERIALS						12.82%
100.100.400.000.479	$2,500.00	$224.34	$836.66	$1,663.34	$250.00	$1,413.34
SECONDARY PRINCIPAL SUPPLIES AND MATERIALS						56.53%
100.100.400.000.491	$600.00	$0.00	$614.00	($14.00)	$0.00	($14.00)
PRINCIPAL DUES AND FEES						-2.33%
100.100.450.000.324	$65,478.00	$6,205.39	$53,161.17	$12,316.83	$9,417.90	$2,898.93
SUPPORT STAFF						4.43%
100.100.450.000.329	$600.00	$202.50	$840.00	($240.00)	$0.00	($240.00)
SUBSTITUTES/TEMPORARIES						-40.00%
100.100.450.000.363	$410.00	$33.62	$283.92	$126.08	$0.00	$126.08
WORKERS COMPENSATION						30.75%
100.100.450.000.364	$11,844.00	$1,282.83	$10,562.64	$1,281.36	$300.00	$981.36
INSURANCE-HEALTH/LIFE						8.29%
100.100.450.000.366	$15,062.00	$1,365.19	$11,865.90	$3,196.10	$0.00	$3,196.10
RETIREMENT CONTRIBUTION-PERS						21.22%
100.100.450.000.367	$898.00	$93.89	$795.02	$102.98	$0.00	$102.98

Expenditure Budget Balance Report

☐ Summary Only From Date: 4/1/2023 To Date: 4/30/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
MEDICARE TAX						11.47%
100.100.450.000.368	$74.00	$12.56	$52.09	$21.91	$0.00	$21.91
SOCIAL SECURITY TAX						29.61%
100.100.450.000.433	$1,500.00	$171.24	$1,539.18	($39.18)	$0.00	($39.18)
SECONDARY COMMUNICATIONS						-2.61%
100.100.450.000.434	$400.00	$0.00	$76.95	$323.05	$123.05	$200.00
SECONDARY POSTAGE						50.00%
100.100.450.000.454	$600.00	$0.00	$153.28	$446.72	$756.66	($309.94)
SECONDARY OFFICE SUPPLIES						-51.66%
100.100.700.000.316	$2,782.00	$357.14	$2,142.84	$639.16	$3,137.16	($2,498.00)
CERTIFICATED EXTRA DUTY PAY						-89.79%
100.100.700.000.322	$1,038.00	$187.50	$1,312.50	($274.50)	$187.50	($462.00)
NON-CERT SPECIALIST/EXTRA DUTY						-44.51%
100.100.700.000.329	$2,000.00	$0.00	$1,000.00	$1,000.00	$0.00	$1,000.00
SUBSTITUTES/TEMPORARIES						50.00%
100.100.700.000.363	$139.00	$2.73	$22.31	$116.69	$0.00	$116.69
WORKERS COMPENSATION						83.95%
100.100.700.000.364	$0.00	$0.00	$23.44	($23.44)	$0.00	($23.44)
INSURANCE-HEALTH/LIFE						0.00%
100.100.700.000.365	$685.00	$44.96	$269.66	$415.34	$0.00	$415.34
RETIREMENT CONTRIBUTION-TRS						60.63%
100.100.700.000.366	$2,442.00	$41.25	$288.73	$2,153.27	$0.00	$2,153.27
RETIREMENT CONTRIBUTION-PERS						88.18%
100.100.700.000.367	$222.00	$7.29	$60.75	$161.25	$0.00	$161.25
MEDICARE TAX						72.64%
100.100.700.000.368	$504.00	$0.00	$62.00	$442.00	$0.00	$442.00
SOCIAL SECURITY TAX						87.70%
100.100.700.000.421	$5,700.00	$0.00	$4,689.08	$1,010.92	$0.00	$1,010.92
STAFF TRANSPORTATION						17.74%
100.100.700.000.426	$7,377.00	$0.00	$252.00	$7,125.00	$0.00	$7,125.00
STUDENT TRANSPORTATION						96.58%
100.100.700.000.433	$3,000.00	$97.05	$873.45	$2,126.55	$0.00	$2,126.55
COMMUNICATIONS						70.89%
100.100.700.000.479	$6,731.00	$1,817.93	$9,975.99	($3,244.99)	$0.00	($3,244.99)
OTHER SUPPLIES AND MATERIALS						-48.21%
100.100.700.000.491	$7,000.00	$0.00	$2,830.00	$4,170.00	$0.00	$4,170.00

Expenditure Budget Balance Report

☐ Summary Only From Date: 4/1/2023 To Date: 4/30/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
DUES AND FEES						59.57%
100.100.700.110.316	$3,545.00	$0.00	$5,546.80	($2,001.80)	$0.00	($2,001.80)
CERTIFICATED EXTRA DUTY PAY						-56.47%
100.100.700.110.329	$500.00	$0.00	$1,613.55	($1,113.55)	$0.00	($1,113.55)
CROSS COUNTRY SUB						-222.71%
100.100.700.110.363	$24.00	$0.00	$35.90	($11.90)	$0.00	($11.90)
WORKERS COMPENSATION						-49.58%
100.100.700.110.365	$445.00	$0.00	$696.72	($251.72)	$0.00	($251.72)
RETIREMENT CONTRIBUTION-TRS						-56.57%
100.100.700.110.366	$0.00	$0.00	$19.48	($19.48)	$0.00	($19.48)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.110.367	$52.00	$0.00	$100.64	($48.64)	$0.00	($48.64)
MEDICARE TAX						-93.54%
100.100.700.110.368	$0.00	$0.00	$18.60	($18.60)	$0.00	($18.60)
SOCIAL SECURITY TAX						0.00%
100.100.700.110.426	$17,010.00	$0.00	$17,010.94	($0.94)	$0.00	($0.94)
XCOUNTRY TRANSPORTATION						-0.01%
100.100.700.110.479	$1,265.00	$0.00	$1,265.92	($0.92)	$0.00	($0.92)
XCOUNTRY SUPPLIES AND MATERIALS						-0.07%
100.100.700.120.322	$7,298.00	$0.00	$7,298.00	$0.00	$0.00	$0.00
NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.120.363	$48.00	$0.00	$36.56	$11.44	$0.00	$11.44
WORKERS COMPENSATION						23.83%
100.100.700.120.366	$0.00	$0.00	$563.77	($563.77)	$0.00	($563.77)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.120.367	$106.00	$0.00	$105.84	$0.16	$0.00	$0.16
MEDICARE TAX						0.15%
100.100.700.120.368	$366.00	$0.00	$323.20	$42.80	$0.00	$42.80
SOCIAL SECURITY TAX						11.69%
100.100.700.120.426	$7,200.00	$0.00	$7,013.69	$186.31	$0.00	$186.31
SWIM TRANSPORTATION						2.59%
100.100.700.120.479	$1,414.00	$0.00	$663.98	$750.02	$0.00	$750.02
SWIM SUPPLIES AND MATERIALS						53.04%
100.100.700.130.316	$6,045.00	$0.00	$6,045.00	$0.00	$0.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.130.322	$2,419.00	$0.00	$2,419.00	$0.00	$0.00	$0.00

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NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.130.329	$1,000.00	$0.00	$4,380.00	($3,380.00)	$0.00	($3,380.00)
SUBSTITUTES/TEMPORARIES						-338.00%
100.100.700.130.363	$63.00	$0.00	$64.38	($1.38)	$0.00	($1.38)
WORKERS COMPENSATION						-2.19%
100.100.700.130.365	$759.00	$0.00	$892.38	($133.38)	$0.00	($133.38)
RETIREMENT CONTRIBUTION-TRS						-17.57%
100.100.700.130.366	$0.00	$0.00	$48.40	($48.40)	$0.00	($48.40)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.130.367	$137.00	$0.00	$183.27	($46.27)	$0.00	($46.27)
MEDICARE TAX						-33.77%
100.100.700.130.368	$150.00	$0.00	$338.44	($188.44)	$0.00	($188.44)
SOCIAL SECURITY TAX						-125.63%
100.100.700.130.426	$25,000.00	($100.00)	$22,342.38	$2,657.62	$0.00	$2,657.62
GIRLS BB TRANSPORTATION						10.63%
100.100.700.130.479	$0.00	$0.00	$1,284.11	($1,284.11)	$0.00	($1,284.11)
GIRLS BB SUPPLIES AND MATERIALS						0.00%
100.100.700.140.316	$4,795.00	$0.00	$4,000.00	$795.00	$0.00	$795.00
CERTIFICATED EXTRA DUTY PAY						16.58%
100.100.700.140.322	$1,901.00	$0.00	$2,713.00	($812.00)	$0.00	($812.00)
NON-CERT SPECIALIST/EXTRA DUTY						-42.71%
100.100.700.140.329	$360.00	$0.00	$0.00	$360.00	$0.00	$360.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.700.140.363	$44.00	$0.00	$33.64	$10.36	$0.00	$10.36
WORKERS COMPENSATION						23.55%
100.100.700.140.365	$602.00	$0.00	$502.41	$99.59	$0.00	$99.59
RETIREMENT CONTRIBUTION-TRS						16.54%
100.100.700.140.367	$93.00	$0.00	$93.79	($0.79)	$0.00	($0.79)
MEDICARE TAX						-0.85%
100.100.700.140.426	$19,113.00	$0.00	$18,732.84	$380.16	$0.00	$380.16
VB TRANSPORTATION						1.99%
100.100.700.140.479	$0.00	$0.00	$419.07	($419.07)	$0.00	($419.07)
VB SUPPLIES AND MATERIALS						0.00%
100.100.700.150.316	$834.00	$0.00	$0.00	$834.00	$417.00	$417.00
CERTIFICATED EXTRA DUTY PAY						50.00%
100.100.700.150.363	$5.00	$0.00	$0.00	$5.00	$0.00	$5.00

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WORKERS COMPENSATION						100.00%
100.100.700.150.367	$12.00	$0.00	$0.00	$12.00	$0.00	$12.00
MEDICARE TAX						100.00%
100.100.700.160.322	$6,113.00	$0.00	$7,213.00	($1,100.00)	$0.00	($1,100.00)
NON-CERT SPECIALIST/EXTRA DUTY						-17.99%
100.100.700.160.363	$44.00	$0.00	$36.18	$7.82	$0.00	$7.82
WORKERS COMPENSATION						17.77%
100.100.700.160.367	$116.00	$0.00	$104.58	$11.42	$0.00	$11.42
MEDICARE TAX						9.84%
100.100.700.160.368	$0.00	$0.00	$447.22	($447.22)	$0.00	($447.22)
SOCIAL SECURITY TAX						0.00%
100.100.700.160.426	$8,000.00	$0.00	$8,112.20	($112.20)	$0.00	($112.20)
CHEERLEADING TRANSPORTATION						-1.40%
100.100.700.170.322	$6,500.00	$0.00	$0.00	$6,500.00	$0.00	$6,500.00
NON-CERT SPECIALIST/EXTRA DUTY						100.00%
100.100.700.170.363	$44.00	$0.00	$0.00	$44.00	$0.00	$44.00
WORKERS COMPENSATION						100.00%
100.100.700.170.365	$843.00	$0.00	$0.00	$843.00	$0.00	$843.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.100.700.170.367	$97.00	$0.00	$0.00	$97.00	$0.00	$97.00
MEDICARE TAX						100.00%
100.100.700.170.426	$20,000.00	$264.00	$264.00	$19,736.00	$0.00	$19,736.00
TRACK TRANSPORTATION						98.68%
100.100.700.180.316	$834.00	$0.00	$0.00	$834.00	$278.00	$556.00
CERTIFICATED EXTRA DUTY PAY						66.67%
100.100.700.180.363	$5.00	$0.00	$0.00	$5.00	$0.00	$5.00
WORKERS COMPENSATION						100.00%
100.100.700.180.365	$105.00	$0.00	$0.00	$105.00	$0.00	$105.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.100.700.180.367	$12.00	$0.00	$0.00	$12.00	$0.00	$12.00
MEDICARE TAX						100.00%
100.100.700.190.316	$0.00	$469.13	$3,283.91	($3,283.91)	$469.09	($3,753.00)
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.190.329	$0.00	$900.00	$900.00	($900.00)	$0.00	($900.00)
SUBSTITUTES/TEMPORARIES						0.00%
100.100.700.190.363	$0.00	$6.86	$20.96	($20.96)	$0.00	($20.96)

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WORKERS COMPENSATION						0.00%
100.100.700.190.365	$0.00	$58.93	$412.51	($412.51)	$0.00	($412.51)
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.190.367	$0.00	$19.40	$57.56	($57.56)	$0.00	($57.56)
MEDICARE TAX						0.00%
100.100.700.190.368	$0.00	$23.25	$23.25	($23.25)	$0.00	($23.25)
SOCIAL SECURITY TAX						0.00%
100.100.700.190.421	$2,800.00	$1,051.00	$3,179.66	($379.66)	$0.00	($379.66)
MUSIC STAFF TRANSPORTATION						-13.56%
100.100.700.190.426	$4,300.00	$500.00	$4,673.64	($373.64)	$0.00	($373.64)
MUSIC TRANSPORTATION						-8.69%
100.100.700.195.316	$1,529.00	$0.00	$0.00	$1,529.00	$0.00	$1,529.00
CERTIFICATED EXTRA DUTY PAY						100.00%
100.100.700.200.316	$1,529.00	$382.25	$1,529.00	$0.00	$0.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.200.322	$0.00	$0.00	$0.00	$0.00	$764.50	($764.50)
NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.200.363	$0.00	$1.92	$7.68	($7.68)	$0.00	($7.68)
WORKERS COMPENSATION						0.00%
100.100.700.200.365	$0.00	$50.35	$201.40	($201.40)	$0.00	($201.40)
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.200.367	$0.00	$5.54	$22.16	($22.16)	$0.00	($22.16)
MEDICARE TAX						0.00%
100.100.700.205.316	$2,294.00	$0.00	$0.00	$2,294.00	$0.00	$2,294.00
CERTIFICATED EXTRA DUTY PAY						100.00%
100.100.700.210.322	$6,130.00	$0.00	$6,714.00	($584.00)	$0.00	($584.00)
NON-CERT SPECIALIST/EXTRA DUTY						-9.53%
100.100.700.210.329	$0.00	$0.00	$1,080.00	($1,080.00)	$0.00	($1,080.00)
SUBSTITUTES/TEMPORARIES						0.00%
100.100.700.210.363	$41.00	$0.00	$39.09	$1.91	$0.00	$1.91
WORKERS COMPENSATION						4.66%
100.100.700.210.367	$89.00	$0.00	$113.01	($24.01)	$0.00	($24.01)
MEDICARE TAX						-26.98%
100.100.700.210.368	$380.00	$0.00	$483.23	($103.23)	$0.00	($103.23)
SOCIAL SECURITY TAX						-27.17%
100.100.700.210.426	$23,500.00	$0.00	$23,344.38	$155.62	$0.00	$155.62

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WRESTLING TRANSPORTATION						0.66%
100.100.700.210.479	$0.00	$0.00	$607.63	($607.63)	$0.00	($607.63)
WRESTLING SUPPLIES AND MATERIALS						0.00%
100.100.700.210.491	$0.00	$0.00	$150.00	($150.00)	$0.00	($150.00)
WRESTLING DUES AND FEES						0.00%
100.100.700.220.316	$8,464.00	$0.00	$9,048.00	($584.00)	$0.00	($584.00)
CERTIFICATED EXTRA DUTY PAY						-6.90%
100.100.700.220.329	$4,500.00	$250.00	$7,347.50	($2,847.50)	$0.00	($2,847.50)
SUBSTITUTES/TEMPORARIES						-63.28%
100.100.700.220.363	$64.00	$1.25	$82.21	($18.21)	$0.00	($18.21)
WORKERS COMPENSATION						-28.45%
100.100.700.220.365	$1,063.00	$0.00	$1,365.59	($302.59)	$0.00	($302.59)
RETIREMENT CONTRIBUTION-TRS						-28.47%
100.100.700.220.366	$0.00	$0.00	$57.20	($57.20)	$0.00	($57.20)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.220.367	$132.00	$3.63	$226.36	($94.36)	$0.00	($94.36)
MEDICARE TAX						-71.48%
100.100.700.220.368	$0.00	$15.50	$244.90	($244.90)	$0.00	($244.90)
SOCIAL SECURITY TAX						0.00%
100.100.700.220.426	$25,000.00	($100.00)	$24,421.77	$578.23	$0.00	$578.23
BOYS BB TRANSPORTATION						2.31%
100.100.700.220.479	$0.00	$0.00	$1,312.77	($1,312.77)	$0.00	($1,312.77)
BOYS BB SUPPLIES AND MATERIALS						0.00%
100.100.700.230.316	$834.00	$0.00	$0.00	$834.00	$417.00	$417.00
CERTIFICATED EXTRA DUTY PAY						50.00%
100.100.700.240.316	$7,298.00	$2,432.67	$4,865.34	$2,432.66	$2,432.66	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.240.322	$2,085.00	$0.00	$0.00	$2,085.00	$0.00	$2,085.00
NON-CERT SPECIALIST/EXTRA DUTY						100.00%
100.100.700.240.329	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.700.240.363	$64.00	$12.19	$24.38	$39.62	$0.00	$39.62
WORKERS COMPENSATION						61.91%
100.100.700.240.365	$655.00	$307.32	$614.64	$40.36	$0.00	$40.36
RETIREMENT CONTRIBUTION-TRS						6.16%
100.100.700.240.367	$76.00	$33.29	$66.58	$9.42	$0.00	$9.42

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MEDICARE TAX						12.39%
100.100.700.240.426	$15,000.00	$564.00	$564.00	$14,436.00	$6,344.74	$8,091.26
BASEBALL TRANSPORTATION						53.94%
100.100.700.240.479	$0.00	$2,175.30	$2,175.30	($2,175.30)	$699.40	($2,874.70)
BASEBALL SUPPLIES AND MATERIALS						0.00%
100.100.700.250.421	$0.00	$0.00	$0.00	$0.00	$482.09	($482.09)
ARTFEST TRANSPORTATION						0.00%
100.200.100.000.314	$29,000.00	$2,379.70	$21,417.30	$7,582.70	$7,389.10	$193.60
CERT DIRECTOR/COORD/MANAGER						0.67%
100.200.100.000.315	$368,742.00	$30,431.83	$243,750.47	$124,991.53	$121,977.36	$3,014.17
CERTIFICATED TEACHER						0.82%
100.200.100.000.329	$8,000.00	$850.00	$6,450.00	$1,550.00	$0.00	$1,550.00
SUBSTITUTES/TEMPORARIES						19.38%
100.200.100.000.363	$2,661.00	$170.41	$1,374.89	$1,286.11	$0.00	$1,286.11
WORKERS COMPENSATION						48.33%
100.200.100.000.364	$133,687.00	$10,663.55	$85,747.52	$47,939.48	$333.36	$47,606.12
INSURANCE-HEALTH/LIFE						35.61%
100.200.100.000.365	$97,925.00	$4,127.04	$33,349.19	$64,575.81	$0.00	$64,575.81
RETIREMENT CONTRIBUTION-TRS						65.94%
100.200.100.000.367	$5,825.00	$455.62	$3,686.80	$2,138.20	$0.00	$2,138.20
MEDICARE TAX						36.71%
100.200.100.000.368	$498.00	$31.00	$35.65	$462.35	$0.00	$462.35
SOCIAL SECURITY TAX						92.84%
100.200.100.000.451	$11,500.00	$730.51	$5,158.79	$6,341.21	$1,204.40	$5,136.81
MS GENERAL TEACHING SUPPLIES						44.67%
100.200.100.000.474	$8,000.00	$0.00	$0.00	$8,000.00	$0.00	$8,000.00
MS CURRICULUM ADOPTION						100.00%
100.200.100.000.476	$8,000.00	$113.61	$5,161.16	$2,838.84	$0.00	$2,838.84
MS COPIER SUPPLIES						35.49%
100.200.100.001.451	$500.00	$0.00	$493.16	$6.84	$270.52	($263.68)
MS ENGLISH SUPPLIES						-52.74%
100.200.100.002.451	$1,000.00	$0.00	$980.01	$19.99	$0.00	$19.99
MS MATH SUPPLIES						2.00%
100.200.100.003.451	$500.00	$258.63	$645.22	($145.22)	$0.00	($145.22)
MS SCIENCE SUPPLIES						-29.04%
100.200.100.004.451	$500.00	$0.00	$305.12	$194.88	$0.00	$194.88

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MS SOCIAL STUDIES SUPPLIES						38.98%
100.200.100.008.451	$500.00	$0.00	$449.46	$50.54	$0.00	$50.54
MS MUSIC SUPPLIES						10.11%
100.200.100.009.451	$500.00	$300.91	$497.83	$2.17	$0.00	$2.17
MS ART/JEWELRY/PHOTO SUPPLIES						0.43%
100.200.100.016.451	$500.00	$886.32	$886.32	($386.32)	$0.00	($386.32)
6TH TEACHING SUPPLIES						-77.26%
100.200.100.019.451	$500.00	$47.00	$47.00	$453.00	$0.00	$453.00
MS ROBOTICS						90.60%
100.200.200.000.315	$57,119.00	$4,656.42	$37,744.41	$19,374.59	$18,625.64	$748.95
CERTIFICATED TEACHER						1.31%
100.200.200.000.323	$85,000.00	$8,853.92	$60,197.93	$24,802.07	$11,609.66	$13,192.41
AIDES						15.52%
100.200.200.000.329	$7,000.00	$0.00	$3,750.00	$3,250.00	$0.00	$3,250.00
SUBSTITUTES/TEMPORARIES						46.43%
100.200.200.000.363	$738.00	$67.72	$509.76	$228.24	$0.00	$228.24
WORKERS COMPENSATION						30.93%
100.200.200.000.364	$48,004.00	$4,202.66	$33,595.55	$14,408.45	$0.00	$14,408.45
INSURANCE-HEALTH/LIFE						30.02%
100.200.200.000.365	$14,024.00	$593.89	$4,971.11	$9,052.89	$0.00	$9,052.89
RETIREMENT CONTRIBUTION-TRS						64.55%
100.200.200.000.366	$21,000.00	$1,947.85	$11,984.36	$9,015.64	$0.00	$9,015.64
RETIREMENT CONTRIBUTION-PERS						42.93%
100.200.200.000.367	$2,133.00	$180.67	$1,352.99	$780.01	$0.00	$780.01
MEDICARE TAX						36.57%
100.200.200.000.368	$724.00	$0.00	$545.00	$179.00	$0.00	$179.00
SOCIAL SECURITY TAX						24.72%
100.200.200.000.451	$700.00	$0.00	$459.30	$240.70	$0.00	$240.70
MS SPED SUPPLIES						34.39%
100.200.450.000.324	$33,000.00	$2,948.72	$26,149.10	$6,850.90	$4,547.92	$2,302.98
SUPPORT STAFF						6.98%
100.200.450.000.329	$600.00	$105.00	$465.00	$135.00	$0.00	$135.00
SUBSTITUTES/TEMPORARIES						22.50%
100.200.450.000.363	$253.00	$15.32	$132.55	$120.45	$0.00	$120.45
WORKERS COMPENSATION						47.61%
100.200.450.000.364	$27,059.00	$2,588.94	$21,285.58	$5,773.42	$0.00	$5,773.42

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INSURANCE-HEALTH/LIFE						21.34%
100.200.450.000.366	$9,172.00	$648.72	$5,752.81	$3,419.19	$0.00	$3,419.19
RETIREMENT CONTRIBUTION-PERS						37.28%
100.200.450.000.367	$554.00	$34.89	$311.69	$242.31	$0.00	$242.31
MEDICARE TAX						43.74%
100.200.450.000.368	$74.00	$6.51	$28.83	$45.17	$0.00	$45.17
SOCIAL SECURITY TAX						61.04%
100.200.450.000.433	$1,000.00	$133.27	$1,198.17	($198.17)	$0.00	($198.17)
COMMUNICATIONS						-19.82%
100.200.450.000.434	$300.00	$0.00	$0.00	$300.00	$100.00	$200.00
MS POSTAGE						66.67%
100.200.450.000.454	$400.00	$0.00	$125.44	$274.56	$309.10	($34.54)
MS OFFICE SUPPLIES						-8.64%
100.200.700.000.316	$5,934.00	$891.00	$3,037.50	$2,896.50	$3,422.50	($526.00)
CERTIFICATED EXTRA DUTY PAY						-8.86%
100.200.700.000.322	$6,156.00	$0.00	$4,536.00	$1,620.00	$1,390.00	$230.00
NON-CERT SPECIALIST/EXTRA DUTY						3.74%
100.200.700.000.329	$1,000.00	$0.00	$1,431.00	($431.00)	$0.00	($431.00)
SUBSTITUTES/TEMPORARIES						-43.10%
100.200.700.000.363	$77.00	$4.47	$45.15	$31.85	$0.00	$31.85
WORKERS COMPENSATION						41.36%
100.200.700.000.364	$0.00	$0.00	$237.34	($237.34)	$0.00	($237.34)
INSURANCE-HEALTH/LIFE						0.00%
100.200.700.000.365	$1,542.00	$111.90	$408.58	$1,133.42	$0.00	$1,133.42
RETIREMENT CONTRIBUTION-TRS						73.50%
100.200.700.000.366	$0.00	$0.00	$20.91	($20.91)	$0.00	($20.91)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.200.700.000.367	$151.00	$11.94	$126.73	$24.27	$0.00	$24.27
MEDICARE TAX						16.07%
100.200.700.000.368	$600.00	$0.00	$350.75	$249.25	$0.00	$249.25
SOCIAL SECURITY TAX						41.54%
100.200.700.000.426	$15,000.00	$0.00	$13,255.80	$1,744.20	$0.00	$1,744.20
MS ACTIVITIES STUDENT TRANSPORTATION						11.63%
100.200.700.000.479	$590.00	$0.00	$1,298.01	($708.01)	$0.00	($708.01)
MS ACTIVITIES SUPPLIES AND MATERIALS						-120.00%
100.200.700.000.490	$0.00	$0.00	$600.00	($600.00)	$0.00	($600.00)

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MS ACTIVITIES OTHER EXPENSES						0.00%
100.300.100.000.315	$959,785.00	$93,375.65	$733,118.41	$226,666.59	$218,456.25	$8,210.34
CERTIFICATED TEACHER						0.86%
100.300.100.000.323	$26,000.00	$2,562.11	$20,708.02	$5,291.98	$3,050.13	$2,241.85
AIDES						8.62%
100.300.100.000.329	$31,000.00	$3,387.50	$28,109.75	$2,890.25	$0.00	$2,890.25
SUBSTITUTES/TEMPORARIES						9.32%
100.300.100.000.363	$6,257.00	$499.56	$3,933.06	$2,323.94	$0.00	$2,323.94
WORKERS COMPENSATION						37.14%
100.300.100.000.364	$246,747.00	$28,543.99	$208,508.93	$38,238.07	$333.35	$37,904.72
INSURANCE-HEALTH/LIFE						15.36%
100.300.100.000.365	$236,300.00	$11,746.53	$92,396.84	$143,903.16	$0.00	$143,903.16
RETIREMENT CONTRIBUTION-TRS						60.90%
100.300.100.000.366	$6,445.00	$563.66	$4,555.77	$1,889.23	$0.00	$1,889.23
RETIREMENT CONTRIBUTION-PERS						29.31%
100.300.100.000.367	$13,812.00	$1,343.00	$10,634.58	$3,177.42	$0.00	$3,177.42
MEDICARE TAX						23.00%
100.300.100.000.368	$3,123.00	$51.93	$954.64	$2,168.36	$0.00	$2,168.36
SOCIAL SECURITY TAX						69.43%
100.300.100.000.451	$26,500.00	$7,034.51	$21,742.82	$4,757.18	$3,557.96	$1,199.22
TEACHING SUPPLIES						4.53%
100.300.100.000.474	$10,000.00	$467.40	$2,490.96	$7,509.04	$2,437.84	$5,071.20
CURRICULUM ADOPTION						50.71%
100.300.100.000.476	$12,000.00	$92.60	$15,286.80	($3,286.80)	$0.00	($3,286.80)
COPIER SUPPLIES						-27.39%
100.300.100.008.451	$6,300.00	$0.00	$6,296.17	$3.83	$0.00	$3.83
MUSIC TEACHING SUPPLIES						0.06%
100.300.100.010.451	$300.00	$54.80	$54.80	$245.20	$246.43	($1.23)
B MARTIN SUPPLIES						-0.41%
100.300.100.011.451	$300.00	$322.28	$322.28	($22.28)	$0.00	($22.28)
M BROCK SUPPLIES						-7.43%
100.300.100.012.451	$300.00	$187.93	$187.93	$112.07	$0.00	$112.07
K CURTISS SUPPLIES						37.36%
100.300.100.014.451	$300.00	$218.42	$218.42	$81.58	$79.15	$2.43
G KOWALSKI SUPPLIES						0.81%
100.300.100.015.451	$300.00	$300.00	$300.00	$0.00	$0.00	$0.00

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ETHAN BRYNER TEACHING SUPPLIES						0.00%
100.300.100.018.451	$300.00	$88.44	$88.44	$211.56	$244.02	($32.46)
ERIN HOFACRE TEACHING SUPPLIES						-10.82%
100.300.100.029.451	$300.00	$138.98	$289.06	$10.94	$0.00	$10.94
H MULLEN SUPPLIES						3.65%
100.300.100.030.451	$300.00	$145.40	$145.40	$154.60	$154.60	$0.00
E WILLIS SUPPLIES						0.00%
100.300.100.031.451	$300.00	$141.76	$141.76	$158.24	$100.00	$58.24
S VANDERVEST SUPPLIES						19.41%
100.300.100.032.451	$300.00	$202.39	$202.39	$97.61	$88.59	$9.02
M MIDKIFF SUPPLIES						3.01%
100.300.100.033.451	$550.00	$195.30	$684.06	($134.06)	$0.00	($134.06)
S PAWUK SUPPLIES						-24.37%
100.300.100.034.451	$550.00	$23.16	$260.66	$289.34	$167.94	$121.40
V MILLER SUPPLIES						22.07%
100.300.100.035.451	$600.00	$0.00	$201.31	$398.69	$0.00	$398.69
ES SWIM/PE SUPPLIES						66.45%
100.300.200.000.315	$209,606.00	$21,087.44	$170,343.02	$39,262.98	$37,314.48	$1,948.50
CERTIFICATED TEACHER						0.93%
100.300.200.000.323	$305,000.00	$26,609.62	$216,850.56	$88,149.44	$38,331.24	$49,818.20
AIDES						16.33%
100.300.200.000.329	$45,000.00	$1,460.00	$9,683.75	$35,316.25	$0.00	$35,316.25
SUBSTITUTES/TEMPORARIES						78.48%
100.300.200.000.363	$3,147.00	$252.83	$2,039.55	$1,107.45	$0.00	$1,107.45
WORKERS COMPENSATION						35.19%
100.300.200.000.364	$138,000.00	$14,326.80	$113,591.89	$24,408.11	$1,277.81	$23,130.30
INSURANCE-HEALTH/LIFE						16.76%
100.300.200.000.365	$51,127.00	$2,648.56	$20,817.66	$30,309.34	$0.00	$30,309.34
RETIREMENT CONTRIBUTION-TRS						59.28%
100.300.200.000.366	$75,595.00	$5,854.11	$34,891.79	$40,703.21	$0.00	$40,703.21
RETIREMENT CONTRIBUTION-PERS						53.84%
100.300.200.000.367	$8,000.00	$683.95	$5,508.72	$2,491.28	$0.00	$2,491.28
MEDICARE TAX						31.14%
100.300.200.000.368	$3,430.00	$68.82	$2,732.24	$697.76	$0.00	$697.76
SOCIAL SECURITY TAX						20.34%
100.300.200.000.451	$2,100.00	$1.65	$1,976.28	$123.72	$39.23	$84.49

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ES SPED SUPPLIES						4.02%
100.300.300.000.315 CERTIFICATED TEACHER	$81,213.00	$6,726.08	$53,808.64	$27,404.36	$26,904.36	$500.00 0.62%
100.300.300.000.329 SUBSTITUTES/TEMPORARIES	$4,500.00	$150.00	$412.50	$4,087.50	$0.00	$4,087.50 90.83%
100.300.300.000.363 WORKERS COMPENSATION	$564.00	$35.73	$281.84	$282.16	$0.00	$282.16 50.03%
100.300.300.000.364 INSURANCE-HEALTH/LIFE	$3,000.00	$250.00	$2,000.00	$1,000.00	$1,000.00	$0.00 0.00%
100.300.300.000.365 RETIREMENT CONTRIBUTION-TRS	$19,872.00	$844.79	$6,758.39	$13,113.61	$0.00	$13,113.61 65.99%
100.300.300.000.366 RETIREMENT CONTRIBUTION-PERS	$868.00	$0.00	$0.00	$868.00	$0.00	$868.00 100.00%
100.300.300.000.367 MEDICARE TAX	$1,235.00	$103.33	$815.19	$419.81	$0.00	$419.81 33.99%
100.300.300.000.368 SOCIAL SECURITY TAX	$62.00	$0.00	$0.00	$62.00	$0.00	$62.00 100.00%
100.300.300.000.451 TEACHING SUPPLIES	$1,500.00	$400.20	$400.20	$1,099.80	$920.12	$179.68 11.98%
100.300.350.000.315 CERTIFICATED TEACHER	$88,000.00	$7,290.58	$58,324.64	$29,675.36	$29,162.36	$513.00 0.58%
100.300.350.000.329 SUBSTITUTES/TEMPORARIES	$1,750.00	$262.50	$1,312.50	$437.50	$0.00	$437.50 25.00%
100.300.350.000.363 WORKERS COMPENSATION	$452.00	$38.80	$306.50	$145.50	$0.00	$145.50 32.19%
100.300.350.000.364 INSURANCE-HEALTH/LIFE	$7,000.00	$187.50	$5,833.68	$1,166.32	$750.00	$416.32 5.95%
100.300.350.000.365 RETIREMENT CONTRIBUTION-TRS	$21,539.00	$915.70	$7,325.60	$14,213.40	$0.00	$14,213.40 65.99%
100.300.350.000.367 MEDICARE TAX	$1,011.00	$112.23	$870.75	$140.25	$0.00	$140.25 13.87%
100.300.350.000.368 SOCIAL SECURITY TAX	$109.00	$0.00	$37.20	$71.80	$0.00	$71.80 65.87%
100.300.350.000.451 TEACHING SUPPLIES	$1,000.00	$0.00	$693.25	$306.75	$0.00	$306.75 30.68%
100.300.350.000.472	$2,151.00	$0.00	$999.00	$1,152.00	$1,130.01	$21.99

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LIBRARY BOOKS						1.02%
100.300.350.000.473	$734.00	$0.00	$734.00	$0.00	$0.00	$0.00
PERIODICALS						0.00%
100.300.350.000.479	$2,115.00	$0.00	$2,115.23	($0.23)	$0.00	($0.23)
OTHER SUPPLIES AND MATERIALS						-0.01%
100.300.400.000.421	$891.00	$0.00	$890.52	$0.48	$0.00	$0.48
STAFF TRANSPORTATION						0.05%
100.300.400.000.479	$1,609.00	$166.19	$1,609.00	$0.00	$0.00	$0.00
ES PRINCIPAL SUPPLIES AND MATERIALS						0.00%
100.300.400.000.491	$600.00	$0.00	$600.00	$0.00	$0.00	$0.00
DUES AND FEES						0.00%
100.300.450.000.324	$37,500.00	$3,535.36	$30,117.39	$7,382.61	$5,344.80	$2,037.81
SUPPORT STAFF						5.43%
100.300.450.000.329	$600.00	$502.50	$963.75	($363.75)	$0.00	($363.75)
SUBSTITUTES/TEMPORARIES						-60.63%
100.300.450.000.363	$246.00	$20.24	$155.10	$90.90	$0.00	$90.90
WORKERS COMPENSATION						36.95%
100.300.450.000.364	$27,059.00	$3,006.51	$24,052.08	$3,006.92	$0.00	$3,006.92
INSURANCE-HEALTH/LIFE						11.11%
100.300.450.000.366	$8,924.00	$777.78	$6,673.28	$2,250.72	$0.00	$2,250.72
RETIREMENT CONTRIBUTION-PERS						25.22%
100.300.450.000.367	$539.00	$47.65	$366.81	$172.19	$0.00	$172.19
MEDICARE TAX						31.95%
100.300.450.000.368	$74.00	$0.00	$18.60	$55.40	$0.00	$55.40
SOCIAL SECURITY TAX						74.86%
100.300.450.000.433	$2,000.00	$171.24	$1,539.18	$460.82	$0.00	$460.82
COMMUNICATIONS						23.04%
100.300.450.000.434	$500.00	$9.65	$55.45	$444.55	$44.55	$400.00
POSTAGE						80.00%
100.300.450.000.454	$800.00	$0.00	$151.81	$648.19	$238.50	$409.69
OFFICE SUPPLIES						51.21%
100.500.100.000.362	$6,000.00	$0.00	$0.00	$6,000.00	$0.00	$6,000.00
UNEMPLOYMENT INSURANCE						100.00%
100.500.100.000.363	$0.00	$0.00	$95.23	($95.23)	$0.00	($95.23)
WORKERS COMPENSATION						0.00%
100.500.100.000.367	$0.00	$0.00	$118.95	($118.95)	$0.00	($118.95)

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MEDICARE TAX						0.00%
100.500.100.000.369	$38,000.00	$1,073.80	$21,771.61	$16,228.39	$1,000.00	$15,228.39
OTHER EMPLOYEE BENEFITS						40.07%
100.500.100.000.418	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00
DISTRICT WIDE PROFESSIONAL DEVELOPMENT						100.00%
100.500.100.000.421	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00
STAFF TRANSPORTATION						100.00%
100.500.100.000.474	$20,000.00	$0.00	$11,247.75	$8,752.25	$1,150.00	$7,602.25
CURRICULUM ADOPTION						38.01%
100.500.200.000.315	$47,250.00	$3,795.84	$34,261.17	$12,988.83	$11,387.49	$1,601.34
CERTIFICATED TEACHER						3.39%
100.500.200.000.363	$339.00	$19.03	$171.76	$167.24	$0.00	$167.24
WORKERS COMPENSATION						49.33%
100.500.200.000.364	$15,220.00	$1,268.37	$11,415.33	$3,804.67	$0.00	$3,804.67
INSURANCE-HEALTH/LIFE						25.00%
100.500.200.000.365	$22,281.00	$473.63	$4,085.80	$18,195.20	$0.00	$18,195.20
RETIREMENT CONTRIBUTION-TRS						81.66%
100.500.200.000.367	$685.00	$53.00	$478.40	$206.60	$0.00	$206.60
MEDICARE TAX						30.16%
100.500.200.000.418	$25,000.00	$0.00	$2,223.00	$22,777.00	$0.00	$22,777.00
OTHER PROFESSIONAL SERVICES						91.11%
100.500.200.000.421	$3,000.00	$160.00	$2,325.84	$674.16	$2,513.40	($1,839.24)
STAFF TRANSPORTATION						-61.31%
100.500.200.000.440	$2,500.00	$0.00	$1,953.50	$546.50	$0.00	$546.50
PURCHASED SERVICES						21.86%
100.500.200.000.451	$2,700.00	$0.00	$1,141.24	$1,558.76	$604.38	$954.38
DISTRICT WIDE SPED SUPPLIES						35.35%
100.500.300.000.365	$19,911.00	$0.00	$0.00	$19,911.00	$0.00	$19,911.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.500.300.000.366	$6,227.00	$0.00	$0.00	$6,227.00	$0.00	$6,227.00
RETIREMENT CONTRIBUTION-PERS						100.00%
100.500.350.000.318	$92,433.00	$7,661.08	$68,949.72	$23,483.28	$22,983.28	$500.00
CERTIFICATED SPECIALISTS						0.54%
100.500.350.000.324	$46,000.00	$3,481.89	$37,502.34	$8,497.66	$7,858.80	$638.86
SUPPORT STAFF						1.39%
100.500.350.000.329	$1,500.00	$350.00	$830.88	$669.12	$0.00	$669.12

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SUBSTITUTES/TEMPORARIES						44.61%
100.500.350.000.363	$1,157.00	$57.60	$537.73	$619.27	$0.00	$619.27
WORKERS COMPENSATION						53.52%
100.500.350.000.364	$27,059.00	$2,254.88	$22,548.80	$4,510.20	$0.00	$4,510.20
INSURANCE-HEALTH/LIFE						16.67%
100.500.350.000.365	$22,460.00	$955.95	$8,603.55	$13,856.45	$0.00	$13,856.45
RETIREMENT CONTRIBUTION-TRS						61.69%
100.500.350.000.366	$11,403.00	$766.02	$8,250.52	$3,152.48	$0.00	$3,152.48
RETIREMENT CONTRIBUTION-PERS						27.65%
100.500.350.000.367	$2,033.00	$158.48	$1,473.90	$559.10	$0.00	$559.10
MEDICARE TAX						27.50%
100.500.350.000.368	$93.00	$0.00	$18.96	$74.04	$0.00	$74.04
SOCIAL SECURITY TAX						79.61%
100.500.350.000.417	$39,890.00	$0.00	$39,890.00	$0.00	$0.00	$0.00
TECHNOLOGY SUPPORT						0.00%
100.500.350.000.433	$148,000.00	$432.30	$82,522.70	$65,477.30	$0.00	$65,477.30
COMMUNICATIONS						44.24%
100.500.350.000.440	$66,000.00	$17,887.60	$60,744.11	$5,255.89	$11,545.37	($6,289.48)
PURCHASED SERVICES						-9.53%
100.500.350.000.446	$21,000.00	$0.00	$9,393.85	$11,606.15	$2,221.15	$9,385.00
PROPERTY INSURANCE						44.69%
100.500.350.000.450	$16,000.00	$267.63	$9,158.07	$6,841.93	$0.00	$6,841.93
SUPPLIES, MATERIALS & MEDIA						42.76%
100.500.350.000.475	$109,500.00	$196.10	$48,954.54	$60,545.46	$1,690.00	$58,855.46
TECHNOLOGY SUPPLIES						53.75%
100.500.400.000.313	$186,400.00	$16,336.36	$153,775.86	$32,624.14	$32,672.75	($48.61)
PRINCIPAL						-0.03%
100.500.400.000.363	$1,235.00	$81.90	$770.93	$464.07	$0.00	$464.07
WORKERS COMPENSATION						37.58%
100.500.400.000.364	$50,282.00	$4,240.18	$38,431.20	$11,850.80	$0.00	$11,850.80
INSURANCE-HEALTH/LIFE						23.57%
100.500.400.000.365	$45,596.00	$2,039.28	$19,194.93	$26,401.07	$0.00	$26,401.07
RETIREMENT CONTRIBUTION-TRS						57.90%
100.500.400.000.367	$2,703.00	$236.88	$2,229.78	$473.22	$0.00	$473.22
MEDICARE TAX						17.51%
100.500.600.000.321	$80,100.00	$6,725.00	$66,950.00	$13,150.00	$13,450.00	($300.00)

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NON-CERT DIRECTOR/COORD/MANAGR						-0.37%
100.500.600.000.324	$40,600.00	$3,498.26	$19,404.16	$21,195.84	$7,858.80	$13,337.04
SUPPORT STAFF						32.85%
100.500.600.000.325	$210,500.00	$15,138.18	$165,987.63	$44,512.37	$25,226.61	$19,285.76
MAINTENANCE/CUSTODIAL						9.16%
100.500.600.000.329	$13,000.00	$0.00	$11,907.47	$1,092.53	$0.00	$1,092.53
SUBSTITUTES/TEMPORARIES						8.40%
100.500.600.000.363	$12,558.00	$583.35	$6,005.67	$6,552.33	$0.00	$6,552.33
WORKERS COMPENSATION						52.18%
100.500.600.000.364	$74,641.00	$6,570.17	$54,273.06	$20,367.94	$0.00	$20,367.94
INSURANCE-HEALTH/LIFE						27.29%
100.500.600.000.366	$83,605.00	$5,281.98	$54,335.64	$29,269.36	$0.00	$29,269.36
RETIREMENT CONTRIBUTION-PERS						35.01%
100.500.600.000.367	$4,990.00	$338.09	$3,586.40	$1,403.60	$0.00	$1,403.60
MEDICARE TAX						28.13%
100.500.600.000.368	$500.00	$0.00	$934.34	($434.34)	$0.00	($434.34)
SOCIAL SECURITY TAX						-86.87%
100.500.600.000.418	$20,000.00	$2,835.72	$5,897.73	$14,102.27	$4,070.38	$10,031.89
OTHER PROFESSIONAL SERVICES						50.16%
100.500.600.000.421	$3,000.00	$0.00	$1,050.92	$1,949.08	$0.00	$1,949.08
STAFF TRANSPORTATION						64.97%
100.500.600.000.431	$30,000.00	$2,386.15	$21,449.54	$8,550.46	$0.00	$8,550.46
WATER AND SEWER						28.50%
100.500.600.000.432	$40,000.00	$3,882.23	$29,307.95	$10,692.05	$0.00	$10,692.05
GARBAGE						26.73%
100.500.600.000.433	$1,000.00	$57.45	$516.39	$483.61	$0.00	$483.61
COMMUNICATIONS						48.36%
100.500.600.000.436	$284,500.00	$28,638.56	$229,398.44	$55,101.56	$0.00	$55,101.56
ENERGY - ELECTRICITY						19.37%
100.500.600.000.438	$330,000.00	$46,954.48	$330,231.37	($231.37)	$0.00	($231.37)
ENERGY - HEATING OIL						-0.07%
100.500.600.000.440	$30,000.00	$10,155.00	$20,860.76	$9,139.24	$458.00	$8,681.24
PURCHASED SERVICES						28.94%
100.500.600.000.446	$91,063.00	$0.00	$91,062.78	$0.22	$0.00	$0.22
PROPERTY INSURANCE						0.00%
100.500.600.000.452	$70,000.00	$3,911.09	$42,478.80	$27,521.20	$10,740.53	$16,780.67

Expenditure Budget Balance Report

☐ Summary Only From Date: 4/1/2023 To Date: 4/30/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
MAINTENANCE/CONSTR SUPPLIES						23.97%
100.500.600.000.453	$20,000.00	$1,123.60	$8,129.04	$11,870.96	$4,542.84	$7,328.12
JANITORIAL SUPPLIES						36.64%
100.500.600.000.458	$7,000.00	$457.28	$3,341.62	$3,658.38	$0.00	$3,658.38
VEHICLE GAS AND OIL						52.26%
100.500.600.000.479	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00
MAINTENANCE OTHER SUPPLIES AND MATERIALS						100.00%
100.500.600.000.491	$3,937.00	$0.00	$0.00	$3,937.00	$0.00	$3,937.00
DUES AND FEES						100.00%
100.500.700.000.314	$46,628.00	$3,949.50	$35,545.50	$11,082.50	$11,848.50	($766.00)
CERT DIRECTOR/COORD/MANAGER						-1.64%
100.500.700.000.363	$304.00	$19.80	$178.20	$125.80	$0.00	$125.80
WORKERS COMPENSATION						41.38%
100.500.700.000.364	$14,000.00	$1,127.44	$10,146.96	$3,853.04	$0.00	$3,853.04
INSURANCE-HEALTH/LIFE						27.52%
100.500.700.000.365	$16,690.00	$492.92	$4,436.28	$12,253.72	$0.00	$12,253.72
RETIREMENT CONTRIBUTION-TRS						73.42%
100.500.700.000.367	$690.00	$53.44	$480.91	$209.09	$0.00	$209.09
MEDICARE TAX						30.30%
100.600.510.000.311	$141,620.00	$11,801.67	$118,016.70	$23,603.30	$28,925.40	($5,322.10)
SUPERINTENDENT						-3.76%
100.600.510.000.324	$60,000.00	$5,000.00	$50,000.00	$10,000.00	$10,000.00	$0.00
SUPPORT STAFF						0.00%
100.600.510.000.363	$1,335.00	$85.48	$854.82	$480.18	$0.00	$480.18
WORKERS COMPENSATION						35.97%
100.600.510.000.364	$36,828.00	$3,068.60	$30,686.00	$6,142.00	$500.00	$5,642.00
INSURANCE-HEALTH/LIFE						15.32%
100.600.510.000.365	$34,468.00	$1,465.33	$14,653.30	$19,814.70	$0.00	$19,814.70
RETIREMENT CONTRIBUTION-TRS						57.49%
100.600.510.000.366	$14,874.00	$1,100.00	$11,000.00	$3,874.00	$0.00	$3,874.00
RETIREMENT CONTRIBUTION-PERS						26.05%
100.600.510.000.367	$2,918.00	$247.25	$2,472.51	$445.49	$0.00	$445.49
MEDICARE TAX						15.27%
100.600.510.000.414	$20,000.00	$0.00	$1,147.00	$18,853.00	$0.00	$18,853.00
LEGAL SERVICES						94.27%
100.600.510.000.421	$10,000.00	$0.00	$8,554.91	$1,445.09	$867.00	$578.09

Expenditure Budget Balance Report

☐ Summary Only From Date: 4/1/2023 To Date: 4/30/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
STAFF TRANSPORTATION						5.78%
100.600.510.000.433	$1,200.00	$119.32	$1,072.59	$127.41	$0.00	$127.41
COMMUNICATIONS						10.62%
100.600.510.000.434	$500.00	$0.00	$52.55	$447.45	$47.45	$400.00
POSTAGE						80.00%
100.600.510.000.454	$500.00	$0.00	$614.33	($114.33)	$0.00	($114.33)
OFFICE SUPPLIES						-22.87%
100.600.510.000.476	$5,000.00	$35.42	$3,734.39	$1,265.61	$0.00	$1,265.61
COPIER SUPPLIES						25.31%
100.600.510.000.479	$2,000.00	$0.00	$1,009.96	$990.04	$0.00	$990.04
SUPERINTENDENT OTHER SUPPLIES AND MATERIALS						49.50%
100.600.510.000.491	$18,500.00	$150.00	$14,350.19	$4,149.81	$0.00	$4,149.81
DUES AND FEES						22.43%
100.600.511.000.418	$13,000.00	$0.00	$0.00	$13,000.00	$0.00	$13,000.00
BOARD - OTHER PROFESSIONAL SERVICES						100.00%
100.600.511.000.421	$7,000.00	$0.00	$3,031.00	$3,969.00	$0.00	$3,969.00
BOARD- STAFF TRANSPORTATION						56.70%
100.600.511.000.479	$8,800.00	($1,878.00)	$6,911.03	$1,888.97	$1,500.00	$388.97
BOE OTHER SUPPLIES AND MATERIALS						4.42%
100.600.550.000.321	$109,270.00	$9,105.83	$91,058.31	$18,211.69	$18,211.69	$0.00
NON-CERT DIRECTOR/COORD/MANAGR						0.00%
100.600.550.000.363	$724.00	$45.65	$456.50	$267.50	$0.00	$267.50
WORKERS COMPENSATION						36.95%
100.600.550.000.364	$28,073.00	$2,339.44	$23,394.40	$4,678.60	$0.00	$4,678.60
INSURANCE-HEALTH/LIFE						16.67%
100.600.550.000.366	$27,088.00	$2,003.28	$20,032.80	$7,055.20	$0.00	$7,055.20
RETIREMENT CONTRIBUTION-PERS						26.05%
100.600.550.000.367	$1,584.00	$125.09	$1,251.56	$332.44	$0.00	$332.44
MEDICARE TAX						20.99%
100.600.550.000.412	$55,000.00	$0.00	$57,990.00	($2,990.00)	$0.00	($2,990.00)
AUDITING & ACCOUNTING SERVICES						-5.44%
100.600.550.000.418	$12,000.00	$0.00	$11,603.76	$396.24	$0.00	$396.24
OTHER PROFESSIONAL SERVICES						3.30%
100.600.550.000.421	$3,400.00	$0.00	$2,345.47	$1,054.53	$0.00	$1,054.53
STAFF TRANSPORTATION						31.02%
100.600.550.000.447	$74,528.00	$0.00	$74,527.97	$0.03	$0.00	$0.03

Expenditure Budget Balance Report

☐ Summary Only From Date: 4/1/2023 To Date: 4/30/2023

Fiscal Year: 2022-2023

Account Number / Description		Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
LIABILITY INSURANCE							0.00%
100.600.550.000.454		$1,772.00	$0.00	$489.69	$1,282.31	$0.00	$1,282.31
OFFICE SUPPLIES							72.37%
100.600.550.000.491		$9,000.00	$49.89	$1,995.35	$7,004.65	$7,884.42	($879.77)
DUES AND FEES							-9.78%
100.600.550.000.495		($30,000.00)	$0.00	($11,102.80)	($18,897.20)	$0.00	($18,897.20)
INDIRECT COST RECOVERY							62.99%
	Fund 100 Total:	$9,442,124.00	$744,307.07	$6,574,018.26	$2,868,105.74	$1,221,755.21	$1,646,350.53
							17.44%
	Grand Total:	$9,442,124.00	$744,307.07	$6,574,018.26	$2,868,105.74	$1,221,755.21	$1,646,350.53
							17.44%

End of Report

Petersburg School District

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 04/01/2023 **To Date:** 04/30/2023
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
47139	04/11/2023	YUEN, DAN N	$1,025.47	10	Printed	Payroll	☐		
47140	04/28/2023	TRAUTMAN, VICTOR	$517.39	11	Printed	Payroll	☐		
47141	04/28/2023	VANDERVEST, SHANNON L	$5,002.81	11	Printed	Payroll	☐		
47142	04/28/2023	WEGENER, CAROL L	$1,552.16	11	Printed	Payroll	☐		
71922	04/03/2023	DIRTY DOG FABRICATION, LLC	$655.00	1153	Printed	Expense	☐		
71923	04/03/2023	STIKINE SERVICES, INC	$21,046.00	1153	Printed	Expense	☐		
71924	04/03/2023	TED SANDHOFER-02419	$80.00	1153	Printed	Expense	☐		
71925	04/04/2023	APEA-00222	$1,841.37	1155	Printed	Payroll Ded	☐		
71926	04/04/2023	ATP-00262	$3,464.24	1155	Printed	Payroll Ded	☐		
71927	04/04/2023	GREAT-WEST LIFE & ANNUITY	$11,733.00	1155	Printed	Payroll Ded	☐		
71928	04/04/2023	MINNESOTA CHILD SUPPORT PAYMENT CENTER	$458.00	1155	Printed	Payroll Ded	☐		
71929	04/04/2023	STATE OF ALASKA-02310	$106,657.17	1156	Printed	Payroll Ded	☐		
71930	04/05/2023	COURTNEY CURTISS	$20.00	1159	Printed	Expense	☐		
71931	04/05/2023	DIRTY DOG FABRICATION, LLC	$162.00	1159	Printed	Expense	☐		
71932	04/05/2023	HOMEPORT ELECTRONICS	$35.70	1159	Printed	Expense	☐		
71933	04/05/2023	JON KLUDT-PAINTER-01272	$53.69	1159	Printed	Expense	☐		
71934	04/05/2023	SERRC, INC.-02214	$6,900.00	1159	Printed	Expense	☐		
71935	04/05/2023	US FOODS, INC.	$9,133.00	1159	Printed	Expense	☐		
71936	04/05/2023	XEROX CORPORATION-02716	$110.31	1159	Printed	Expense	☐		
71937	04/07/2023	AARON BRADFORD	$42.00	1160	Printed	Expense	☐		
71938	04/07/2023	ANDREA FITTJE	$51.00	1160	Printed	Expense	☐		
71939	04/07/2023	BRENDA LOUISE	$1.50	1160	Printed	Expense	☐		
71940	04/07/2023	COURTNEY MORRISON-00593	$6.00	1160	Printed	Expense	☐		

Petersburg School District

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 04/01/2023 **To Date:** 04/30/2023
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
71941	04/07/2023	JENNY PAYNE	$42.00	1160	Printed	Expense	☐		
71942	04/07/2023	KELSIE CAPLES	$42.00	1160	Printed	Expense	☐		
71943	04/07/2023	LEAH VICK	$57.00	1160	Printed	Expense	☐		
71944	04/07/2023	MAVIS WORTHINGTON-01553	$51.00	1160	Printed	Expense	☐		
71945	04/07/2023	PRICILA CHIM	$57.00	1160	Printed	Expense	☐		
71946	04/07/2023	RACHEL HUDSON	$48.00	1160	Printed	Expense	☐		
71947	04/07/2023	TIFFANY ECKLES	$54.00	1160	Printed	Expense	☐		
71948	04/07/2023	VICTORIA MOORE-02593	$6.00	1160	Printed	Expense	☐		
71949	04/07/2023	AT&T MOBILITY-00004	$848.23	1161	Printed	Expense	☐		
71950	04/07/2023	BRADEE ANN AXMAKER	$4,590.37	1161	Printed	Expense	☐		
71951	04/07/2023	GAGGLE.NET INC	$4,290.00	1161	Printed	Expense	☐		
71952	04/07/2023	LAUREN FLYNN	$5,352.81	1161	Printed	Expense	☐		
71953	04/07/2023	MMH CLEARNING HOUSE	$723.56	1161	Printed	Expense	☐		
71954	04/07/2023	NASSP/NHS/NJHS-01663	$770.00	1161	Printed	Expense	☐		
71955	04/07/2023	POWERSCHOOL GROUP LLC	$5,430.78	1161	Printed	Expense	☐		
71956	04/07/2023	RACHEL ETCHER-00843	$108.86	1161	Printed	Expense	☐		
71957	04/07/2023	SCHOOL SPECIALTY	$10,393.91	1161	Printed	Expense	☐		
71958	04/11/2023	AMERICAN FAST FREIGHT, INC	$250.76	1162	Printed	Expense	☐		
71959	04/11/2023	BLICK ART-00363	$220.49	1162	Printed	Expense	☐		
71960	04/11/2023	DIRTY DOG FABRICATION, LLC	$72.00	1162	Printed	Expense	☐		
71961	04/11/2023	ERICA KLUDT-PAINTER-00832	$132.00	1162	Printed	Expense	☐		
71962	04/11/2023	HAMMER & WIKAN-01038	$3.99	1162	Printed	Expense	☐		
71963	04/11/2023	HEATHER CONN-01075	$132.00	1162	Printed	Expense	☐		
71964	04/11/2023	MATTINGLY ELECTRIC, LLC-01551	$150.00	1162	Printed	Expense	☐		

Reprint Check Listing

Fiscal Year: 2022-2023

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From Date: 04/01/2023 **To Date:** 04/30/2023
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Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
71965	04/11/2023	PETERSBURG MEDICAL CENTER-01892	$7,957.50	1162	Printed	Expense	☐		
71966	04/11/2023	PILOT PUBLISHING-01896	$208.00	1162	Printed	Expense	☐		
71967	04/11/2023	PINNACLE CONSTRUCTION, INC	$9,530.00	1162	Printed	Expense	☐		
71968	04/11/2023	RACHEL ETCHER-00843	$42.40	1162	Printed	Expense	☐		
71969	04/11/2023	SCHOOL DATEBOOKS, INC.	$269.33	1162	Printed	Expense	☐		
71970	04/11/2023	UNUM LIFE INSURANCE COMPANY OF-02556	$530.78	1162	Printed	Expense	☐		
71971	04/11/2023	US FOODS, INC.	$7,977.65	1162	Printed	Expense	☐		
71972	04/11/2023	BEAU WARD	$172.00	1163	Printed	Expense	☐		
71973	04/11/2023	BECKY MARTIN	$172.00	1163	Printed	Expense	☐		
71974	04/11/2023	ERICA KLUDT-PAINTER-00832	$172.00	1163	Printed	Expense	☐		
71975	04/11/2023	ERIN HOFACRE	$172.00	1163	Printed	Expense	☐		
71976	04/11/2023	HEATHER CONN-01075	$172.00	1163	Printed	Expense	☐		
71977	04/11/2023	KERRI CURTISS-01331	$172.00	1163	Printed	Expense	☐		
71978	04/11/2023	MARY MIDKIFF	$172.00	1163	Printed	Expense	☐		
71979	04/11/2023	MICHELLE BROCK-01594	$172.00	1163	Printed	Expense	☐		
71980	04/11/2023	RACHEL ETCHER-00843	$172.00	1163	Printed	Expense	☐		
71982	04/17/2023	AFLAC-00068	$456.71	1166	Printed	Expense	☐		
71983	04/17/2023	CARLEE JOHNSON-00454	$838.29	1166	Printed	Expense	☐		
71984	04/17/2023	DOUGLAS JOHN WESSEN	$6,982.20	1166	Printed	Expense	☐		
71985	04/17/2023	HAMMER & WIKAN-01038	$80.42	1166	Printed	Expense	☐		
71986	04/17/2023	JANELLE KAY	$525.00	1166	Printed	Expense	☐		
71987	04/17/2023	JOHNSON CONTROLS FIRE PROTECTION LP	$2,835.72	1166	Printed	Expense	☐		

Reprint Check Listing

Fiscal Year: 2022-2023

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71988	04/17/2023	NOTABLE INCORPORATED	$1,446.00	1166	Printed	Expense	☐		
71989	04/17/2023	SCHOOL SPECIALTY	$106.30	1166	Printed	Expense	☐		
71990	04/17/2023	THE MATH LEARNING CENTER	$1,360.80	1166	Printed	Expense	☐		
71991	04/17/2023	US FOODS, INC.	$6,570.33	1166	Printed	Expense	☐		
71992	04/21/2023	ALASKA FLOORCOVERING LLC	$920.93	1167	Printed	Expense	☐		
71993	04/21/2023	COMMERCIAL KITCHEN SOLUTIONS, LLC	$7,652.90	1167	Printed	Expense	☐		
71994	04/21/2023	CYNTHIA FRY-00628	$80.00	1167	Printed	Expense	☐		
71995	04/21/2023	EMBASSY SUITES ANCHORAGE-00816	$1,374.00	1167	Printed	Expense	☐		
71996	04/21/2023	MARA LUTOMSKI-01495	$160.00	1167	Printed	Expense	☐		
71997	04/21/2023	MARIAH COLTON	$80.00	1167	Printed	Expense	☐		
71998	04/21/2023	MOSYLE CORPORATION	$5,159.00	1167	Printed	Expense	☐		
71999	04/21/2023	PACKWEST AIR FILTER LLC	$11,815.29	1167	Printed	Expense	☐		
72000	04/21/2023	PIONEER VALLEY EDUCATIONAL PRESS, INC	$1,086.00	1167	Printed	Expense	☐		
72001	04/21/2023	STATE OF ALASKA	$825.00	1167	Printed	Expense	☐		
72002	04/21/2023	STIKINE SERVICES, INC	$23,522.00	1167	Printed	Expense	☐		
72003	04/21/2023	USI NORTHWEST	$1,000.00	1167	Printed	Expense	☐		
72004	04/21/2023	XELLO INC	$3,777.55	1167	Printed	Expense	☐		
72005	04/21/2023	XEROX CORPORATION-02716	$131.32	1167	Printed	Expense	☐		
72006	04/21/2023	CHELSEA CORRAO	$400.00	1168	Printed	Expense	☐		
72008	04/21/2023	JAMES VALENTINE	$132.00	1168	Printed	Expense	☐		
72009	04/21/2023	JILL ENGELL-00824	$120.00	1168	Printed	Expense	☐		
72010	04/21/2023	JILL LENHARD-01239	$200.00	1168	Printed	Expense	☐		

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

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From Date: 04/01/2023 **To Date:** 04/30/2023
From Check: **To Check:**
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Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
72011	04/21/2023	JIM ENGELL-01243	$332.00	1168	Printed	Expense	☐		
72012	04/21/2023	ROBERT CROSS	$132.00	1168	Printed	Expense	☐		
72013	04/26/2023	ALASKA COMMISSION ON POSTSECONDARY EDUCA	$67.81	1171	Printed	Payroll Ded	☐		
72014	04/26/2023	APEA-00222	$1,777.77	1171	Printed	Payroll Ded	☐		
72015	04/26/2023	ATP-00262	$3,464.24	1171	Printed	Payroll Ded	☐		
72016	04/26/2023	GREAT-WEST LIFE & ANNUITY	$11,433.00	1171	Printed	Payroll Ded	☐		
72017	04/26/2023	MINNESOTA CHILD SUPPORT PAYMENT CENTER	$520.00	1171	Printed	Payroll Ded	☐		
72018	04/26/2023	STATE OF ALASKA-02310	$105,269.36	1172	Printed	Payroll Ded	☐		
72019	04/26/2023	AFLAC-00068	$456.71	1173	Printed	Expense	☐		
72020	04/26/2023	ALASKA MARINE LINES-00120	$255.16	1173	Printed	Expense	☐		
72021	04/26/2023	CARAHSOFT TECHNOLOGY CORPORATION	$3,007.82	1173	Printed	Expense	☐		
72022	04/26/2023	ERICA KLUDT-PAINTER-00832	$46.72	1173	Printed	Expense	☐		
72023	04/26/2023	LEARNING WITHOUT TEARS	$538.60	1173	Printed	Expense	☐		
72024	04/26/2023	PROVIDENT LIFE AND ACCIDENT I-01978	$161.25	1173	Printed	Expense	☐		
72025	04/26/2023	PUBLIC EDUCATION HEALTH TRUST-01982	$133,981.30	1173	Printed	Expense	☐		
72026	04/26/2023	RACHEL ETCHER-00843	$82.91	1173	Printed	Expense	☐		
72027	04/26/2023	STIKINE SERVICES, INC	$100.00	1173	Printed	Expense	☐		
72028	04/26/2023	US FOODS, INC.	$6,472.91	1173	Printed	Expense	☐		
		Total Amount:	$580,175.55						

End of Report

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 04/01/2023 **To Date:** 04/30/2023

From Voucher: **To Voucher:**

Account: XX3970

04/04/2023	EFTPS-00804	$32,219.67	1154	Posted to G/L PR	☐
04/04/2023	EFTPS-00804	$526.01	1154	Posted to G/L PR	☐
04/04/2023	EFTPS-00804	$6,473.67	1154	Posted to G/L PR	☐
04/04/2023	EFTPS-00804	$526.01	1154	Posted to G/L PR	☐
04/04/2023	EFTPS-00804	$6,473.67	1154	Posted to G/L PR	☐
04/11/2023	EFTPS-00804	$15.49	1164	Posted to G/L PR	☐
04/11/2023	EFTPS-00804	$15.49	1164	Posted to G/L PR	☐
04/11/2023	EFTPS-00804	$27.24	1164	Posted to G/L PR	☐
04/11/2023	FIRST BANK-00894	$5.00	1165	Posted to G/L AP	☐
04/11/2023	REVTRAK INC.-02052	$24.89	1165	Posted to G/L AP	☐
04/11/2023	REVTRAK INC.-02052	$60.91	1165	Posted to G/L AP	☐
04/28/2023	FIRST BANK-00894	$330,005.96	1169	Posted to G/L PR	☐
04/28/2023	FIRST BANK-00894	$4,860.00	1169	Posted to G/L PR	☐
04/28/2023	EFTPS-00804	$30,703.26	1170	Posted to G/L PR	☐
04/28/2023	EFTPS-00804	$265.03	1170	Posted to G/L PR	☐
04/28/2023	EFTPS-00804	$6,300.64	1170	Posted to G/L PR	☐
04/28/2023	EFTPS-00804	$265.03	1170	Posted to G/L PR	☐

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 04/01/2023 **To Date:** 04/30/2023

From Voucher: **To Voucher:**

04/28/2023	EFTPS-00804	$6,300.64	1170	Posted to G/L PR	☐
04/27/2023	JEFFERY NAPOLSKI	$748.81	1174	Posted to G/L AP	☐
04/27/2023	ALASKA POWER & TELEPHONE-00125	$109.37	1174	Posted to G/L AP	☐
04/27/2023	ALASKA POWER & TELEPHONE-00125	$57.45	1174	Posted to G/L AP	☐
04/27/2023	ALASKA POWER & TELEPHONE-00125	$57.45	1174	Posted to G/L AP	☐
04/27/2023	ALASKA POWER & TELEPHONE-00125	$109.37	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$689.38	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$36.37	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$1,062.92	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$118.26	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$2.36	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$568.69	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$467.40	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$206.10	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$68.79	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$141.31	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$202.39	1174	Posted to G/L AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 04/01/2023 **To Date:** 04/30/2023

From Voucher: **To Voucher:**

04/27/2023	AMAZON.COM-00164	$54.80	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$322.28	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$187.93	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$649.22	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$978.44	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$103.81	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$195.30	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$141.76	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$138.98	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$2,050.62	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$145.40	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$1,253.66	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$43.20	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$1.65	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$288.75	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$218.42	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$61.70	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$300.00	1174	Posted to G/L AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 04/01/2023 **To Date:** 04/30/2023

From Voucher: **To Voucher:**

04/27/2023	AMAZON.COM-00164	$88.44	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$730.51	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$49.32	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$224.34	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$166.19	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$886.32	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$47.00	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$44.98	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$1,035.87	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$23.16	1174	Posted to G/L AP	☐
04/27/2023	AMAZON.COM-00164	$17.96	1174	Posted to G/L AP	☐
04/27/2023	UNITED STATES POSTAL SERVICE-02544	$9.65	1174	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$4.00	1174	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$845.00	1174	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$300.00	1174	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$84.27	1174	Posted to G/L AP	☐
04/27/2023	LCG LANTECH, INC	$3,408.00	1174	Posted to G/L AP	☐
04/27/2023	PETERSBURG BOROUGH-01881	$2,386.15	1174	Posted to G/L AP	☐

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 04/01/2023 **To Date:** 04/30/2023
From Voucher: **To Voucher:**

04/27/2023	PETERSBURG BOROUGH-01881	$3,882.23	1174	Posted to G/L AP	☐
04/27/2023	PETERSBURG BOROUGH-01881	$28,638.56	1174	Posted to G/L AP	☐
04/27/2023	PETERSBURG BOROUGH-01881	$475.00	1174	Posted to G/L AP	☐
04/27/2023	PETERSBURG BOROUGH-01881	$457.28	1174	Posted to G/L AP	☐
04/27/2023	PETRO MARINE SERVICES-01909	$46,954.48	1174	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$399.54	1175	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$252.53	1175	Posted to G/L AP	☐
04/27/2023	ACSA-00049	$150.00	1175	Posted to G/L AP	☐
04/27/2023	HAMMER & WIKAN-01038	$87.94	1175	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$714.00	1175	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$27.15	1176	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$267.63	1176	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$15.23	1176	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$29.95	1176	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$88.07	1176	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$191.61	1176	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$27.11	1176	Posted to G/L AP	☐
04/27/2023	ALASKA CAR RENTAL	$319.80	1176	Posted to G/L AP	☐

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 04/01/2023 **To Date:** 04/30/2023
From Voucher: **To Voucher:**

04/27/2023	BSN SPORTS, INC.-00417	$362.73	1176	Posted to G/L AP	☐
04/27/2023	BSN SPORTS, INC.-00417	$3,610.74	1176	Posted to G/L AP	☐
04/27/2023	BSN SPORTS, INC.-00417	$357.28	1176	Posted to G/L AP	☐
04/27/2023	BSN SPORTS, INC.-00417	$1,817.93	1176	Posted to G/L AP	☐
04/27/2023	BSN SPORTS, INC.-00417	$1,476.60	1176	Posted to G/L AP	☐
04/27/2023	BSN SPORTS, INC.-00417	$618.70	1176	Posted to G/L AP	☐
04/27/2023	DEPT OF TRANSPORATION AND PF-00186	$1,753.00	1176	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$851.00	1176	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$968.00	1176	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$209.31	1176	Posted to G/L AP	☐
04/27/2023	BRENTHAVEN	$673.74	1176	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$183.48	1177	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$930.78	1177	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$651.00	1177	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$289.92	1177	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$378.41	1177	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$1,050.00	1177	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$1,123.60	1177	Posted to G/L AP	☐

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 04/01/2023 **To Date:** 04/30/2023
From Voucher: **To Voucher:**

04/27/2023	P-CARD PROGRAM-01850	$1,838.92	1177	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$58.38	1178	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$62.55	1178	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$683.92	1178	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$115.51	1178	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$239.29	1178	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$776.30	1178	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$460.90	1178	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$56.00	1178	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$1,558.51	1178	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$78.86	1178	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$732.48	1178	Posted to G/L AP	☐
04/27/2023	P-CARD PROGRAM-01850	$254.80	1178	Posted to G/L AP	☐

Total for Fund: 119 Total Amount: $554,402.86

Total Amount: $554,402.86

End of Report

BMO Harris Bank

A part of BMO Financial Group

INVOICE

April 20, 2023

Petersburg School Dist
201 Charles W St Box 289
Petersburg, AK 99833

ATTN:

Invoice Number: 0703724-2304
Invoice Amount: $ 129,334.25

This invoice amount represents the total balances of all Corporate Card accounts for the billing period ending April 20, 2023.

Your payment is due **May 17, 2023.**

Payment will be automatically withdrawn from your bank account if your organization has pre-arranged payment. If not, please remit payment by electronic means or by mailing a cheque for the Invoice amount to the appropriate address below. Payments must be sent with a detailed breakdown of how the payment needs to be applied, including the 16-digit card numbers or billing account and the total amount to be paid.

BMO Harris Accounts	Diners Club Accounts
Payment By Mail	Payment By Mail
BMO Harris P.O. Box 5732 Carol Stream, IL 60197-5732	Diners Club P.O. Box 5732 Carol Stream, IL 60197-5732
Payment By Overnight Delivery	Payment By Overnight Delivery
FIS BMO Harris Bank Attn: Lockbox# 5732 270 Remington Blvd, Suite B Bolingbrook, IL 60440	FIS BMO Harris Bank Attn: Lockbox# 5732 270 Remington Blvd, Suite B Bolingbrook, IL 60440

If you have any questions regarding this invoice or supporting documents, please contact Corporate Client Services:

BMO Harris Accounts	Diners Club Accounts
By Phone: 1-855-825-9234	By Phone: 1-800-2-DINERS (1-800-234-6377)
By e-mail: corporate.clientservices@bmo.com (mailto:corporate.clientservices@bmo.com)	By e-mail: dinersclub.service@bmo.com (mailto:dinersclub.service@bmo.com)

Thank you for your continued business.

✂ - - -

BMO Financial Group

Statement

Account Name:	BULLER, AARON S	**Card Number:**	xxxx-xxxx-xxxx-3497
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 45,000.00
Employee ID:	1025		
Statement Date (MM/DD/YYYY):	04/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 6,446.11
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 6,446.11

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/20	03/21 465300866	HAMMER & WIKAN #5828 PETERSBURG AK	$ 44.98 094181	$ 0.00 (e)	$ 44.98
03/27	03/28 466421272	HAMMER & WIKAN #5828 PETERSBURG AK	$ 71.54 076758	$ 0.00 (e)	$ 71.54
03/28	03/28 466421273	SEATTLE POTTERY SUPPLY 360-850-1200 WA	$ 651.00 014496	$ 0.00 (e)	$ 651.00
03/28	03/29 466500875	HAMMER & WIKAN #5828 PETERSBURG AK	$ 49.99 000084	$ 0.00 (e)	$ 49.99
03/29	03/30 466678223	HAMMER & WIKAN #5828 PETERSBURG AK	$ 369.45 057677	$ 0.00 (e)	$ 369.45
04/04	04/05 467553056	HAMMER & WIKAN #5828 PETERSBURG AK	$ 41.94 048439	$ 0.00 (e)	$ 41.94
04/10	04/11 468368317	HAMMER & WIKAN #5828 PETERSBURG AK	$ 47.97 001569	$ 0.00 (e)	$ 47.97
04/12	04/13 468594662	GRAINGER 877-2022594 IL	$ 378.41 057798	$ 0.00	$ 378.41
04/12	04/13 468594663	SNOBLOX-SNOJAX (800) 766-529 PA	$ 1,050.00 092760	$ 0.00 (e)	$ 1,050.00
04/12	04/14 468867724	BLINDS.COM #2150 HOUSTON TX	$ 1,698.77 037168	$ 140.15 (e)	$ 1,838.92
04/13	04/14 468867725	GRAINGER 877-2022594 IL	$ 183.48 037218	$ 0.00	$ 183.48
04/14	04/17 469168901	GRAINGER LAKE FOREST IL	$ 1,123.60 006801	$ 0.00	$ 1,123.60
04/15	04/17 469168900	HAMMER & WIKAN #5828 PETERSBURG AK	$ 35.98 057419	$ 0.00 (e)	$ 35.98

04/17	04/18 469380747	AMAZON.COM HJ0XN8YM2 A AMZN.COM/BILL WA	$ 289.92 089118	$ 0.00	$ 289.92
04/18	04/19 469466265	HAMMER & WIKAN #5828 PETERSBURG AK	$ 268.93 080644	$ 0.00 (e)	$ 268.93

TOTAL CREDITS xxxx-xxxx-xxxx-3497 $ 0.00

TOTAL DEBITS xxxx-xxxx-xxxx-3497 $ 6,446.11

BMO Financial Group

Statement

Account Name:	KLUDT-PAINTER, ERICA	**Card Number:**	xxxx-xxxx-xxxx-5361
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 5,000.00
Employee ID:	152		
Statement Date (MM/DD/YYYY):	04/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 150.00
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 150.00

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
04/14	04/17 469168824	EVENT ASDN/ACSA TYSONS CORNER VA	$ 150.00 028540	$ 0.00	$ 150.00

TOTAL CREDITS	**xxxx-xxxx-xxxx-5361**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-5361**	**$ 150.00**

BMO Financial Group

Statement

Account Name:	LOHR, ASHLEY	**Card Number:**	xxxx-xxxx-xxxx-3401
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 1,000.00
Employee ID:	AL		
Statement Date (MM/DD/YYYY):	04/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 399.54
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 399.54

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/20	03/21 465300790	HAMMER & WIKAN, INC. PETERSBURG AK	$ 78.28 018256	$ 0.00 (e)	$ 78.28
03/28	03/29 466500873	HAMMER & WIKAN, INC. PETERSBURG AK	$ 43.04 094839	$ 0.00 (e)	$ 43.04
04/03	04/04 467475432	HAMMER & WIKAN, INC. PETERSBURG AK	$ 77.69 095152	$ 0.00 (e)	$ 77.69
04/10	04/11 468368591	HAMMER & WIKAN, INC. PETERSBURG AK	$ 145.20 048204	$ 0.00 (e)	$ 145.20
04/17	04/18 469381924	HAMMER & WIKAN, INC. PETERSBURG AK	$ 55.33 044224	$ 0.00 (e)	$ 55.33

TOTAL CREDITS	**xxxx-xxxx-xxxx-3401**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-3401**	**$ 399.54**

BMO Financial Group

Statement

Account Name:	KLUDT-PAINTER, JON	**Card Number:**	xxxx-xxxx-xxxx-8382
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 70,000.00
Employee ID:	7999995418021852		
Statement Date (MM/DD/YYYY):	04/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 1,101.77
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 1,101.77

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/24	03/27 466059300	EBAY O 02-09865-20700 SAN JOSE CA	$ 14.37 018594	$ 0.86	$ 15.23
03/29	03/29 466500874	APPLE.COM/BILL 866-712-7753 CA	$ 211.79 050049	$ 0.00 (e)	$ 211.79
04/07	04/07 467989370	APPLE.COM/BILL 866-712-7753 CA	$ 8.46 093671	$ 0.00 (e)	$ 8.46
04/10	04/11 468368316	FS CLAMXAV 877-3278914 CA	$ 27.80 041497	$ 2.15 (e)	$ 29.95
04/12	04/13 468594661	AMZN MKTP US HJ2310J22 AMZN.COM/BILL WA	$ 62.09 005135	$ 0.00	$ 62.09
04/12	04/13 468594660	CDW GOVT #HX63543 800-808-4239 IL	$ 635.60 091328	$ 38.14	$ 673.74
04/14	04/17 469168822	APPLE.COM/BILL 866-712-7753 CA	$ 47.38 057681	$ 0.00 (e)	$ 47.38
04/16	04/17 469168823	AMZN MKTP US HJ4TP2WR1 AMZN.COM/BILL WA	$ 25.98 079849	$ 0.00	$ 25.98
04/18	04/19 469466264	USPS.COM CLICKNSHIP 800-3447779 DC	$ 27.15 038093	$ 0.00	$ 27.15

TOTAL CREDITS	**xxxx-xxxx-xxxx-8382**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-8382**	**$ 1,101.77**

BMO Financial Group

Statement

Account Name:	SANDHOFER, MARSHA	**Card Number:**	xxxx-xxxx-xxxx-9657
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 25,000.00
Employee ID:	7999995746002434		
Statement Date (MM/DD/YYYY):	04/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 12,563.81
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 12,563.81

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/21	03/22 465442994	BSN SPORTS LLC 8002277404 TX	$ 7,886.70 088697	$ 0.00	$ 7,886.70
03/21	03/22 465442993	ETSY.COM - MULTIPLE SH BROOKLYN NY	$ 24.90 046746	$ 2.21 (e)	$ 27.11
03/30	03/31 466866928	BSN SPORTS LLC 8002277404 TX	$ 357.28 097193	$ 0.00	$ 357.28
04/01	04/03 467085449	VERNIER SCIENCE EDUCAT 503-227-2299 OR	$ 209.31 037875	$ 0.00 (e)	$ 209.31
04/06	04/07 467989525	NAT L ARCHERY SCHOOLS 920-5236040 WI	$ 919.60 056471	$ 48.40	$ 968.00
04/07	04/10 468110955	AMHS WEB RESERVATION 8777658669 AK	$ 3,142.00 058570	$ 0.00 (e)	$ 3,142.00
04/10	04/11 468368320	AMHS WEB RESERVATION 8777658669 AK	$ 79.00 014670	$ 0.00 (e)	$ 79.00
04/11	04/12 468430050	AMHS WEB RESERVATION 8777658669 AK	$ -617.00	$ 0.00 (e)	$ -617.00
04/15	04/17 469169063	TCT PROM NITE 800-962-8006 MN	$ 191.23 087807	$ 0.38	$ 191.61
04/16	04/17 469169138	ALASKA CAR RENTAL KETCHIKAN AK	$ 296.11 084652	$ 23.69	$ 319.80

TOTAL CREDITS	**xxxx-xxxx-xxxx-9657**	**$ -617.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-9657**	**$ 13,180.81**

BMO Financial Group

Statement

Account Name:	MORRISON, KAREN	**Card Number:**	xxxx-xxxx-xxxx-5856
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 200,000.00
Employee ID:	7999995418021894		
Statement Date (MM/DD/YYYY):	04/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 102,541.05
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 102,541.05

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/20	03/21 465300867	AMZN MKTP US H70RM8J60 AMZN.COM/BILL WA	$ 10.44 008025	$ 0.00	$ 10.44
03/21	03/21 465300868	AMZN MKTP US H795X7130 AMZN.COM/BILL WA	$ 25.63 016729	$ 0.00	$ 25.63
03/22	03/22 465442992	AMZN MKTP US H78Z71LS1 AMZN.COM/BILL WA	$ 103.81 071089	$ 0.00	$ 103.81
03/22	03/23 465626064	AMZN MKTP US H76867NR1 AMZN.COM/BILL WA	$ 38.40 031799	$ 0.00	$ 38.40
03/22	03/23 465626063	USPS.COM CLICKNSHIP 800-782-6724 DC	$ 9.65 090070	$ 0.00	$ 9.65
03/22	03/23 465626065	AMAZON.COM H79FO6QM0 AMZN.COM/BILL WA	$ 2,050.62 076031	$ 0.00	$ 2,050.62
03/23	03/24 465928914	GILBERT PUBLIC SCHOOLS 4804973388 AZ	$ 794.92 005299	$ 50.08 (e)	$ 845.00
03/27	03/28 466421274	AMZN MKTP US H76CS0622 AMZN.COM/BILL WA	$ 144.00 030262	$ 0.00	$ 144.00
03/28	03/28 466421275	AMZN MKTP US H70CM4DO2 AMZN.COM/BILL WA	$ 375.98 067563	$ 0.00	$ 375.98
03/28	03/29 466500953	AMZN MKTP US HY1ZX23Z1 AMZN.COM/BILL WA	$ 19.49 024722	$ 0.00	$ 19.49
03/28	03/29 466500876	AMZN MKTP US H704K32N2 AMZN.COM/BILL WA	$ 33.98 095221	$ 0.00	$ 33.98
03/28	03/29 466500951	AMZN MKTP US HY7944391 AMZN.COM/BILL WA	$ 39.48 038417	$ 0.00	$ 39.48
03/28	03/29 466500877	AMZN MKTP US HY9R07XV0 AMZN.COM/BILL WA	$ 67.44 016843	$ 0.00	$ 67.44

03/28	03/29 466500952	AMZN MKTP US HY4AV85T0 AMZN.COM/BILL WA	$ 367.33 093712	$ 0.00	$ 367.33
03/29	03/29 466500955	AMZN MKTP US H78B02IP2 AMZN.COM/BILL WA	$ 14.99 086675	$ 0.00	$ 14.99
03/29	03/29 466500954	AMZN MKTP US HY1451HF0 AMZN.COM/BILL WA	$ 49.32 064276	$ 0.00	$ 49.32
03/29	03/29 466501028	AMZN MKTP US HY0NQ0AL1 AMZN.COM/BILL WA	$ 36.37 036471	$ 0.00	$ 36.37
03/30	03/30 466678224	AMZN MKTP US HY20O34J2 AMZN.COM/BILL WA	$ 47.00 093867	$ 0.00	$ 47.00
03/30	03/31 466866848	AMZN MKTP US HY4ZQ9NK2 AMZN.COM/BILL WA	$ 9.98 006595	$ 0.00	$ 9.98
03/30	03/31 466866849	AMZN MKTP US HY6XU6Z72 AMZN.COM/BILL WA	$ 53.71 094761	$ 0.00	$ 53.71
03/30	03/31 466866925	AMZN MKTP US HY90Q5V31 AMZN.COM/BILL WA	$ 11.49 015460	$ 0.00	$ 11.49
03/31	03/31 466866926	AMZN MKTP US HY1FW6J82 AMZN.COM/BILL WA	$ 17.36 030844	$ 0.00	$ 17.36
03/31	03/31 466866927	AMZN MKTP US HY4O46I00 AMZN.COM/BILL WA	$ 155.97 046300	$ 0.00	$ 155.97
03/31	04/03 467085375	AMZN MKTP US HY2EC5HU1 AMZN.COM/BILL WA	$ 57.15 010949	$ 0.00	$ 57.15
03/31	04/03 467085378	ASSOCIATIO NASSP CARE HUNT VALLEY MD	$ 300.00 017029	$ 0.00	$ 300.00
04/01	04/03 467085376	AMZN MKTP US HS9V99OC0 AMZN.COM/BILL WA	$ 147.35 025446	$ 0.00	$ 147.35
04/01	04/03 467085377	AMZN MKTP US HY8GS0D41 AMZN.COM/BILL WA	$ 23.02 016994	$ 0.00	$ 23.02
04/03	04/04 467475433	AMZN MKTP US HS3CQ0FI1 AMZN.COM/BILL WA	$ 359.76 040673	$ 0.00	$ 359.76
04/04	04/04 467475434	AMZN MKTP US HY1TN2UF2 AMZN.COM/BILL WA	$ 102.94 058308	$ 0.00	$ 102.94
04/04	04/05 467553137	AMZN MKTP US HY33P7IM2 AMZN.COM/BILL WA	$ 159.66 064060	$ 0.00	$ 159.66
04/04	04/05 467553212	AMZN MKTP US HS8CX1MI0 AMZN.COM/BILL WA	$ 112.84 050810	$ 0.00	$ 112.84
04/04	04/05 467553057	ALASKA TELEPHONE COMPA 3603851733 WA	$ 57.45 035098	$ 0.00	$ 57.45
04/04	04/05 467553136	NYTIMES NYTIMES DISC 800-698-4637 NY	$ 4.00 006301	$ 0.00 (e)	$ 4.00
04/04	04/05 467553215	AMZN MKTP US AMZN.COM/BILL WA	$ -35.87 000000	$ -3.68 (e)	$ -39.55
04/04	04/05 467553213	AMZN MKTP US HS4B59NH1 AMZN.COM/BILL WA	$ 157.50 089030	$ 0.00	$ 157.50
04/04	04/05 467553134	ALASKA TELEPHONE COMPA 3603851733 WA	$ 109.37 059758	$ 0.00	$ 109.37
04/04	04/05 467553214	AMZN MKTP US HS85I4TD1 AMZN.COM/BILL WA	$ 158.50 078573	$ 0.00	$ 158.50
04/04	04/05 467553135	ALASKA TELEPHONE COMPA 3603851733 WA	$ 57.45 066249	$ 0.00	$ 57.45

04/04	04/05 467553133	ALASKA TELEPHONE COMPA 3603851733 WA	$ 109.37 083681	$ 0.00	$ 109.37
04/05	04/05 467553216	AMZN MKTP US HS39H8OV2 AMZN.COM/BILL WA	$ 21.27 056064	$ 0.00	$ 21.27
04/05	04/05 467553291	AMZN MKTP US HS0C03QA0 AMZN.COM/BILL WA	$ 138.98 071171	$ 0.00	$ 138.98
04/05	04/05 467553292	AMZN MKTP US HS0Y83FU2 AMZN.COM/BILL WA	$ 29.92 059145	$ 0.00	$ 29.92
04/05	04/06 467804657	AMZN MKTP US HS31M1FT2 AMZN.COM/BILL WA	$ 59.99 098698	$ 0.00	$ 59.99
04/05	04/06 467804735	AMZN MKTP US HS93874N2 AMZN.COM/BILL WA	$ 25.43 084067	$ 0.00	$ 25.43
04/05	04/06 467804655	AMZN MKTP US HS42M71L1 AMZN.COM/BILL WA	$ 103.99 070590	$ 0.00	$ 103.99
04/05	04/06 467804656	AMZN MKTP US HS6VL5F32 AMZN.COM/BILL WA	$ 29.99 010931	$ 0.00	$ 29.99
04/05	04/06 467804734	AMZN MKTP US HS1YW70F1 AMZN.COM/BILL WA	$ 32.23 023428	$ 0.00	$ 32.23
04/05	04/06 467804733	AMZN MKTP US HS5U766Z0 AMZN.COM/BILL WA	$ 5.75 062837	$ 0.00	$ 5.75
04/05	04/07 467989446	AMZN MKTP US HS30D7SL0 AMZN.COM/BILL WA	$ 302.36 078966	$ 0.00	$ 302.36
04/05	04/07 467989445	AMZN MKTP US HS36N6SG0 AMZN.COM/BILL WA	$ 292.08 043742	$ 0.00	$ 292.08
04/06	04/07 467989447	AMZN MKTP US HS2AQ59N0 AMZN.COM/BILL WA	$ 84.27 014594	$ 0.00	$ 84.27
04/07	04/07 467989449	AMZN MKTP US HS5IP91Y2 AMZN.COM/BILL WA	$ 42.93 054340	$ 0.00	$ 42.93
04/07	04/07 467989448	AMZN MKTP US HS3ZB9WO0 AMZN.COM/BILL WA	$ 8.43 051461	$ 0.00	$ 8.43
04/07	04/10 468110799	AMZN MKTP US HS2JT6BG1 AMZN.COM/BILL WA	$ 177.28 038483	$ 0.00	$ 177.28
04/08	04/10 468110800	AMZN MKTP US HS1HZ5791 AMZN.COM/BILL WA	$ 75.92 054816	$ 0.00	$ 75.92
04/09	04/10 468110876	AMZN MKTP US HS75B7IH1 AMZN.COM/BILL WA	$ 25.63 025013	$ 0.00	$ 25.63
04/09	04/10 468110875	AMZN MKTP US HJ4122JM0 AMZN.COM/BILL WA	$ 65.96 056048	$ 0.00	$ 65.96
04/09	04/10 468110877	AMZN MKTP US HJ0AO4JM0 AMZN.COM/BILL WA	$ 74.32 040570	$ 0.00	$ 74.32
04/09	04/10 468110801	AMZN MKTP US HJ1B11JV0 AMZN.COM/BILL WA	$ 649.22 061719	$ 0.00	$ 649.22
04/09	04/10 468110878	AMZN MKTP US HS9CT9SX2 AMZN.COM/BILL WA	$ 4.99 059363	$ 0.00	$ 4.99
04/10	04/10 468110879	AMZN MKTP US HJ81O70Q0 AMZN.COM/BILL WA	$ 184.33 025721	$ 0.00	$ 184.33
04/10	04/11 468368318	AMZN MKTP US HJ4J57O91 AMZN.COM/BILL WA	$ 16.31 092696	$ 0.00	$ 16.31
04/12	04/12 468429975	AMZN MKTP US HJ47T0L12 AMZN.COM/BILL WA	$ 13.98 036879	$ 0.00	$ 13.98

04/12	04/12 468429976	AMZN MKTP US HJ0L430U1 AMZN.COM/BILL WA	$ 122.68 001234	$ 0.00	$ 122.68
04/12	04/13 468594741	AMZN MKTP US HJ52D2JU2 AMZN.COM/BILL WA	$ 1,152.58 022351	$ 0.00	$ 1,152.58
04/12	04/13 468594744	AMZN MKTP US HJ90I60O1 AMZN.COM/BILL WA	$ 145.40 080117	$ 0.00	$ 145.40
04/12	04/13 468594742	AMZN MKTP US HJ1QB7071 AMZN.COM/BILL WA	$ 80.37 013407	$ 0.00	$ 80.37
04/12	04/13 468593548	AMZN MKTP US HJ6F39PW1 AMZN.COM/BILL WA	$ 19.09 043422	$ 0.00	$ 19.09
04/12	04/13 468593549	AMZN MKTP US HJ6CK1P61 AMZN.COM/BILL WA	$ 10.67 066540	$ 0.00	$ 10.67
04/12	04/13 468593629	LCG BQE CORE INVOICE ANCHORAGE AK	$ 3,408.00 031614	$ 0.00 (e)	$ 3,408.00
04/12	04/13 468594740	PETRO MARINE SERVICES 9077724251 AK	$ 46,954.48 051956	$ 0.00	$ 46,954.48
04/12	04/13 468594664	PSN PETERSBURG UTILITY 866-917-7368 AK	$ 35,839.22 031938	$ 0.00 (e)	$ 35,839.22
04/12	04/13 468593628	SWIMMING IDEAS, LLC LIBERTYVILLE IL	$ 748.81 051629	$ 0.00	$ 748.81
04/12	04/13 468594743	AMZN MKTP US HJ1W96XD1 AMZN.COM/BILL WA	$ 23.16 024295	$ 0.00	$ 23.16
04/13	04/13 468593627	AMZN MKTP US HJ3001MV1 AMZN.COM/BILL WA	$ 276.61 062477	$ 0.00	$ 276.61
04/13	04/13 468593552	AMZN MKTP US HJ1K94VH1 AMZN.COM/BILL WA	$ 63.01 014067	$ 0.00	$ 63.01
04/13	04/13 468593551	AMZN MKTP US HJ54897H0 AMZN.COM/BILL WA	$ 442.72 034623	$ 0.00	$ 442.72
04/13	04/13 468593550	AMZN MKTP US HJ2D40EB2 AMZN.COM/BILL WA	$ 10.59 027276	$ 0.00	$ 10.59
04/13	04/14 468867805	AMZN MKTP US HJ95H1IW0 AMZN.COM/BILL WA	$ 967.45 019175	$ 0.00	$ 967.45
04/13	04/14 468867806	AMZN MKTP US HJ8B49GX2 AMZN.COM/BILL WA	$ 150.35 006678	$ 0.00	$ 150.35
04/13	04/14 468867804	AMZN MKTP US HJ02Z11G2 AMZN.COM/BILL WA	$ 43.27 038889	$ 0.00	$ 43.27
04/13	04/14 468867727	AMZN MKTP US HJ9Z04UN0 AMZN.COM/BILL WA	$ 38.40 022010	$ 0.00	$ 38.40
04/13	04/14 468867803	AMAZON.COM HJ6SM7MN1 AMZN.COM/BILL WA	$ 35.97 098071	$ 0.00	$ 35.97
04/13	04/14 468867726	AMZN MKTP US HJ9GH28S1 AMZN.COM/BILL WA	$ 254.43 068010	$ 0.00	$ 254.43
04/14	04/14 468867807	AMZN MKTP US HJ8OW28G1 AMZN.COM/BILL WA	$ 847.92 071042	$ 0.00	$ 847.92
04/14	04/17 469168980	AMZN MKTP US HJ1N42HL2 AMZN.COM/BILL WA	$ 39.73 055494	$ 0.00	$ 39.73
04/14	04/17 469168903	AMZN MKTP US HJ05Z66W1 AMZN.COM/BILL WA	$ 416.69 007632	$ 0.00	$ 416.69
04/14	04/17 469168981	AMZN MKTP US HJ7MR9882 AMZN.COM/BILL WA	$ 73.99 041645	$ 0.00	$ 73.99

04/14	04/17 469168902	AMZN MKTP US HJ9DI5DC1 AMZN.COM/BILL WA	$ 20.71 068946	$ 0.00	$ 20.71
04/14	04/17 469168979	AMZN MKTP US HJ2QJ5QR1 AMZN.COM/BILL WA	$ 139.67 057897	$ 0.00	$ 139.67
04/15	04/17 469168982	AMZN MKTP US HV1026490 AMZN.COM/BILL WA	$ 17.96 077366	$ 0.00	$ 17.96
04/15	04/17 469168983	AMZN MKTP US HJ0G706U2 AMZN.COM/BILL WA	$ 27.98 029632	$ 0.00	$ 27.98
04/16	04/17 469169061	AMZN MKTP US HJ5ZI9722 AMZN.COM/BILL WA	$ 5.33 022564	$ 0.00	$ 5.33
04/16	04/17 469168904	AMZN MKTP US HJ5DV59K2 AMZN.COM/BILL WA	$ 218.29 024755	$ 0.00	$ 218.29
04/16	04/17 469169060	AMZN MKTP US HJ8Y21WU1 AMZN.COM/BILL WA	$ 182.47 001113	$ 0.00	$ 182.47
04/16	04/17 469169059	AMZN MKTP US HJ0EY6RH1 AMZN.COM/BILL WA	$ 49.05 020065	$ 0.00	$ 49.05
04/18	04/18 469380748	AMZN MKTP US HV6BV5J81 AMZN.COM/BILL WA	$ 662.80 034354	$ 0.00	$ 662.80
04/18	04/19 469466342	AMZN MKTP US HV64L80L1 AMZN.COM/BILL WA	$ 87.94 061018	$ 0.00	$ 87.94
04/18	04/19 469466341	AMZN MKTP US HV21193M2 AMZN.COM/BILL WA	$ 10.57 024178	$ 0.00	$ 10.57
04/18	04/19 469466343	AMZN MKTP US HV8O89T42 AMZN.COM/BILL WA	$ 68.79 024092	$ 0.00	$ 68.79
04/19	04/20 469751626	AMZN MKTP US HV3SP3X22 AMZN.COM/BILL WA	$ 14.09 053083	$ 0.00	$ 14.09

TOTAL CREDITS **xxxx-xxxx-xxxx-5856** **$ -39.55**

TOTAL DEBITS **xxxx-xxxx-xxxx-5856** **$ 102,580.60**

BMO Financial Group

Statement

Account Name:	WARD, IOANA	**Card Number:**	xxxx-xxxx-xxxx-2408
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 1,500.00
Employee ID:	644		
Statement Date (MM/DD/YYYY):	04/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 340.47
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 340.47

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/23	03/24 465928915	HAMMER & WIKAN, INC. PETERSBURG AK	$ 58.23 079386	$ 0.00 (e)	$ 58.23
03/24	03/27 466055963	HAMMER & WIKAN #5828 PETERSBURG AK	$ 43.20 065798	$ 0.00 (e)	$ 43.20
04/13	04/14 468867883	HAMMER & WIKAN, INC. PETERSBURG AK	$ 151.10 006100	$ 0.00 (e)	$ 151.10
04/13	04/17 469169062	HAMMER & WIKAN #5828 PETERSBURG AK	$ 87.94 046321	$ 0.00 (e)	$ 87.94

TOTAL CREDITS	**xxxx-xxxx-xxxx-2408**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-2408**	**$ 340.47**

BMO Financial Group

Statement

Account Name:	WORHATCH, CENA	**Card Number:**	xxxx-xxxx-xxxx-0225
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 6,000.00
Employee ID:	CW		
Statement Date (MM/DD/YYYY):	04/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 714.00
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 714.00

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/25	03/27 466055962	IMSE SOUTHFIELD MI	$ 673.58 052733	$ 40.42 (e)	$ 714.00

TOTAL CREDITS	**xxxx-xxxx-xxxx-0225**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-0225**	**$ 714.00**

BMO Financial Group

Statement

Account Name:	CABRAL, JAIME	**Card Number:**	xxxx-xxxx-xxxx-4710
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 25,000.00
Employee ID:	7999995418021878		
Statement Date (MM/DD/YYYY):	04/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 5,077.50
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 5,077.50

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/19	03/21 465300946	ALASKA A 0272329316175 8006545669 WA Passenger Name Conn/Hunter Ticket Number 0272329316175	$ 254.80 034790	$ 0.00	$ 254.80
03/19	03/21 465300870	SPEEDWAY 5319 ANCHORAGE AK	$ 62.55 090205	$ 0.00	$ 62.55
03/20	03/21 465300869	ALAMO RENT-A-CAR RENTA ANCHORAGE AK	$ 683.92 058787	$ 0.00	$ 683.92
03/27	03/28 466421349	IN BLOMSTER HUS 907-7722566 AK	$ 56.00 092903	$ 0.00	$ 56.00
03/29	03/30 466678225	HAMMER & WIKAN, INC. PETERSBURG AK	$ 58.38 071996	$ 0.00 (e)	$ 58.38
03/31	04/03 467085379	BSN SPORTS LLC 8002277404 TX	$ 2,334.81 081417	$ 0.00	$ 2,334.81
04/01	04/03 467085448	ASIANA GARDEN JUNEAU AK	$ 460.90 058539	$ 0.00 (e)	$ 460.90
04/03	04/04 467475435	ENTERPRISE RENT-A-CAR JUNEAU AK	$ 303.31 030230	$ 0.00	$ 303.31
04/03	04/04 467475506	ENTERPRISE RENT-A-CAR JUNEAU AK	$ 255.43 092866	$ 0.00	$ 255.43
04/03	04/04 467475507	ENTERPRISE RENT-A-CAR JUNEAU AK	$ 173.74 008172	$ 0.00	$ 173.74
04/03	04/05 467553293	MIKES AIRPORT EXPRESS JUNEAU AK	$ 78.86 066020	$ 0.00	$ 78.86
04/08	04/10 468110954	STUDEBAKER`S PIZZA PETERSBURG AK	$ 239.29 017636	$ 0.00 (e)	$ 239.29

04/09	04/11 468368319	PETERSBURG IGA PETERSBURG AK	$ 108.98 058382	$ 6.53	$ 115.51

TOTAL CREDITS	**xxxx-xxxx-xxxx-4710**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-4710**	**$ 5,077.50**

Petersburg School District

Trial Balance

As of April 30, 2023

	DEBIT	CREDIT
1-0110 First Bank Checking	158,514.09	
1-0140 First Bank Gaming	1,779.51	
1-0160 ASB CD	0.00	
2-0020 Activity School Fee-5.00		0.00
2-0035 Activity Director		823.73
2-0040 Activity Pass Sales-Students		753.02
2-0045 Activities-Viking Store		616.73
2-0050 Shop Sales		30,533.87
2-0080 Art		359.00
2-0085 Artfest		5,168.10
2-0090 Assoc Student Body Government		6,868.98
2-0097 Baseball		1,214.12
2-0098 Baseball Field		251.00
2-0195 Class of 2014		0.00
2-0200 Class of 2015		97.99
2-0205 Class of 2016		0.00
2-0217 Class of 2017		0.00
2-0218 Class of 2018		0.00
2-0219 Class of 2019		0.00
2-0220 Class of 2020		0.00
2-0221 Class of 2021		583.18
2-0222 Class of 2022		952.90
2-0223 Class of 2023		1,040.41
2-0224 Class of 2024		2,297.40
2-0225 Class of 2025		2,383.43
2-0250 Close-Up		3,488.88
2-0260 Concessions		2,480.05
2-0280 Cross Country	121.11	
2-0290 School wide play		660.32
2-0293 DDF		375.80
2-0294 Dig Pink		432.80
2-0295 Ed Camp		0.00
2-0297 Elementary Earth Club		58.00
2-0315 Elementary PIA		395.00
2-0320 Elementary School Store		1,451.18
2-0325 Elementary Stikine River		11,956.73
2-0330 Elementary Memory Book		2,862.36
2-0337 Track Improvement Project		1,958.28
2-0344 School Garden		5,626.67
2-0350 Gym Sign Advertisements		1,133.80
2-0370 Honor Society		753.17
2-0380 Honors English		100.90
2-0400 Integrated		36.68
2-0402 Interact Club (Rotary)		0.00

	DEBIT	CREDIT
2-0405 Jazz Band-High School		3,646.11
2-0410 Jewelry		643.05
2-0417 LeConte Survey		842.62
2-0420 ES Student Council		272.31
2-0430 Little Norway Tournament		0.25
2-0440 Mark Fosse Award		193.60
2-0450 Marquee		197.49
2-0460 Mathematics		603.40
2-0490 MS Baking Club		625.96
2-0500 MS Band		107.55
2-0510 MS Cheerleaders		389.59
2-0520 MS Robotics		3,694.26
2-0527 MS Student Council		1,597.57
2-0530 MS Tournament/Activities		722.08
2-0540 MS Yearbook and Pro		7,013.90
2-0550 Music-High School		7,192.91
2-0560 Natural Helpers		1,227.91
2-0570 NYOs		608.00
2-0580 Culinary Arts		451.41
2-0595 PHS Library		1,855.27
2-0597 Scholarships		0.00
2-0600 Principal - High School		848.72
2-0601 Principal - Middle School		125.07
2-0605 PIA Undisbursed Funds		4,049.83
2-0610 PTSA Scholarship		200.00
2-0612 EF Puerto Rico		50.13
2-0615 Raffle		1,140.53
2-0625 Region V Tournaments		1,904.60
2-0630 Rory Smith Scholarship		25.00
2-0634 MS Run Club		50.00
2-0640 Pixellot Advertisements		2,670.59
2-0647 Softball		440.52
2-0648 SPED Memorial Account		9,692.50
2-0649 PSD Shred Safe		1,966.94
2-0650 Stereo Repair/Replacement		906.59
2-0655 Student Testing Fees		449.00
2-0670 Swim/Dive Team		324.35
2-0690 Track		1,792.01
2-0699 Tsunami Bowl		1,951.27
2-0700 Unallocated Interest		319.00
2-0710 Varsity Cheer/Stunt		4,231.31
2-0730 Viking Basketball	655.12	
2-0738 Viking Productions		38.13
2-0740 Volleyball		3,439.61
2-0745 Student Support Fund		2,379.23
2-0750 Work Experience		1,022.00
2-0760 Wrestling	4,060.91	
2-0780 Yearbook		5,514.09
Opening Balance Equity		0.00
TOTAL	**$165,130.74**	**$165,130.74**

Regular Meeting

Tuesday, April 11, 2023 6:00 PM
MS/HS Library, 109 Charles W St, Petersburg, AK 99833

Carey Case:	Present
Sarah Holmgrain:	Present
Katie Holmlund:	Present
Jay Lister:	Present
Niccole Olsen:	Present

All present; Quorum present to do business

1. **CALL TO ORDER**
   Discussion: Meeting was called to order at 6:01pm by President Holmgrain
2. **DETERMINE QUORUM**
3. **PLEDGE OF ALLEGIANCE**
   Discussion: President Holmgrain led the group in the Pledge of Allegience
4. **APPROVAL OF AGENDA**
   Action(s):
   Approve agenda as written. This motion, made by Sarah Holmgrain and seconded by Niccole Olsen, Passed.
   Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

   Voting Summary: Yea: 5, Nay: 0
5. **SPECIAL RECOGNITION**
   Discussion: Congratulations to our Petersburg NYO Team. They competed at the Traditional Games hosted by Sealaska, in Juneau on April 1st & 2nd. There were teams from all over Alaska and the rest of the United States. Petersburg's team took top honors (1st place) as the overall team for their scores! See video and official scores here: https://traditionalgames.sealaskaheritage.org/
6. **STUDENT PRESENTATION**
   Discussion: This item was pushed to the May meeting because of lack of participants. *A few of the members of the Petersburg NYO Team will present about the Traditional Games and give a demonstration of the events they participated in.*
7. **STUDENT REPRESENTATIVE REPORT**
   Discussion: Juniors and Seniors took the ACT and Pre ACT Students are preparing to attend MusicFest in Ketchikan and ArtFest in Yakutat.

Music and Drama had an Intro to Music and Drama during read block to try and encourage interest in those classes next year.

8. **CORRESPONDENCE**
Discussion: None

9. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**
Discussion: None

10. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**
Discussion: None

11. **COMMENTS FROM BOARD MEMBERS**
Discussion: None

12. **CONSENT AGENDA**
Action(s):
Approve Consent Agenda. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.
Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

12.1. March, 2023, Monthly accounting report, bills, payroll, and electronic fund transfers, ASB trial balance and P-Card statements in the amount of $751,752.02

12.2. March. 07, 2023, regular board meeting minutes

12.3. Personnel Action Report

13. **ADMINISTRATIVE REPORTS**
Discussion: See Attached printed report

13.1. Superintendent's report — **Presenter:** Superintendent Kludt-Painter
Discussion: See attached written report

13.2. Elementary Principal's Report — **Presenter:** Principal Heather Conn
Discussion: See attached written report

13.3. MS/HS Principal's Report — **Presenter:** Principal Ambler Moss
Discussion: See attached written report

13.4. Director of Activities Report — **Presenter:** AD Jaime Cabral
Discussion: See attached written report

13.5. Director of Facilities and Maintenance Report — **Presenter:** Aaron Buller
Discussion: See attached written reports

14. **SCHOOL BOARD COMMITTEE REPORTS**
Discussion: None

15. **OLD BUSINESS**

16. **NEW BUSINESS**

16.1. Action: PE / Health Curriculum K-12

Action(s):

Approve the PE / Health K-12 curriculum. This motion, made by Sarah Holmgrain and seconded by Niccole Olsen, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

16.2. Action: Foreign Language Curriculum

Action(s):

Approve the Foreign Language Curriculum. This motion, made by Sarah Holmgrain and seconded by Jay Lister, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: This item will update the Foreign Language curriculum with a specific focus on Spanish as the offered language.

16.3. Action: English Language Arts K-5 curriculum update

Action(s):

Approve K-5 ELA update. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: The PSD K-5 curriculum document is being updated to reflect the adoption of the Core Knowledge Language Arts (CKLA) program. This is

one of four core programs that has been approved by the Dept. of Education and Early Development (DEED) as part of the READS Act and the ELA grant the District was awarded.

16.4. Action: Out-of-State Travel

Action(s):

Approve both the Close Up and Jazz Band Out-of-State trips for Spring of 2024. This motion, made by Sarah Holmgrain and seconded by Niccole Olsen, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: Discussion that a good amount of fundraising has already happened for the Music trip and it has been several years since Music has gone on a school sponsored trip.

16.5. Discussion: Staff Appreciation Breakfast

Discussion: Teacher and Staff Appreciation week is May 8th - 12th. The Board traditionally hosts a full staff breakfast on the Friday of that week. The discussion will be regarding whether they want to continue the traditional and who will play what roles. The board will host a breakfast on Friday, May 12th.

17. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**

Discussion: none

18. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**

19. **FUTURE AGENDA ITEMS**

Discussion: School Improvement Plan to be added to the agenda for Board approval

20. **OTHER NEW BUSINESS**

Discussion: none

21. **ADJOURNMENT**

Action(s):

Adjourn at 7:01 pm. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: The meeting adjourned at 7:01pm

_____
Board President

_____
Board Secretary

Regular Meeting

Tuesday, April 11, 2023 6:00 PM
MS/HS Library, 109 Charles W St, Petersburg, AK 99833

Carey Case:	Present
Sarah Holmgrain:	Present
Katie Holmlund:	Present
Jay Lister:	Present
Niccole Olsen:	Present

All present; Quorum present to do business

1. **CALL TO ORDER**
   Discussion: Meeting was called to order at 6:01pm by President Holmgrain
2. **DETERMINE QUORUM**
3. **PLEDGE OF ALLEGIANCE**
   Discussion: President Holmgrain led the group in the Pledge of Allegience
4. **APPROVAL OF AGENDA**
   Action(s):
   Approve agenda as written. This motion, made by Sarah Holmgrain and seconded by Niccole Olsen, Passed.
   Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

   Voting Summary: Yea: 5, Nay: 0
5. **SPECIAL RECOGNITION**
   Discussion: Congratulations to our Petersburg NYO Team. They competed at the Traditional Games hosted by Sealaska, in Juneau on April 1st & 2nd. There were teams from all over Alaska and the rest of the United States. Petersburg's team took top honors (1st place) as the overall team for their scores! See video and official scores here: https://traditionalgames.sealaskaheritage.org/
6. **STUDENT PRESENTATION**
   Discussion: This item was pushed to the May meeting because of lack of participants. *A few of the members of the Petersburg NYO Team will present about the Traditional Games and give a demonstration of the events they participated in.*
7. **STUDENT REPRESENTATIVE REPORT**
   Discussion: Juniors and Seniors took the ACT and Pre ACT Students are preparing to attend MusicFest in Ketchikan and ArtFest in Yakutat.

Music and Drama had an Intro to Music and Drama during read block to try and encourage interest in those classes next year.

8. **CORRESPONDENCE**
Discussion: None

9. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**
Discussion: None

10. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**
Discussion: None

11. **COMMENTS FROM BOARD MEMBERS**
Discussion: None

12. **CONSENT AGENDA**
Action(s):
Approve Consent Agenda. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.
Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

12.1. March, 2023, Monthly accounting report, bills, payroll, and electronic fund transfers, ASB trial balance and P-Card statements in the amount of $751,752.02

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Discussion: See attached written report

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Discussion: See attached written report

13.4. Director of Activities Report — **Presenter:** AD Jaime Cabral
Discussion: See attached written report

13.5. Director of Facilities and Maintenance Report — **Presenter:** Aaron Buller
Discussion: See attached written reports

14. **SCHOOL BOARD COMMITTEE REPORTS**
Discussion: None

15. **OLD BUSINESS**

16. **NEW BUSINESS**

16.1. Action: PE / Health Curriculum K-12

Action(s):

Approve the PE / Health K-12 curriculum. This motion, made by Sarah Holmgrain and seconded by Niccole Olsen, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

16.2. Action: Foreign Language Curriculum

Action(s):

Approve the Foreign Language Curriculum. This motion, made by Sarah Holmgrain and seconded by Jay Lister, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: This item will update the Foreign Language curriculum with a specific focus on Spanish as the offered language.

16.3. Action: English Language Arts K-5 curriculum update

Action(s):

Approve K-5 ELA update. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: The PSD K-5 curriculum document is being updated to reflect the adoption of the Core Knowledge Language Arts (CKLA) program. This is

one of four core programs that has been approved by the Dept. of Education and Early Development (DEED) as part of the READS Act and the ELA grant the District was awarded.

16.4. Action: Out-of-State Travel

Action(s):

Approve both the Close Up and Jazz Band Out-of-State trips for Spring of 2024. This motion, made by Sarah Holmgrain and seconded by Niccole Olsen, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: Discussion that a good amount of fundraising has already happened for the Music trip and it has been several years since Music has gone on a school sponsored trip.

16.5. Discussion: Staff Appreciation Breakfast

Discussion: Teacher and Staff Appreciation week is May 8th - 12th. The Board traditionally hosts a full staff breakfast on the Friday of that week. The discussion will be regarding whether they want to continue the traditional and who will play what roles. The board will host a breakfast on Friday, May 12th.

17. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**

Discussion: none

18. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**

19. **FUTURE AGENDA ITEMS**

Discussion: School Improvement Plan to be added to the agenda for Board approval

20. **OTHER NEW BUSINESS**

Discussion: none

21. **ADJOURNMENT**

Action(s):

Adjourn at 7:01 pm. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: The meeting adjourned at 7:01pm

_____
Board Secretary

SCISSOR BROAD JUMP

High School Girls

1st: Lydia Alverts, CHI, 27' 6''
(New TG Record)
2nd:Amelie Guilbeault, YK, 26' 7 ¼''
3rd: Jade Wren, SHS, 26' 6 ½''
4th: Charity Gordon, HOM, 23' 10 ½''
5th: Leah Evans, HOM, 23' 7"

Middle School Girls

1st: Molly Evans, HOM, 25' 4", **(New TG Record)**
2nd: Maya Sabila Boger, Chi, 24' 2"
3rd: Finya Nolting, NWT, 21' 6"
4th: Ruth Mackay, NWT, 21' 6"
5th: Minali Reid, FDMS, 21' ½"

High school, Boys

1st: Colton Paul, MEHS, 37' 3 ¼", **(New TG Record)**
2nd: Alex Covey, SHS, 32' 7"
3rd: Alan Borbridge, MEHS, 32' 6 ¼"
4th: Elijah Gordon, HOM, 32' 3 ½"
5th: Melvin Pavala, MEHS, 32' 2 ½"

Middle school, Boys

1st: Donald Heflin, KIN, 28' 3 ½", **(New TG Record)**
2nd: Calder Hyer, PSG, 25' 6 ½"
3rd: Cullen Sias, YK, 25' 3"
4th: Kohner Turner, DHMS, 25' ¾"
5th: Finn Mullin, SIT, 25' ¼"

Open Male

1st: Colin McFarland, UAF, 34' 10 ¾"
2nd: Caleb Evans, HOM, 33'
3rd: Parker Kenick, UAF, 32' 11"
4th: Judah Eason, ENA, 32' 9 ¾"
5th: Matthew Quinto, JNU, 32' 8 ¼"

Open Female

KNEEL JUMP

High School Girls

1st: Amelie Guilbeautt, YK, 33"
2nd: Jordan Bennett, JDHS, 32 ½"
3rd: Isabelle Paquette, YK, 31 ½"
4th: Leah Evans, HOM, 29 ¼"
5th: Autumn Nanouk, 27 3/4

Middle School Girls

1st: Abigail Semaken, SDN, 32 ¾"
2nd: Maya Sabila Boger, Chi, 32"
3rd: Finya Nolting, NWT, 25 ¾"
4th: Layla Harrison, Chi, 24 ¾"
5th: Molly Evans, HOM, 22 ¾"

High School Boys

1st: Colton Paul, MEHS, 65", **(New TG Record)**
2nd: Alex Covey, SHS, 50"
3rd: Augustin Greetham, YK, 47 ½"
4th: Braydon Jackson, MEHS, 47"
5th: Leif Richards, TMHS, 41 ¼"

Middle school, Boys

1st: Eli Anderson, PSG, 35 ¾"
2nd: Cullen Sias, YK, 29 ¾"
3rd: Calder Ratliff, PSG, 29 ½"
4th: Donald Heflin, KIN, 28 ¾"
5th: Nate Lalonde, NWT, 26"

Open Male

1st: Daniel Peters, UAF, 53"
2nd: Matthew Quinto, JNU, 50 ¼"
3rd: Reggie Joule, ANC, 47 ¼"
4th: Caleb Evans, HOM, 45 ¾"
5th: Denzel Henderson, APU, 45 ½"

Open Female

WRIST CARRY

High School Girls

1st: Kate Koepke, YK, 183' 5 1/2''
2nd: Amelie Guilbeault, YK, 125'
3rd: Helen John, YDHS, 80' 5''
4th: Nakita Epps, SWD, 36' 8''
5th: Leo McNaughton, JDHS, 34' 8''

Middle School Girls

1st: Madelyn Breisbach, PSG, 26 sec
2nd: Mila Neely, DHMS, 12.9 sec
3rd: Ruth Mackay, NWT, 12.22 sec
4th: Minali Reid, FDMS, 12 sec
5th: Maria Toth, PSG, 7.56

High school, Boys

1st: Sampson Oliver, KTN, 251'5'', **(New Record)**
2nd: Harley Huntington, MEHS, 204' 11 1/2''
3rd: Colton Paul, MEHS, 145'
4th: Jackson Clark, JDHS, 128' 9 1/2''
5th: Augustin Greetham, YK, 108'

Middle school, Boys

1st: Calder Ratliff, PSG, 27 sec
2nd: Aidan Andrew, SIT, 24 sec
3rd: Gage Keller, FDMS, 8 sec
4th: Lincoln Odegaard, PSG, 6 sec
4th: Henry Agoney, KTN, 6 sec

1st: Eden Hopson, ANC, 26’ 1”, **(New TG Record)** 2nd: Amber Vaska, FAI, 24’ 1 ¾” 3rd: Jenni Klebesadel, UAF, 21’ 8” 4th: Maio Nishkian, CHI, 21’ 8” 5th: Wendy Barr, UAF, 20’ 5 ½”	1st: Amber Vaska, FAI, 48 ½”, **(New TG Record)** 2nd: Sharlane King, PNW, 39 ¼” 3rd: Eden Hopson, ANC, 35 ½” 4th: Patrice DeAsis, JNU, 32 ¾” 5th: Jaclyn Weston, BET, 27 ½”	

ONE FOOT HIGH KICK

High School Girls
1st: Lydia Alverts, CHI, 90”
(New TG Record)
2nd: Charity Gordon, HOM, 78”
3rd: Leah Evans, HOM, 78”
4th: Amelie Guillbeautt, YK, 78”
5th: Isabelle Paquette, YK, 78”

Middle School Girls
1st: Molly Evans, HOM, 79”
2nd: Abigail Semaken, SDN, 78”
3rd: Maya Sabila Boger, CHI, 65”
4th: Josie Andrews, SWD, 64”
5th: Layla Harrison, CHI, 64”

High school, Boys
1st: Colton Paul, MEHS, 110” **(new TG record)**
2nd: Alex Covey, SHS, 102”
3rd: Peter Griggs, MEHS, 100”
4th: Melvin Pavala, MEHS, 100”
5th: Matthew Chagluak, SHS, 98”

Middle school, Boys
1st: Donald Heflin, KIN, 88” **(new TG record)**
2nd: Daniel Rodgers, CHI, 86”
3rd: Eli Anderson, PSG, 82”
4th: Cullen Sias, YK, 80”
5th: Finn Mullin, SIT, 78”

Open Male
1st: Parker Kenick, UAF, 108” **(new TG record)**
2nd: Stewart Towarak, ANC, 108”
3rd: Judah Eason, ENA, 104”
4th: Denzel Hendersen, APU, 104”
5th: Caleb Evans, HOM, 98”

Open Female
1st: Eden Hopson, ANC, 82” **(new TG record)**
2nd: Amber Vaska, FAI, 78”
3rd: Jenni Klebesadel, UAF, 74”

DENÉ STICK PULL

High School Girls
1st: Leah Evans, HOM
2nd: Charity Gordon, HOM
3rd: Dyani Brown, SHS
4th: Lyric Ashtenfelter, TMHS
5th: Helen John, YDHS

Middle School Girls
1st: Molly Evans, HOM
2nd: Crystal Maddox, SWD
3rd: Aliyah Adam, STL
4th: Josie Andrew, SWD
5th: Mila Neely, DHMS

High school, Boys
1st: Josiah Gordon, HOM
2nd: Colton Paul, MEHS
3rd: Elijah Gordon, HOM
4th: Alex Covey, SHS
5th: Matthew Chagluak, SHS

Middle school, Boys
1st: Jensen Ekelmann, CHI
2nd: Daniel Rodgers, CHI
3rd: Kohner Turner, DHMS
4th: Easton Berger, FDMS
5th: Eli Anderson, PSG

Open Male
1st: Mark Gordon, HOM
2nd: Duc Ngo, CHI
3rd: Joevahnta Usugan-Weddington, UAF
4th: Reggie Joule, ANC
5th: Kyle Abbott, JNU

Open Female
1st: Kayla Olhausen, ANC
2nd: Maio Nishkian, CHI
3rd: Kunaq Tahbone, OME
4th: Shondiin Mayo, FAI
5th: Megan Gordon, HOM

INUIT STICK PULL

High School Girls
1st: Lydia Alverts, CHI
2nd: Jade Wren, SHS
3rd: Kaasgeiy Bowers, JDHS
4th: Lyric Ashenfelter, TMHS
5th: Dollie Martin, MEHS

Middle School Girls
1st: Crystal Maddox, SWD
2nd: Abigail Semaken, SDN
3rd: Avery Sauve, NWT
4th: Josie Andrews, SWD
5th: Scarlet Tourageau, NWT

High school, Boys
1st: Iosefa Allen, TMHS
2nd: Ryan Oliver, SHS
3rd: Augustin Greetham, YK
4th: Axel Coxwell, SDN
5th: Josiah Gordon, HOM

Middle school, Boys
1st: Daniel Rodgers, CHI
2nd: Elias (Eli) Anderson, PSG
3rd: Gunner Washke, PSG
4th: Josiah Bergtold, MET
5th: Tanner Washke, PSG

Open Male
1st: Mark Gordon, HOM
2nd: Judah Eason, ENA
3rd: Denzel Henderson, UAF
4th: Colin McFarland, UAF
5th: Ian Standard, APU

Open Female
1st: Margo Livermore, SIT
2nd: Jenay Mike, APU
3rd: Jenni Klebesade, UAF
4th: Kya Anlers, SDN
5th: Daphne Green, APU

4th: Patrice DeAsis, JNU, 72” 5th: Wendy Barr, UAF, 64”		

TWO FOOT HIGH KICK

High School Girls
1st: Charity Gordon, HOM, 68" **(new TG record)**
2nd: Lydia Alverts, CHI, 66" 2miss
3rd: Isabelle Paquette, YK, 66" 3miss
4th: Amelie Guilbeautt, YK, 64"
5th: Leah Evans, HOM, 62"

Middle School Girls
1st: Molly Evans, HOM, 62" **(Tied TG Record)**
2nd: Abigail Semaken, SDN, 60"
3rd: Maya Sabila Boger, CHI, 54"
4th: Aliyah Adams, STE, 54" 3miss
5th: Mila Neely, DHMS, 50"

High school, Boys
1st: Colton Paul, MEHS, 98'' **(New TG Record)**
2nd: Peter Griggs, MEHS, 88''
3rd: Alex Covey, SHS, 86''
4th: Elijah Gordon, HOM, 80''
5th: Alan Borbridge, MEHS, 80''

Middle school, Boys
1st: Donald Heflin, KIN, 70" **(new TG record)**
2nd: Eli Anderson, PSG, 66"
3rd: Daniel Rodgers, CHI, 62"
4th: Jaxin Jim, FDMS, 58" 4 miss
5th: Staxx Van Kirk, KIN, 58" 5miss

Open Male
1st: Parker Kenick, UAF, 90"

ONE HAND REACH

High School Girls
1st: Sophielynda Agoney, KTN, 54"
2nd: Kate Koepke, YK, 52"
3rd: Autumn Annook, UNK, 52" 1miss
4th: Lydia Alverts, CHI, 52" 2miss
5th: Dollie Martin, MEHS, 48"

Middle School Girls
1st: Abigail Semaken, SDN, 38''
2nd: Maria Toth, PSG, 30''
3rd: Minali Reid, FDMS, 30''
4th: Madelyn Dreisbauch, PSG, 30''
5th: Josie Andrew, SWD, 30''

High school, Boys
1st: Leif Richards, TMHS, 64'' **(New TG Record)**
2nd: Colton Paul, MEHS, 62''
3rd: Alex Covey, SHS, 62''
4th: Matthew Chagluak, MEHS, 62''
5th: Alan Borbridge, MEHS, 60''

Middle school, Boys
1st: Staxx VanKirk, KIN, 40''
2nd: Cullen Sias, YK, 28''
3rd: Henry Agoney, KTN, 26''

Open Male
1st: Kyle Kanuk, UAF, 62"
2nd: Parker Kenick, UAF, 61" 2miss
3rd: Colin McFarland, UAF, 58"
4th: Kyle Abbott, UAS, 58" 1miss
5th: Joevahnta Usugan-Weddington, UAF, 56"

Open Female

ALASKAN HIGH KICK

High School Girls
1st: Isabelle Paquette, YK, 66"
2nd: Kate Koepke, YK, 64"
3rd: Lydia Alverts, CHI, 62"
4th: Paige Lliaban, MEHS, 60"
5th: 58": Leah Evans, HOM + Charity Gordon, HOM + Jordan Bennet, JDHS

Middle School Girls
1st: Aliyah Adams, STL, 62"
2nd: Abigail Semakan, SDN, 60" 1miss
3rd: Molly Evans, HOM, 60" 3miss
4th: Maria Toth, PSG, 56"
5th: Layla Harrison, CHI, 52"

High school, Boys
1st: Colton Paul, MEHS, 92" **(New Record)**
2nd: Alex Covey, SHS, 90"
3rd: Nate Blake, JDHS, 82"
4th: Alan Bordridge, MEHS, 82"
5th: Leif Richards, TMHS, 80"

Middle school, Boys
1st: Daniel Rodgers, CHI, 78'' **(New TG Record)**
2nd: Donald Heflin, KIN, 62''
3rd: Aidan Andrew, SIT, 62'' 4 miss
4th: Gage Keller, FDMS, 58''
5th: Tanner Washke, PSG, 58'' 2miss

Open Male
1st: Kyle Abbott, UAS 84'' **(Tied TG Record)**
2nd: Parker Kenick, UAF, 84''
3rd: Kyle Kanuk, UAF, 82''
4th: Reggie Joule, ANC, 80''

	2nd: Stuart Towarak, ANC, 88” 3rd: Colin McFarland, UAF, 84” 1miss@84” 4th: Judah Eason, ENA, 84” 1miss@76” 5th: Matthew Quinto, JNU, 84” 3miss@76” **Open Female** 1st: Amber Vaska, FAI, 70” 2nd: Eden Hopson, ANC, 68” 3rd: Sharlane King, PNW, 64” 4th: Jenni Klebesadel, UAF, 60” 5th: Patrice DeAsis, JNU, 54”	1st: Eden Hopson, ANC, 56’’ **(New Record)** 2nd: Sharlane King, PNW, 52’’ 3rd: Jenni Klebesadel, UAF, 52’’ 4th: Shondiin Mayo, FAI, 48’’ 5th: Amber Vaska, FAI, 48’’	5th: Matthew Quinto, JNU, 80’’ **Open Female** 1st: Eden Hopson, ANC, 68’’ 2nd: Sharlane King, PNW, 64’’ 3rd: Amber Vaska, FAI, 62’’ 4th: Jenni Klebesadel (Tie), UAF, 57’’ 4th: Jaclyn Weston (Tie), BET, 57’’

SEAL/KNUCKLE HOP

High School Girls
1st: Kate Koepke, YK, 109' 10 ½"
2nd: Amelie Guilbeault, YK, 84'
3rd: Sarah Nanouk Jone, MEHS, 79' 3 ¼"
4th: Kaasgeiy Bowers, JDHS, 75' 6"
5th: Lyric Ashenfelter, TMHS, 66' 7 ¾"

Middle School Girls
1st: Minali Reid, FDMS, 70' 10 1/2''
2nd: Maya Sabila Boger, CHI, 56' 6''
3rd: Mila Neely, DHMS, 46' 1 1/4''
4th: Kendall Haimlton, KTN,45' 9 1/4''
5th: Finya Nolting, NWT, 31' 6 3/4''

High school, Boys
1st: Braydon Jackson, MEHS, 87' 1/2''
2nd: Colton Paul, MEHS, 85' 7 3/4
3rd: Harley Huntington, MEHS, 72' 2''
4th: Alan Borbridge, MEHS, 67' 6 1/2''
5th: Elijah Gordon, HOM, 61' 10''

Middle school, Boys
1st: Aidan Andrew, SIT, 84' 3"
2nd: Eli Anderson, PSG, 84"
3rd: Gunner Washke, PSG, 70' 5 ½"
4th: Calder Hyer, PSG, 62"
5th: Kohner Turner, DHMS, 59' 6 ¼"

Open Male (Knuckle Hop)
1st: Kyle Worl, JNU, 163' 10'' **(New TG Record)**
2nd: Haydon Chartier, JNU, 112'5''
3rd: Parker Kenick, UAF, 84'
4th: Colin McFarland, UAF, 48' 4 1/2''
5th: Judah Eason, ENA, 47' 10 1/4''

Open Female

AIRPLANE

Open Female
1st: Jenni Klebesadel, UAF, 49. 65 sec
2nd: Maio Nishkian, CHI, 22.43 sec
3rd: Jessie Huett, SWD, 22.06 sec
4th: Kaytlynne Lewis, JNU, 19.19 sec
5th: Keren Bennett, UAF, 14.12 sec

Open Male
1st: Denzel Henderson, APU, 31. 37 sec
2nd: Haydon Chartier,JNU, 28. 72 sec
3rd: Duc Ngo, CHI, 25.72 sec
4th: Kyle Abbott, UAS, 25.50 sec
5th: Parker Kenick, UAF, 9.20 sec

ARCHERY

Middle School
1st: Jayden Kohn, POW, 271
2nd: Jaxin Jim, FDMS, 263
3rd: Easton Berger, FDMS, 244
4th: Kendall Hamilton, KTN, 234
5th: Mikayla DeGuzman, MET, 215

High School
1st: Alex Beierly, TMHS, 260
2nd: Lyric Astenfelter, TMHS, 253
2nd: Justice Collins, POW, 253
4th: Kate Koepke, YK, 251
5th: Matthew Chagluak, SHS, 248
5th: Nate Blake,JDHS, 248

Open
1st: Jennie Klebesadel, UAF, 262
2nd: Ian Standard, APU, 259
3rd: Eliza Chappell, JNU, 252

OVERALL TEAM:

Middle School: Petersburg
High School: Mount Edgecumbe High School
College: University of Alaska Fairbanks

SPORTSMANSHIP AWARD

Female: Molly Evans, Homer
Male: Natha Blake, Juneau- Douglas

OVERALL ATHLETE

High School Girls
Lydia Alverts, CHI, 24 pts

Middle School Girls:
Abigail Semaken, SDN, 26 pts

High school, Boys
Colton Paul, MEHS, 40 pts

Middle school, Boys
Donald Heflin, KIN, 21 pts and 3 gold

Open Male
Parker Kenick, UAF, 25 pts

Open Female
Eden Hopson, ANC, 30 pts and 4 gold

Early Bird Team Registration
1st: 1/15/2023
Team: Anchorage
Coach: Mellisa Johnson
2md: 1/17/2023
Team: ANC Service High School - SHS
Coach: Joanna Hopson

	1st: Jenni Klebesadel, UAF, 84'' 2nd: Maura Sheakly- Early, JNU, 66' 1'' 3rd: Eden Hopson, ANC, 63' 2 3/4'' 4th: Amber Vaska, FAI, 57' 3'' 5th: Kaytlynne Lewis, JNU, 55' 1''	4th: Shaun Deardorff, NCSU, 241 5th: Margaret Haube, 238 5th: Eric Porter, YK, 238	

TEAMS

Local Teams:
JDHS: Juneau-Douglas
Yadaa.at Kalé High School
TMHS: Thunder Mountain HS
YDHS: Yakoosgé Daakahídi HS
DHMS: Dzantik'i Héeni Middle School
FDMS: Floyd Dryden Middle School

College Teams:
UAS: University of Alaska Southeast
UAA: University of Alaska Anchorage
UAF: University of Alaska Fairbanks
APU: Alaska Pacific University
NCSU: North Carolina State University

Visiting Teams:
Hoonah - HNH
Sitka - SIT
Ketchikan - KTN
Petersburg - PSG
Metlakatla - MET
Southeast Island School District - POW
Anchorage - ANC
ANC Service High School - SHS
Fairbanks - FAI
Unalakleet - UNK
Kiŋikmiut Nugatpiak- KIN

Visiting Teams:
Homer Halibuts - HOM
Chickaloon - CHI
Qutekcak Native Tribe
Seward - SWD
Kenai - ENA
PNW All Nations - PNW
Mount Edgecumbe High School - MEHS
Sante Fe Indian School - SFIS
Whitehorse, Yukon - YK
Yellowknife, NWT - NWT

Petersburg School District

Revenue Report

☐ Summary Only From Date: 3/1/2023 To Date: 3/31/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Uncollected Balance	% Remaining
Fund: 100 GENERAL FUND					
100.000.000.000.011 CITY DIRECT APPROPRIATIONS	$2,000,000.00	$166,666.67	$1,500,000.03	$499,999.97	25.00%
100.000.000.000.031 INTEREST	$700.00	$47.94	$646.29	$53.71	7.67%
100.000.000.000.040 OTHER LOCAL REVENUES	$60,000.00	$2,912.53	$47,364.18	$12,635.82	21.06%
100.000.000.000.043 STUDENT ACTIVITY REVENUE	$0.00	$0.00	$5,849.27	($5,849.27)	0.00%
100.000.000.000.044 STUDENT FEES	$52,000.00	$1,401.00	$35,253.75	$16,746.25	32.20%
100.000.000.000.047 E-RATE REVENUE	$93,134.00	$7,761.20	$62,089.60	$31,044.40	33.33%
100.000.000.000.050 REVENUE FROM STATE SOURCES	$0.00	$0.00	$264,084.00	($264,084.00)	0.00%
100.000.000.000.051 FOUNDATION PROGRAM	$5,884,048.00	$474,235.00	$4,268,115.00	$1,615,933.00	27.46%
100.000.000.000.056 TRS ON-BEHALF PAYMENTS	$434,998.00	$0.00	$0.00	$434,998.00	100.00%
100.000.000.000.057 PERS ON-BEHALF PAYMENTS	$39,200.00	$0.00	$0.00	$39,200.00	100.00%
100.000.000.000.090 OTHER STATE REVENUES	$19,586.00	$2,878.00	$22,078.00	($2,492.00)	-12.72%
Fund 100 Total:	$8,583,666.00	$655,902.34	$6,205,480.12	$2,378,185.88	27.71%
Grand Total:	$8,583,666.00	$655,902.34	$6,205,480.12	$2,378,185.88	27.71%

End of Report

March Monthly
Accounting Bills
$751,752.02

Petersburg School District

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2023 To Date: 3/31/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
Fund: 100 GENERAL FUND						
100.100.100.000.315	$737,260.00	$61,354.98	$429,438.86	$307,821.14	$304,171.89	$3,649.25
CERTIFICATED TEACHER						0.49%
100.100.100.000.329	$28,500.00	$1,650.00	$13,725.00	$14,775.00	$0.00	$14,775.00
SUBSTITUTES/TEMPORARIES						51.84%
100.100.100.000.363	$3,812.00	$316.88	$2,228.86	$1,583.14	$0.00	$1,583.14
WORKERS COMPENSATION						41.53%
100.100.100.000.364	$188,531.00	$15,543.48	$108,804.37	$79,726.63	$1,041.68	$78,684.95
INSURANCE-HEALTH/LIFE						41.74%
100.100.100.000.365	$178,189.00	$7,730.35	$50,581.88	$127,607.12	$0.00	$127,607.12
RETIREMENT CONTRIBUTION-TRS						71.61%
100.100.100.000.367	$10,000.00	$863.04	$6,067.65	$3,932.35	$0.00	$3,932.35
MEDICARE TAX						39.32%
100.100.100.000.368	$1,017.00	$15.50	$137.95	$879.05	$0.00	$879.05
SOCIAL SECURITY TAX						86.44%
100.100.100.000.426	$3,000.00	$0.00	$0.00	$3,000.00	$0.00	$3,000.00
STUDENT TRANSPORTATION						100.00%
100.100.100.000.450	$48,000.00	$0.00	$2,614.40	$45,385.60	$0.00	$45,385.60
FRESHMAN LAPTOP COMPUTERS						94.55%
100.100.100.000.451	$10,325.00	$2,934.40	$5,541.40	$4,783.60	$435.42	$4,348.18
GENERAL HS TEACHING SUPPLIES						42.11%
100.100.100.000.474	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00
HS CURRICULUM ADOPTION						100.00%
100.100.100.000.476	$7,000.00	$0.00	$7,006.50	($6.50)	$0.00	($6.50)
HS COPIER SUPPLIES						-0.09%
100.100.100.000.491	$10,000.00	$0.00	$2,029.80	$7,970.20	$20.00	$7,950.20
HS DUES AND FEES						79.50%
100.100.100.001.451	$1,500.00	$0.00	$639.15	$860.85	$0.00	$860.85
HS ENGLISH SUPPLIES						57.39%
100.100.100.002.451	$1,000.00	$66.03	$994.80	$5.20	$0.00	$5.20
HS MATH SUPPLIES						0.52%
100.100.100.003.451	$3,100.00	$410.43	$2,485.10	$614.90	$39.21	$575.69
HS SCIENCE SUPPLIES						18.57%
100.100.100.004.451	$675.00	$0.00	$1,154.20	($479.20)	$0.00	($479.20)
HS SOCIAL STUDIES SUPPLIES						-70.99%
100.100.100.007.451	$500.00	$126.20	$714.34	($214.34)	$0.00	($214.34)

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2023 To Date: 3/31/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
HS PE SUPPLIES						-42.87%
100.100.100.008.451	$500.00	$442.99	$484.99	$15.01	$0.00	$15.01
HS MUSIC SUPPLIES						3.00%
100.100.100.009.451	$1,000.00	$0.00	$999.33	$0.67	$0.00	$0.67
HS ART/JEWELRY/PHOTO SUPPLIES						0.07%
100.100.100.021.451	$500.00	$0.00	$130.00	$370.00	$0.00	$370.00
HS SPANISH SUPPLIES						74.00%
100.100.160.000.315	$87,487.00	$7,290.58	$51,034.06	$36,452.94	$36,452.94	$0.00
CERTIFICATED TEACHER						0.00%
100.100.160.000.329	$1,500.00	$0.00	$700.00	$800.00	$0.00	$800.00
SUBSTITUTES/TEMPORARIES						53.33%
100.100.160.000.363	$583.00	$36.55	$259.35	$323.65	$0.00	$323.65
WORKERS COMPENSATION						55.51%
100.100.160.000.364	$27,059.00	$2,254.88	$15,784.16	$11,274.84	$0.00	$11,274.84
INSURANCE-HEALTH/LIFE						41.67%
100.100.160.000.365	$21,538.00	$915.70	$6,409.90	$15,128.10	$0.00	$15,128.10
RETIREMENT CONTRIBUTION-TRS						70.24%
100.100.160.000.367	$1,275.00	$97.54	$692.94	$582.06	$0.00	$582.06
MEDICARE TAX						45.65%
100.100.160.000.368	$31.00	$0.00	$0.00	$31.00	$0.00	$31.00
SOCIAL SECURITY TAX						100.00%
100.100.160.006.451	$500.00	$0.00	$0.00	$500.00	$0.00	$500.00
AQUACULTURE SUPPLIES						100.00%
100.100.160.300.451	$1,300.00	$0.00	$0.00	$1,300.00	$0.00	$1,300.00
CULINARY SUPPLIES						100.00%
100.100.160.309.451	$1,300.00	$0.00	$0.00	$1,300.00	$800.00	$500.00
FOOD SCIENCE/CULINARY						38.46%
100.100.160.310.451	$2,500.00	$0.00	$355.96	$2,144.04	$0.00	$2,144.04
SHOP SUPPLIES						85.76%
100.100.200.000.315	$70,524.00	$5,785.33	$40,990.36	$29,533.64	$28,926.69	$606.95
CERTIFICATED TEACHER						0.86%
100.100.200.000.323	$116,200.00	$9,957.27	$74,283.27	$41,916.73	$24,905.11	$17,011.62
AIDES						14.64%
100.100.200.000.329	$8,000.00	$0.00	$2,868.75	$5,131.25	$0.00	$5,131.25
SUBSTITUTES/TEMPORARIES						64.14%
100.100.200.000.363	$950.00	$81.59	$613.33	$336.67	$0.00	$336.67

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2023 To Date: 3/31/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
WORKERS COMPENSATION						35.44%
100.100.200.000.364	$45,000.00	$4,922.64	$34,224.25	$10,775.75	$1,708.37	$9,067.38
INSURANCE-HEALTH/LIFE						20.15%
100.100.200.000.365	$17,093.00	$726.64	$5,148.40	$11,944.60	$0.00	$11,944.60
RETIREMENT CONTRIBUTION-TRS						69.88%
100.100.200.000.366	$29,467.00	$2,094.32	$15,434.93	$14,032.07	$0.00	$14,032.07
RETIREMENT CONTRIBUTION-PERS						47.62%
100.100.200.000.367	$3,105.00	$220.25	$1,660.00	$1,445.00	$0.00	$1,445.00
MEDICARE TAX						46.54%
100.100.200.000.368	$834.00	$27.14	$306.07	$527.93	$0.00	$527.93
SOCIAL SECURITY TAX						63.30%
100.100.200.000.451	$1,000.00	$143.45	$799.77	$200.23	$56.53	$143.70
HS SPED SUPPLIES						14.37%
100.100.300.000.315	$61,251.00	$4,972.00	$34,804.00	$26,447.00	$24,860.00	$1,587.00
CERTIFICATED TEACHER						2.59%
100.100.300.000.323	$33,500.00	$3,080.28	$22,789.00	$10,711.00	$7,684.88	$3,026.12
AIDES						9.03%
100.100.300.000.329	$1,000.00	$0.00	$1,750.00	($750.00)	$0.00	($750.00)
SUBSTITUTES/TEMPORARIES						-75.00%
100.100.300.000.363	$694.00	$40.37	$297.46	$396.54	$0.00	$396.54
WORKERS COMPENSATION						57.14%
100.100.300.000.364	$45,127.00	$3,943.39	$27,603.73	$17,523.27	$0.00	$17,523.27
INSURANCE-HEALTH/LIFE						38.83%
100.100.300.000.365	$15,142.00	$624.48	$4,371.36	$10,770.64	$0.00	$10,770.64
RETIREMENT CONTRIBUTION-TRS						71.13%
100.100.300.000.366	$7,933.00	$677.66	$5,522.99	$2,410.01	$0.00	$2,410.01
RETIREMENT CONTRIBUTION-PERS						30.38%
100.100.300.000.367	$1,518.00	$102.68	$760.62	$757.38	$0.00	$757.38
MEDICARE TAX						49.89%
100.100.300.000.368	$62.00	$0.00	$0.00	$62.00	$0.00	$62.00
SOCIAL SECURITY TAX						100.00%
100.100.300.000.451	$5,000.00	$249.95	$1,059.44	$3,940.56	$100.00	$3,840.56
SECONDARY COUNSELOR SUPPLIES						76.81%
100.100.300.000.479	$4,400.00	$0.00	$0.00	$4,400.00	$0.00	$4,400.00
SECONDARY COUNSELOR OTHER						100.00%
100.100.350.000.315	$76,698.00	$6,349.83	$44,448.81	$32,249.19	$31,749.19	$500.00

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2023 To Date: 3/31/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
CERTIFICATED TEACHER						0.65%
100.100.350.000.329	$750.00	$737.50	$1,525.00	($775.00)	$0.00	($775.00)
SUBSTITUTES/TEMPORARIES						-103.33%
100.100.350.000.363	$513.00	$35.53	$235.47	$277.53	$0.00	$277.53
WORKERS COMPENSATION						54.10%
100.100.350.000.364	$8,844.00	$589.69	$3,948.45	$4,895.55	$0.00	$4,895.55
INSURANCE-HEALTH/LIFE						55.35%
100.100.350.000.365	$18,759.00	$797.54	$5,582.78	$13,176.22	$0.00	$13,176.22
RETIREMENT CONTRIBUTION-TRS						70.24%
100.100.350.000.367	$1,122.00	$100.62	$670.41	$451.59	$0.00	$451.59
MEDICARE TAX						40.25%
100.100.350.000.368	$47.00	$0.00	$0.00	$47.00	$0.00	$47.00
SOCIAL SECURITY TAX						100.00%
100.100.350.000.451	$409.00	$0.00	$408.50	$0.50	$0.00	$0.50
TEACHING SUPPLIES						0.12%
100.100.350.000.472	$2,291.00	$16.21	$520.98	$1,770.02	$0.00	$1,770.02
SECONDARY LIBRARY BOOKS						77.26%
100.100.350.000.473	$800.00	$0.00	$379.00	$421.00	$0.00	$421.00
SECONDARY PERIODICALS						52.63%
100.100.350.000.479	$1,500.00	$0.00	$1,307.73	$192.27	$0.00	$192.27
SECONDARY SUPPLIES AND MATERIALS						12.82%
100.100.400.000.479	$2,500.00	$0.00	$612.32	$1,887.68	$0.00	$1,887.68
SECONDARY PRINCIPAL SUPPLIES AND MATERIALS						75.51%
100.100.400.000.491	$600.00	$0.00	$614.00	($14.00)	$0.00	($14.00)
PRINCIPAL DUES AND FEES						-2.33%
100.100.450.000.324	$65,478.00	$5,983.08	$46,955.78	$18,522.22	$15,696.50	$2,825.72
SUPPORT STAFF						4.32%
100.100.450.000.329	$600.00	$0.00	$637.50	($37.50)	$0.00	($37.50)
SUBSTITUTES/TEMPORARIES						-6.25%
100.100.450.000.363	$410.00	$31.36	$250.30	$159.70	$0.00	$159.70
WORKERS COMPENSATION						38.95%
100.100.450.000.364	$11,844.00	$1,282.83	$9,279.81	$2,564.19	$600.00	$1,964.19
INSURANCE-HEALTH/LIFE						16.58%
100.100.450.000.366	$15,062.00	$1,316.28	$10,500.71	$4,561.29	$0.00	$4,561.29
RETIREMENT CONTRIBUTION-PERS						30.28%
100.100.450.000.367	$898.00	$87.73	$701.13	$196.87	$0.00	$196.87

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MEDICARE TAX						21.92%
100.100.450.000.368	$74.00	$0.00	$39.53	$34.47	$0.00	$34.47
SOCIAL SECURITY TAX						46.58%
100.100.450.000.433	$1,500.00	$171.24	$1,367.94	$132.06	$0.00	$132.06
SECONDARY COMMUNICATIONS						8.80%
100.100.450.000.434	$400.00	$0.00	$76.95	$323.05	$123.05	$200.00
SECONDARY POSTAGE						50.00%
100.100.450.000.454	$600.00	$0.00	$153.28	$446.72	$0.00	$446.72
SECONDARY OFFICE SUPPLIES						74.45%
100.100.700.000.316	$2,782.00	$357.14	$1,785.70	$996.30	$3,772.30	($2,776.00)
CERTIFICATED EXTRA DUTY PAY						-99.78%
100.100.700.000.322	$1,038.00	$187.50	$1,125.00	($87.00)	$375.00	($462.00)
NON-CERT SPECIALIST/EXTRA DUTY						-44.51%
100.100.700.000.329	$2,000.00	$0.00	$1,000.00	$1,000.00	$0.00	$1,000.00
SUBSTITUTES/TEMPORARIES						50.00%
100.100.700.000.363	$139.00	$2.72	$19.58	$119.42	$0.00	$119.42
WORKERS COMPENSATION						85.91%
100.100.700.000.364	$0.00	$0.00	$23.44	($23.44)	$0.00	($23.44)
INSURANCE-HEALTH/LIFE						0.00%
100.100.700.000.365	$685.00	$44.96	$224.70	$460.30	$0.00	$460.30
RETIREMENT CONTRIBUTION-TRS						67.20%
100.100.700.000.366	$2,442.00	$41.25	$247.48	$2,194.52	$0.00	$2,194.52
RETIREMENT CONTRIBUTION-PERS						89.87%
100.100.700.000.367	$222.00	$7.29	$53.46	$168.54	$0.00	$168.54
MEDICARE TAX						75.92%
100.100.700.000.368	$504.00	$0.00	$62.00	$442.00	$0.00	$442.00
SOCIAL SECURITY TAX						87.70%
100.100.700.000.421	$5,700.00	$856.19	$4,689.08	$1,010.92	$0.00	$1,010.92
STAFF TRANSPORTATION						17.74%
100.100.700.000.426	$7,377.00	$252.00	$252.00	$7,125.00	$0.00	$7,125.00
STUDENT TRANSPORTATION						96.58%
100.100.700.000.433	$3,000.00	$97.05	$776.40	$2,223.60	$0.00	$2,223.60
COMMUNICATIONS						74.12%
100.100.700.000.479	$6,731.00	$0.00	$8,158.06	($1,427.06)	$0.00	($1,427.06)
OTHER SUPPLIES AND MATERIALS						-21.20%
100.100.700.000.491	$7,000.00	$90.00	$2,830.00	$4,170.00	$0.00	$4,170.00

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DUES AND FEES						59.57%
100.100.700.110.316	$3,545.00	$0.00	$5,546.80	($2,001.80)	$0.00	($2,001.80)
CERTIFICATED EXTRA DUTY PAY						-56.47%
100.100.700.110.329	$500.00	$0.00	$1,613.55	($1,113.55)	$0.00	($1,113.55)
SUBSTITUTES/TEMPORARIES						-222.71%
100.100.700.110.363	$24.00	$0.00	$35.90	($11.90)	$0.00	($11.90)
WORKERS COMPENSATION						-49.58%
100.100.700.110.365	$445.00	$0.00	$696.72	($251.72)	$0.00	($251.72)
RETIREMENT CONTRIBUTION-TRS						-56.57%
100.100.700.110.366	$0.00	$0.00	$19.48	($19.48)	$0.00	($19.48)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.110.367	$52.00	$0.00	$100.64	($48.64)	$0.00	($48.64)
MEDICARE TAX						-93.54%
100.100.700.110.368	$0.00	$0.00	$18.60	($18.60)	$0.00	($18.60)
SOCIAL SECURITY TAX						0.00%
100.100.700.110.426	$17,010.00	$0.00	$17,010.94	($0.94)	$0.00	($0.94)
XCOUNTRY TRANSPORTATION						-0.01%
100.100.700.110.479	$1,265.00	$0.00	$1,265.92	($0.92)	$0.00	($0.92)
XCOUNTRY SUPPLIES AND MATERIALS						-0.07%
100.100.700.120.322	$7,298.00	$0.00	$7,298.00	$0.00	$0.00	$0.00
NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.120.363	$48.00	$0.00	$36.56	$11.44	$0.00	$11.44
WORKERS COMPENSATION						23.83%
100.100.700.120.366	$0.00	$0.00	$563.77	($563.77)	$0.00	($563.77)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.120.367	$106.00	$0.00	$105.84	$0.16	$0.00	$0.16
MEDICARE TAX						0.15%
100.100.700.120.368	$366.00	$0.00	$323.20	$42.80	$0.00	$42.80
SOCIAL SECURITY TAX						11.69%
100.100.700.120.426	$7,200.00	$0.00	$7,013.69	$186.31	$0.00	$186.31
SWIM TRANSPORTATION						2.59%
100.100.700.120.479	$1,414.00	$0.00	$663.98	$750.02	$0.00	$750.02
SWIM SUPPLIES AND MATERIALS						53.04%
100.100.700.130.316	$6,045.00	$1,511.25	$6,045.00	$0.00	$0.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.130.322	$2,419.00	$604.75	$2,419.00	$0.00	$0.00	$0.00

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NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.130.329	$1,000.00	$0.00	$4,380.00	($3,380.00)	$0.00	($3,380.00)
SUBSTITUTES/TEMPORARIES						-338.00%
100.100.700.130.363	$63.00	$10.61	$64.38	($1.38)	$0.00	($1.38)
WORKERS COMPENSATION						-2.19%
100.100.700.130.365	$759.00	$189.81	$892.38	($133.38)	$0.00	($133.38)
RETIREMENT CONTRIBUTION-TRS						-17.57%
100.100.700.130.366	$0.00	$0.00	$48.40	($48.40)	$0.00	($48.40)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.130.367	$137.00	$30.22	$183.27	($46.27)	$0.00	($46.27)
MEDICARE TAX						-33.77%
100.100.700.130.368	$150.00	$37.49	$338.44	($188.44)	$0.00	($188.44)
SOCIAL SECURITY TAX						-125.63%
100.100.700.130.426	$25,000.00	$12,785.76	$22,442.38	$2,557.62	$108.75	$2,448.87
GIRLS BB TRANSPORTATION						9.80%
100.100.700.130.479	$0.00	$0.00	$1,284.11	($1,284.11)	$0.00	($1,284.11)
GIRLS BB SUPPLIES AND MATERIALS						0.00%
100.100.700.140.316	$4,795.00	$0.00	$4,000.00	$795.00	$0.00	$795.00
CERTIFICATED EXTRA DUTY PAY						16.58%
100.100.700.140.322	$1,901.00	$0.00	$2,713.00	($812.00)	$0.00	($812.00)
NON-CERT SPECIALIST/EXTRA DUTY						-42.71%
100.100.700.140.329	$360.00	$0.00	$0.00	$360.00	$0.00	$360.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.700.140.363	$44.00	$0.00	$33.64	$10.36	$0.00	$10.36
WORKERS COMPENSATION						23.55%
100.100.700.140.365	$602.00	$0.00	$502.41	$99.59	$0.00	$99.59
RETIREMENT CONTRIBUTION-TRS						16.54%
100.100.700.140.367	$93.00	$0.00	$93.79	($0.79)	$0.00	($0.79)
MEDICARE TAX						-0.85%
100.100.700.140.426	$19,113.00	$0.00	$18,732.84	$380.16	$0.00	$380.16
VB TRANSPORTATION						1.99%
100.100.700.140.479	$0.00	$0.00	$419.07	($419.07)	$0.00	($419.07)
VB SUPPLIES AND MATERIALS						0.00%
100.100.700.150.316	$834.00	$0.00	$0.00	$834.00	$834.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.150.363	$5.00	$0.00	$0.00	$5.00	$0.00	$5.00

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WORKERS COMPENSATION						100.00%
100.100.700.150.367	$12.00	$0.00	$0.00	$12.00	$0.00	$12.00
MEDICARE TAX						100.00%
100.100.700.160.322	$6,113.00	$2,095.25	$7,213.00	($1,100.00)	$0.00	($1,100.00)
NON-CERT SPECIALIST/EXTRA DUTY						-17.99%
100.100.700.160.363	$44.00	$10.51	$36.18	$7.82	$0.00	$7.82
WORKERS COMPENSATION						17.77%
100.100.700.160.367	$116.00	$30.38	$104.58	$11.42	$0.00	$11.42
MEDICARE TAX						9.84%
100.100.700.160.368	$0.00	$129.91	$447.22	($447.22)	$0.00	($447.22)
SOCIAL SECURITY TAX						0.00%
100.100.700.160.426	$8,000.00	$7,888.20	$8,112.20	($112.20)	$75.10	($187.30)
CHEERLEADING TRANSPORTATION						-2.34%
100.100.700.170.322	$6,500.00	$0.00	$0.00	$6,500.00	$0.00	$6,500.00
NON-CERT SPECIALIST/EXTRA DUTY						100.00%
100.100.700.170.363	$44.00	$0.00	$0.00	$44.00	$0.00	$44.00
WORKERS COMPENSATION						100.00%
100.100.700.170.365	$843.00	$0.00	$0.00	$843.00	$0.00	$843.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.100.700.170.367	$97.00	$0.00	$0.00	$97.00	$0.00	$97.00
MEDICARE TAX						100.00%
100.100.700.170.426	$20,000.00	$0.00	$0.00	$20,000.00	$0.00	$20,000.00
TRACK TRANSPORTATION						100.00%
100.100.700.180.316	$834.00	$0.00	$0.00	$834.00	$278.00	$556.00
CERTIFICATED EXTRA DUTY PAY						66.67%
100.100.700.180.363	$5.00	$0.00	$0.00	$5.00	$0.00	$5.00
WORKERS COMPENSATION						100.00%
100.100.700.180.365	$105.00	$0.00	$0.00	$105.00	$0.00	$105.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.100.700.180.367	$12.00	$0.00	$0.00	$12.00	$0.00	$12.00
MEDICARE TAX						100.00%
100.100.700.190.316	$0.00	$469.13	$2,814.78	($2,814.78)	$938.22	($3,753.00)
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.190.363	$0.00	$2.35	$14.10	($14.10)	$0.00	($14.10)
WORKERS COMPENSATION						0.00%
100.100.700.190.365	$0.00	$58.93	$353.58	($353.58)	$0.00	($353.58)

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RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.190.367	$0.00	$6.36	$38.16	($38.16)	$0.00	($38.16)
MEDICARE TAX						0.00%
100.100.700.190.421	$2,800.00	$340.00	$2,128.66	$671.34	$0.00	$671.34
MUSIC STAFF TRANSPORTATION						23.98%
100.100.700.190.426	$4,300.00	$882.40	$4,173.64	$126.36	$0.00	$126.36
MUSIC TRANSPORTATION						2.94%
100.100.700.195.316	$1,529.00	$0.00	$0.00	$1,529.00	$0.00	$1,529.00
CERTIFICATED EXTRA DUTY PAY						100.00%
100.100.700.200.316	$1,529.00	$382.25	$1,146.75	$382.25	$382.25	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.200.322	$0.00	$0.00	$0.00	$0.00	$764.50	($764.50)
NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.200.363	$0.00	$1.92	$5.76	($5.76)	$0.00	($5.76)
WORKERS COMPENSATION						0.00%
100.100.700.200.365	$0.00	$50.35	$151.05	($151.05)	$0.00	($151.05)
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.200.367	$0.00	$5.54	$16.62	($16.62)	$0.00	($16.62)
MEDICARE TAX						0.00%
100.100.700.205.316	$2,294.00	$0.00	$0.00	$2,294.00	$2,294.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.210.322	$6,130.00	$0.00	$6,714.00	($584.00)	$0.00	($584.00)
NON-CERT SPECIALIST/EXTRA DUTY						-9.53%
100.100.700.210.329	$0.00	$0.00	$1,080.00	($1,080.00)	$0.00	($1,080.00)
SUBSTITUTES/TEMPORARIES						0.00%
100.100.700.210.363	$41.00	$0.00	$39.09	$1.91	$0.00	$1.91
WORKERS COMPENSATION						4.66%
100.100.700.210.367	$89.00	$0.00	$113.01	($24.01)	$0.00	($24.01)
MEDICARE TAX						-26.98%
100.100.700.210.368	$380.00	$0.00	$483.23	($103.23)	$0.00	($103.23)
SOCIAL SECURITY TAX						-27.17%
100.100.700.210.426	$23,500.00	$0.00	$23,344.38	$155.62	$0.00	$155.62
WRESTLING TRANSPORTATION						0.66%
100.100.700.210.479	$0.00	$0.00	$607.63	($607.63)	$0.00	($607.63)
WRESTLING SUPPLIES AND MATERIALS						0.00%
100.100.700.210.491	$0.00	$0.00	$150.00	($150.00)	$0.00	($150.00)

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WRESTLING DUES AND FEES						0.00%
100.100.700.220.316	$8,464.00	$2,700.00	$9,048.00	($584.00)	$0.00	($584.00)
CERTIFICATED EXTRA DUTY PAY						-6.90%
100.100.700.220.329	$4,500.00	$1,087.50	$7,097.50	($2,597.50)	$0.00	($2,597.50)
SUBSTITUTES/TEMPORARIES						-57.72%
100.100.700.220.363	$64.00	$19.00	$80.96	($16.96)	$0.00	($16.96)
WORKERS COMPENSATION						-26.50%
100.100.700.220.365	$1,063.00	$339.12	$1,365.59	($302.59)	$0.00	($302.59)
RETIREMENT CONTRIBUTION-TRS						-28.47%
100.100.700.220.366	$0.00	$0.00	$57.20	($57.20)	$0.00	($57.20)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.220.367	$132.00	$52.16	$222.73	($90.73)	$0.00	($90.73)
MEDICARE TAX						-68.73%
100.100.700.220.368	$0.00	$7.75	$229.40	($229.40)	$0.00	($229.40)
SOCIAL SECURITY TAX						0.00%
100.100.700.220.426	$25,000.00	$14,324.16	$24,521.77	$478.23	$19.20	$459.03
BOYS BB TRANSPORTATION						1.84%
100.100.700.220.479	$0.00	$0.00	$1,312.77	($1,312.77)	$0.00	($1,312.77)
BOYS BB SUPPLIES AND MATERIALS						0.00%
100.100.700.230.316	$834.00	$0.00	$0.00	$834.00	$417.00	$417.00
CERTIFICATED EXTRA DUTY PAY						50.00%
100.100.700.240.316	$7,298.00	$2,432.67	$2,432.67	$4,865.33	$4,865.33	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.240.322	$2,085.00	$0.00	$0.00	$2,085.00	$0.00	$2,085.00
NON-CERT SPECIALIST/EXTRA DUTY						100.00%
100.100.700.240.329	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.700.240.363	$64.00	$12.19	$12.19	$51.81	$0.00	$51.81
WORKERS COMPENSATION						80.95%
100.100.700.240.365	$655.00	$307.32	$307.32	$347.68	$0.00	$347.68
RETIREMENT CONTRIBUTION-TRS						53.08%
100.100.700.240.367	$76.00	$33.29	$33.29	$42.71	$0.00	$42.71
MEDICARE TAX						56.20%
100.100.700.240.426	$15,000.00	$0.00	$0.00	$15,000.00	$6,344.74	$8,655.26
BASEBALL TRANSPORTATION						57.70%
100.100.700.240.479	$0.00	$0.00	$0.00	$0.00	$699.40	($699.40)

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BASEBALL SUPPLIES AND MATERIALS						0.00%
100.200.100.000.314	$29,000.00	$2,379.70	$19,037.60	$9,962.40	$9,768.80	$193.60
CERT DIRECTOR/COORD/MANAGER						0.67%
100.200.100.000.315	$368,742.00	$30,431.83	$213,318.64	$155,423.36	$152,409.19	$3,014.17
CERTIFICATED TEACHER						0.82%
100.200.100.000.329	$8,000.00	$325.00	$5,600.00	$2,400.00	$0.00	$2,400.00
SUBSTITUTES/TEMPORARIES						30.00%
100.200.100.000.363	$2,661.00	$167.76	$1,204.48	$1,456.52	$0.00	$1,456.52
WORKERS COMPENSATION						54.74%
100.200.100.000.364	$133,687.00	$10,663.55	$75,083.97	$58,603.03	$666.69	$57,936.34
INSURANCE-HEALTH/LIFE						43.34%
100.200.100.000.365	$97,925.00	$4,127.04	$29,222.15	$68,702.85	$0.00	$68,702.85
RETIREMENT CONTRIBUTION-TRS						70.16%
100.200.100.000.367	$5,825.00	$450.77	$3,231.18	$2,593.82	$0.00	$2,593.82
MEDICARE TAX						44.53%
100.200.100.000.368	$498.00	$0.00	$4.65	$493.35	$0.00	$493.35
SOCIAL SECURITY TAX						99.07%
100.200.100.000.451	$11,500.00	$70.72	$4,428.28	$7,071.72	$596.66	$6,475.06
MS GENERAL TEACHING SUPPLIES						56.30%
100.200.100.000.474	$8,000.00	$0.00	$0.00	$8,000.00	$0.00	$8,000.00
MS CURRICULUM ADOPTION						100.00%
100.200.100.000.476	$8,000.00	$0.00	$5,047.55	$2,952.45	$0.00	$2,952.45
MS COPIER SUPPLIES						36.91%
100.200.100.001.451	$500.00	$0.00	$493.16	$6.84	$0.00	$6.84
MS ENGLISH SUPPLIES						1.37%
100.200.100.002.451	$1,000.00	$0.00	$980.01	$19.99	$0.00	$19.99
MS MATH SUPPLIES						2.00%
100.200.100.003.451	$500.00	$84.60	$386.59	$113.41	$258.32	($144.91)
MS SCIENCE SUPPLIES						-28.98%
100.200.100.004.451	$500.00	$35.14	$305.12	$194.88	$0.00	$194.88
MS SOCIAL STUDIES SUPPLIES						38.98%
100.200.100.008.451	$500.00	$362.00	$449.46	$50.54	$0.00	$50.54
MS MUSIC SUPPLIES						10.11%
100.200.100.009.451	$500.00	$0.00	$196.92	$303.08	$250.59	$52.49
MS ART/JEWELRY/PHOTO SUPPLIES						10.50%
100.200.100.016.451	$500.00	$0.00	$0.00	$500.00	$0.00	$500.00

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6TH TEACHING SUPPLIES						100.00%
100.200.100.019.451	$500.00	$0.00	$0.00	$500.00	$47.00	$453.00
MS ROBOTICS						90.60%
100.200.200.000.315	$57,119.00	$4,656.42	$33,087.99	$24,031.01	$23,282.06	$748.95
CERTIFICATED TEACHER						1.31%
100.200.200.000.323	$85,000.00	$8,108.13	$51,344.01	$33,655.99	$20,897.38	$12,758.61
AIDES						15.01%
100.200.200.000.329	$7,000.00	$0.00	$3,750.00	$3,250.00	$0.00	$3,250.00
SUBSTITUTES/TEMPORARIES						46.43%
100.200.200.000.363	$738.00	$63.99	$442.04	$295.96	$0.00	$295.96
WORKERS COMPENSATION						40.10%
100.200.200.000.364	$48,004.00	$4,198.73	$29,392.89	$18,611.11	$0.00	$18,611.11
INSURANCE-HEALTH/LIFE						38.77%
100.200.200.000.365	$14,024.00	$593.89	$4,377.22	$9,646.78	$0.00	$9,646.78
RETIREMENT CONTRIBUTION-TRS						68.79%
100.200.200.000.366	$21,000.00	$1,783.79	$10,036.51	$10,963.49	$0.00	$10,963.49
RETIREMENT CONTRIBUTION-PERS						52.21%
100.200.200.000.367	$2,133.00	$169.87	$1,172.32	$960.68	$0.00	$960.68
MEDICARE TAX						45.04%
100.200.200.000.368	$724.00	$0.00	$545.00	$179.00	$0.00	$179.00
SOCIAL SECURITY TAX						24.72%
100.200.200.000.451	$700.00	$0.00	$459.30	$240.70	$0.00	$240.70
MS SPED SUPPLIES						34.39%
100.200.450.000.324	$33,000.00	$3,061.68	$23,200.38	$9,799.62	$7,579.87	$2,219.75
SUPPORT STAFF						6.73%
100.200.450.000.329	$600.00	$112.50	$360.00	$240.00	$0.00	$240.00
SUBSTITUTES/TEMPORARIES						40.00%
100.200.450.000.363	$253.00	$15.69	$117.23	$135.77	$0.00	$135.77
WORKERS COMPENSATION						53.66%
100.200.450.000.364	$27,059.00	$2,637.74	$18,696.64	$8,362.36	$0.00	$8,362.36
INSURANCE-HEALTH/LIFE						30.90%
100.200.450.000.366	$9,172.00	$673.57	$5,104.09	$4,067.91	$0.00	$4,067.91
RETIREMENT CONTRIBUTION-PERS						44.35%
100.200.450.000.367	$554.00	$36.46	$276.80	$277.20	$0.00	$277.20
MEDICARE TAX						50.04%
100.200.450.000.368	$74.00	$6.97	$22.32	$51.68	$0.00	$51.68

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SOCIAL SECURITY TAX						69.84%
100.200.450.000.433	$1,000.00	$133.27	$1,064.90	($64.90)	$0.00	($64.90)
COMMUNICATIONS						-6.49%
100.200.450.000.434	$300.00	$0.00	$0.00	$300.00	$100.00	$200.00
MS POSTAGE						66.67%
100.200.450.000.454	$400.00	$79.58	$125.44	$274.56	$0.00	$274.56
MS OFFICE SUPPLIES						68.64%
100.200.700.000.316	$5,934.00	$526.50	$2,146.50	$3,787.50	$3,584.50	$203.00
CERTIFICATED EXTRA DUTY PAY						3.42%
100.200.700.000.322	$6,156.00	$0.00	$4,536.00	$1,620.00	$1,390.00	$230.00
NON-CERT SPECIALIST/EXTRA DUTY						3.74%
100.200.700.000.329	$1,000.00	$0.00	$1,431.00	($431.00)	$0.00	($431.00)
SUBSTITUTES/TEMPORARIES						-43.10%
100.200.700.000.363	$77.00	$2.64	$40.68	$36.32	$0.00	$36.32
WORKERS COMPENSATION						47.17%
100.200.700.000.364	$0.00	$0.00	$237.34	($237.34)	$0.00	($237.34)
INSURANCE-HEALTH/LIFE						0.00%
100.200.700.000.365	$1,542.00	$66.12	$296.68	$1,245.32	$0.00	$1,245.32
RETIREMENT CONTRIBUTION-TRS						80.76%
100.200.700.000.366	$0.00	$0.00	$20.91	($20.91)	$0.00	($20.91)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.200.700.000.367	$151.00	$7.12	$114.79	$36.21	$0.00	$36.21
MEDICARE TAX						23.98%
100.200.700.000.368	$600.00	$0.00	$350.75	$249.25	$0.00	$249.25
SOCIAL SECURITY TAX						41.54%
100.200.700.000.426	$15,000.00	$400.00	$13,255.80	$1,744.20	$0.00	$1,744.20
MS ACTIVITIES STUDENT TRANSPORTATION						11.63%
100.200.700.000.479	$590.00	$0.00	$1,298.01	($708.01)	$0.00	($708.01)
MS ACTIVITIES SUPPLIES AND MATERIALS						-120.00%
100.200.700.000.490	$0.00	$0.00	$600.00	($600.00)	$0.00	($600.00)
MS ACTIVITIES OTHER EXPENSES						0.00%
100.300.100.000.315	$959,785.00	$92,997.63	$639,742.76	$320,042.24	$311,453.88	$8,588.36
CERTIFICATED TEACHER						0.89%
100.300.100.000.323	$26,000.00	$2,552.72	$18,145.91	$7,854.09	$5,490.23	$2,363.86
AIDES						9.09%
100.300.100.000.329	$31,000.00	$2,281.25	$24,722.25	$6,277.75	$0.00	$6,277.75

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SUBSTITUTES/TEMPORARIES						20.25%
100.300.100.000.363	$6,257.00	$492.07	$3,433.50	$2,823.50	$0.00	$2,823.50
WORKERS COMPENSATION						45.13%
100.300.100.000.364	$246,747.00	$24,936.17	$179,964.94	$66,782.06	$666.68	$66,115.38
INSURANCE-HEALTH/LIFE						26.79%
100.300.100.000.365	$236,300.00	$11,699.03	$80,650.31	$155,649.69	$0.00	$155,649.69
RETIREMENT CONTRIBUTION-TRS						65.87%
100.300.100.000.366	$6,445.00	$561.60	$3,992.11	$2,452.89	$0.00	$2,452.89
RETIREMENT CONTRIBUTION-PERS						38.06%
100.300.100.000.367	$13,812.00	$1,335.08	$9,291.58	$4,520.42	$0.00	$4,520.42
MEDICARE TAX						32.73%
100.300.100.000.368	$3,123.00	$32.94	$902.71	$2,220.29	$0.00	$2,220.29
SOCIAL SECURITY TAX						71.09%
100.300.100.000.451	$26,500.00	$3,414.67	$14,708.31	$11,791.69	$6,139.11	$5,652.58
TEACHING SUPPLIES						21.33%
100.300.100.000.474	$10,000.00	$0.00	$2,023.56	$7,976.44	$0.00	$7,976.44
CURRICULUM ADOPTION						79.76%
100.300.100.000.476	$12,000.00	$99.21	$15,194.20	($3,194.20)	$0.00	($3,194.20)
COPIER SUPPLIES						-26.62%
100.300.100.008.451	$6,300.00	$0.00	$6,296.17	$3.83	$0.00	$3.83
MUSIC TEACHING SUPPLIES						0.06%
100.300.100.010.451	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00
B MARTIN SUPPLIES						100.00%
100.300.100.011.451	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00
M BROCK SUPPLIES						100.00%
100.300.100.012.451	$300.00	$0.00	$0.00	$300.00	$187.93	$112.07
K CURTISS SUPPLIES						37.36%
100.300.100.014.451	$300.00	$0.00	$0.00	$300.00	$218.42	$81.58
G KOWALSKI SUPPLIES						27.19%
100.300.100.015.451	$300.00	$0.00	$0.00	$300.00	$300.00	$0.00
ETHAN BRYNER TEACHING SUPPLIES						0.00%
100.300.100.018.451	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00
ERIN HOFACRE TEACHING SUPPLIES						100.00%
100.300.100.029.451	$300.00	$0.00	$150.08	$149.92	$138.98	$10.94
H MULLEN SUPPLIES						3.65%
100.300.100.030.451	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00

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E WILLIS SUPPLIES						100.00%
100.300.100.031.451	$300.00	$0.00	$0.00	$300.00	$242.00	$58.00
S VANDERVEST SUPPLIES						19.33%
100.300.100.032.451	$300.00	$0.00	$0.00	$300.00	$290.98	$9.02
M MIDKIFF SUPPLIES						3.01%
100.300.100.033.451	$550.00	$0.00	$488.76	$61.24	$195.30	($134.06)
S PAWUK SUPPLIES						-24.37%
100.300.100.034.451	$550.00	$0.00	$237.50	$312.50	$0.00	$312.50
V MILLER SUPPLIES						56.82%
100.300.100.035.451	$600.00	$0.00	$201.31	$398.69	$0.00	$398.69
ES SWIM/PE SUPPLIES						66.45%
100.300.200.000.315	$209,606.00	$21,087.44	$149,255.58	$60,350.42	$58,401.92	$1,948.50
CERTIFICATED TEACHER						0.93%
100.300.200.000.323	$305,000.00	$27,500.38	$190,240.94	$114,759.06	$68,972.27	$45,786.79
AIDES						15.01%
100.300.200.000.329	$45,000.00	$570.00	$8,223.75	$36,776.25	$0.00	$36,776.25
SUBSTITUTES/TEMPORARIES						81.73%
100.300.200.000.363	$3,147.00	$252.85	$1,786.72	$1,360.28	$0.00	$1,360.28
WORKERS COMPENSATION						43.22%
100.300.200.000.364	$138,000.00	$14,326.53	$99,265.09	$38,734.91	$2,555.58	$36,179.33
INSURANCE-HEALTH/LIFE						26.22%
100.300.200.000.365	$51,127.00	$2,648.58	$18,169.10	$32,957.90	$0.00	$32,957.90
RETIREMENT CONTRIBUTION-TRS						64.46%
100.300.200.000.366	$75,595.00	$5,923.23	$29,037.68	$46,557.32	$0.00	$46,557.32
RETIREMENT CONTRIBUTION-PERS						61.59%
100.300.200.000.367	$8,000.00	$683.77	$4,824.77	$3,175.23	$0.00	$3,175.23
MEDICARE TAX						39.69%
100.300.200.000.368	$3,430.00	$71.09	$2,663.42	$766.58	$0.00	$766.58
SOCIAL SECURITY TAX						22.35%
100.300.200.000.451	$2,100.00	$105.88	$1,974.63	$125.37	$0.00	$125.37
ES SPED SUPPLIES						5.97%
100.300.300.000.315	$81,213.00	$6,726.08	$47,082.56	$34,130.44	$33,630.44	$500.00
CERTIFICATED TEACHER						0.62%
100.300.300.000.329	$4,500.00	$0.00	$262.50	$4,237.50	$0.00	$4,237.50
SUBSTITUTES/TEMPORARIES						94.17%
100.300.300.000.363	$564.00	$34.97	$246.11	$317.89	$0.00	$317.89

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WORKERS COMPENSATION						56.36%
100.300.300.000.364	$3,000.00	$250.00	$1,750.00	$1,250.00	$1,250.00	$0.00
INSURANCE-HEALTH/LIFE						0.00%
100.300.300.000.365	$19,872.00	$844.80	$5,913.60	$13,958.40	$0.00	$13,958.40
RETIREMENT CONTRIBUTION-TRS						70.24%
100.300.300.000.366	$868.00	$0.00	$0.00	$868.00	$0.00	$868.00
RETIREMENT CONTRIBUTION-PERS						100.00%
100.300.300.000.367	$1,235.00	$101.15	$711.86	$523.14	$0.00	$523.14
MEDICARE TAX						42.36%
100.300.300.000.368	$62.00	$0.00	$0.00	$62.00	$0.00	$62.00
SOCIAL SECURITY TAX						100.00%
100.300.300.000.451	$1,500.00	$0.00	$0.00	$1,500.00	$0.00	$1,500.00
TEACHING SUPPLIES						100.00%
100.300.350.000.315	$88,000.00	$7,290.58	$51,034.06	$36,965.94	$36,452.94	$513.00
CERTIFICATED TEACHER						0.58%
100.300.350.000.329	$1,750.00	$0.00	$1,050.00	$700.00	$0.00	$700.00
SUBSTITUTES/TEMPORARIES						40.00%
100.300.350.000.363	$452.00	$37.49	$267.70	$184.30	$0.00	$184.30
WORKERS COMPENSATION						40.77%
100.300.350.000.364	$7,000.00	$187.50	$5,646.18	$1,353.82	$937.50	$416.32
INSURANCE-HEALTH/LIFE						5.95%
100.300.350.000.365	$21,539.00	$915.70	$6,409.90	$15,129.10	$0.00	$15,129.10
RETIREMENT CONTRIBUTION-TRS						70.24%
100.300.350.000.367	$1,011.00	$108.43	$758.52	$252.48	$0.00	$252.48
MEDICARE TAX						24.97%
100.300.350.000.368	$109.00	$0.00	$37.20	$71.80	$0.00	$71.80
SOCIAL SECURITY TAX						65.87%
100.300.350.000.451	$1,000.00	$189.00	$693.25	$306.75	$0.00	$306.75
TEACHING SUPPLIES						30.68%
100.300.350.000.472	$2,151.00	$200.00	$999.00	$1,152.00	$130.01	$1,021.99
LIBRARY BOOKS						47.51%
100.300.350.000.473	$734.00	$0.00	$734.00	$0.00	$0.00	$0.00
PERIODICALS						0.00%
100.300.350.000.479	$2,115.00	$0.00	$2,115.23	($0.23)	$0.00	($0.23)
OTHER SUPPLIES AND MATERIALS						-0.01%
100.300.400.000.421	$891.00	$0.00	$890.52	$0.48	$0.00	$0.48

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STAFF TRANSPORTATION						0.05%
100.300.400.000.479	$1,609.00	$779.00	$1,442.81	$166.19	$0.00	$166.19
ES PRINCIPAL SUPPLIES AND MATERIALS						10.33%
100.300.400.000.491	$600.00	$0.00	$600.00	$0.00	$0.00	$0.00
DUES AND FEES						0.00%
100.300.450.000.324	$37,500.00	$3,518.66	$26,582.03	$10,917.97	$8,908.00	$2,009.97
SUPPORT STAFF						5.36%
100.300.450.000.329	$600.00	$161.25	$461.25	$138.75	$0.00	$138.75
SUBSTITUTES/TEMPORARIES						23.13%
100.300.450.000.363	$246.00	$18.23	$134.86	$111.14	$0.00	$111.14
WORKERS COMPENSATION						45.18%
100.300.450.000.364	$27,059.00	$3,006.51	$21,045.57	$6,013.43	$0.00	$6,013.43
INSURANCE-HEALTH/LIFE						22.22%
100.300.450.000.366	$8,924.00	$774.11	$5,895.50	$3,028.50	$0.00	$3,028.50
RETIREMENT CONTRIBUTION-PERS						33.94%
100.300.450.000.367	$539.00	$42.46	$319.16	$219.84	$0.00	$219.84
MEDICARE TAX						40.79%
100.300.450.000.368	$74.00	$0.00	$18.60	$55.40	$0.00	$55.40
SOCIAL SECURITY TAX						74.86%
100.300.450.000.433	$2,000.00	$171.24	$1,367.94	$632.06	$0.00	$632.06
COMMUNICATIONS						31.60%
100.300.450.000.434	$500.00	$0.00	$45.80	$454.20	$54.20	$400.00
POSTAGE						80.00%
100.300.450.000.454	$800.00	$0.00	$151.81	$648.19	$0.00	$648.19
OFFICE SUPPLIES						81.02%
100.500.100.000.362	$6,000.00	$0.00	$0.00	$6,000.00	$0.00	$6,000.00
UNEMPLOYMENT INSURANCE						100.00%
100.500.100.000.363	$0.00	$32.15	$95.23	($95.23)	$0.00	($95.23)
WORKERS COMPENSATION						0.00%
100.500.100.000.367	$0.00	$30.03	$118.95	($118.95)	$0.00	($118.95)
MEDICARE TAX						0.00%
100.500.100.000.369	$38,000.00	$3,291.42	$20,697.81	$17,302.19	$2,000.00	$15,302.19
OTHER EMPLOYEE BENEFITS						40.27%
100.500.100.000.418	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00
DISTRICT WIDE PROFESSIONAL DEVELOPMENT						100.00%
100.500.100.000.421	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00

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Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
STAFF TRANSPORTATION						100.00%
100.500.100.000.474	$20,000.00	$0.00	$11,247.75	$8,752.25	$0.00	$8,752.25
CURRICULUM ADOPTION						43.76%
100.500.200.000.315	$47,250.00	$3,795.84	$30,465.33	$16,784.67	$15,183.33	$1,601.34
CERTIFICATED TEACHER						3.39%
100.500.200.000.363	$339.00	$19.03	$152.73	$186.27	$0.00	$186.27
WORKERS COMPENSATION						54.95%
100.500.200.000.364	$15,220.00	$1,268.37	$10,146.96	$5,073.04	$0.00	$5,073.04
INSURANCE-HEALTH/LIFE						33.33%
100.500.200.000.365	$22,281.00	$473.63	$3,612.17	$18,668.83	$0.00	$18,668.83
RETIREMENT CONTRIBUTION-TRS						83.79%
100.500.200.000.367	$685.00	$53.00	$425.40	$259.60	$0.00	$259.60
MEDICARE TAX						37.90%
100.500.200.000.418	$25,000.00	$0.00	$2,223.00	$22,777.00	$24,283.92	($1,506.92)
OTHER PROFESSIONAL SERVICES						-6.03%
100.500.200.000.421	$3,000.00	$481.20	$2,165.84	$834.16	$717.00	$117.16
STAFF TRANSPORTATION						3.91%
100.500.200.000.440	$2,500.00	$0.00	$1,953.50	$546.50	$0.00	$546.50
PURCHASED SERVICES						21.86%
100.500.200.000.451	$2,700.00	$270.26	$1,141.24	$1,558.76	$377.77	$1,180.99
DISTRICT WIDE SPED SUPPLIES						43.74%
100.500.300.000.365	$19,911.00	$0.00	$0.00	$19,911.00	$0.00	$19,911.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.500.300.000.366	$6,227.00	$0.00	$0.00	$6,227.00	$0.00	$6,227.00
RETIREMENT CONTRIBUTION-PERS						100.00%
100.500.350.000.318	$92,433.00	$7,661.08	$61,288.64	$31,144.36	$30,644.36	$500.00
CERTIFICATED SPECIALISTS						0.54%
100.500.350.000.324	$46,000.00	$4,387.83	$34,020.45	$11,979.55	$11,351.60	$627.95
SUPPORT STAFF						1.37%
100.500.350.000.329	$1,500.00	$175.00	$480.88	$1,019.12	$0.00	$1,019.12
SUBSTITUTES/TEMPORARIES						67.94%
100.500.350.000.363	$1,157.00	$61.25	$480.13	$676.87	$0.00	$676.87
WORKERS COMPENSATION						58.50%
100.500.350.000.364	$27,059.00	$2,254.88	$20,293.92	$6,765.08	$0.00	$6,765.08
INSURANCE-HEALTH/LIFE						25.00%
100.500.350.000.365	$22,460.00	$955.95	$7,647.60	$14,812.40	$0.00	$14,812.40

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2023 To Date: 3/31/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
RETIREMENT CONTRIBUTION-TRS						65.95%
100.500.350.000.366	$11,403.00	$965.32	$7,484.50	$3,918.50	$0.00	$3,918.50
RETIREMENT CONTRIBUTION-PERS						34.36%
100.500.350.000.367	$2,033.00	$169.08	$1,315.42	$717.58	$0.00	$717.58
MEDICARE TAX						35.30%
100.500.350.000.368	$93.00	$0.00	$18.96	$74.04	$0.00	$74.04
SOCIAL SECURITY TAX						79.61%
100.500.350.000.417	$39,890.00	$9,972.50	$39,890.00	$0.00	$0.00	$0.00
TECHNOLOGY SUPPORT						0.00%
100.500.350.000.433	$148,000.00	$10,261.30	$82,090.40	$65,909.60	$0.00	$65,909.60
COMMUNICATIONS						44.53%
100.500.350.000.440	$66,000.00	$11,181.90	$42,856.51	$23,143.49	$14,076.15	$9,067.34
PURCHASED SERVICES						13.74%
100.500.350.000.446	$21,000.00	$0.00	$9,393.85	$11,606.15	$2,221.15	$9,385.00
PROPERTY INSURANCE						44.69%
100.500.350.000.450	$16,000.00	$0.00	$8,890.44	$7,109.56	$2,180.46	$4,929.10
SUPPLIES, MATERIALS & MEDIA						30.81%
100.500.350.000.475	$109,500.00	$3,050.92	$48,758.44	$60,741.56	$8,039.00	$52,702.56
TECHNOLOGY SUPPLIES						48.13%
100.500.400.000.313	$186,400.00	$16,336.36	$137,439.50	$48,960.50	$49,009.11	($48.61)
PRINCIPAL						-0.03%
100.500.400.000.363	$1,235.00	$81.90	$689.03	$545.97	$0.00	$545.97
WORKERS COMPENSATION						44.21%
100.500.400.000.364	$50,282.00	$4,240.18	$34,191.02	$16,090.98	$0.00	$16,090.98
INSURANCE-HEALTH/LIFE						32.00%
100.500.400.000.365	$45,596.00	$2,039.29	$17,155.65	$28,440.35	$0.00	$28,440.35
RETIREMENT CONTRIBUTION-TRS						62.37%
100.500.400.000.367	$2,703.00	$236.88	$1,992.90	$710.10	$0.00	$710.10
MEDICARE TAX						26.27%
100.500.600.000.321	$80,100.00	$6,725.00	$60,225.00	$19,875.00	$20,175.00	($300.00)
NON-CERT DIRECTOR/COORD/MANAGR						-0.37%
100.500.600.000.324	$40,600.00	$4,502.44	$15,905.90	$24,694.10	$11,351.60	$13,342.50
SUPPORT STAFF						32.86%
100.500.600.000.325	$210,500.00	$19,652.54	$150,849.45	$59,650.55	$49,542.88	$10,107.67
MAINTENANCE/CUSTODIAL						4.80%
100.500.600.000.329	$13,000.00	$0.00	$11,907.47	$1,092.53	$0.00	$1,092.53

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2023 To Date: 3/31/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
SUBSTITUTES/TEMPORARIES						8.40%
100.500.600.000.363	$12,558.00	$717.01	$5,422.32	$7,135.68	$0.00	$7,135.68
WORKERS COMPENSATION						56.82%
100.500.600.000.364	$74,641.00	$6,570.44	$47,702.89	$26,938.11	$0.00	$26,938.11
INSURANCE-HEALTH/LIFE						36.09%
100.500.600.000.366	$83,605.00	$6,129.18	$49,053.66	$34,551.34	$0.00	$34,551.34
RETIREMENT CONTRIBUTION-PERS						41.33%
100.500.600.000.367	$4,990.00	$418.09	$3,248.31	$1,741.69	$0.00	$1,741.69
MEDICARE TAX						34.90%
100.500.600.000.368	$500.00	$188.62	$934.34	($434.34)	$0.00	($434.34)
SOCIAL SECURITY TAX						-86.87%
100.500.600.000.418	$20,000.00	$0.00	$3,062.01	$16,937.99	$661.00	$16,276.99
OTHER PROFESSIONAL SERVICES						81.38%
100.500.600.000.421	$3,000.00	$0.00	$1,050.92	$1,949.08	$0.00	$1,949.08
STAFF TRANSPORTATION						64.97%
100.500.600.000.431	$30,000.00	$2,593.90	$19,063.39	$10,936.61	$0.00	$10,936.61
WATER AND SEWER						36.46%
100.500.600.000.432	$40,000.00	$3,882.23	$25,425.72	$14,574.28	$0.00	$14,574.28
GARBAGE						36.44%
100.500.600.000.433	$1,000.00	$57.45	$458.94	$541.06	$0.00	$541.06
COMMUNICATIONS						54.11%
100.500.600.000.436	$284,500.00	$29,474.88	$200,759.88	$83,740.12	$0.00	$83,740.12
ENERGY - ELECTRICITY						29.43%
100.500.600.000.438	$330,000.00	$43,086.11	$283,276.89	$46,723.11	$0.00	$46,723.11
ENERGY - HEATING OIL						14.16%
100.500.600.000.440	$30,000.00	$1,062.75	$10,705.76	$19,294.24	$10,775.00	$8,519.24
PURCHASED SERVICES						28.40%
100.500.600.000.446	$91,063.00	$0.00	$91,062.78	$0.22	$0.00	$0.22
PROPERTY INSURANCE						0.00%
100.500.600.000.452	$70,000.00	$1,885.14	$38,567.71	$31,432.29	$12,990.64	$18,441.65
MAINTENANCE/CONSTR SUPPLIES						26.35%
100.500.600.000.453	$20,000.00	$287.09	$7,005.44	$12,994.56	$5,666.44	$7,328.12
JANITORIAL SUPPLIES						36.64%
100.500.600.000.458	$7,000.00	$526.30	$2,884.34	$4,115.66	$0.00	$4,115.66
VEHICLE GAS AND OIL						58.80%
100.500.600.000.479	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2023 To Date: 3/31/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
MAINTENANCE OTHER SUPPLIES AND MATERIALS						100.00%
100.500.600.000.491	$3,937.00	$0.00	$0.00	$3,937.00	$0.00	$3,937.00
DUES AND FEES						100.00%
100.500.700.000.314	$46,628.00	$3,949.50	$31,596.00	$15,032.00	$15,798.00	($766.00)
CERT DIRECTOR/COORD/MANAGER						-1.64%
100.500.700.000.363	$304.00	$19.80	$158.40	$145.60	$0.00	$145.60
WORKERS COMPENSATION						47.89%
100.500.700.000.364	$14,000.00	$1,127.44	$9,019.52	$4,980.48	$0.00	$4,980.48
INSURANCE-HEALTH/LIFE						35.57%
100.500.700.000.365	$16,690.00	$492.92	$3,943.36	$12,746.64	$0.00	$12,746.64
RETIREMENT CONTRIBUTION-TRS						76.37%
100.500.700.000.367	$690.00	$53.44	$427.47	$262.53	$0.00	$262.53
MEDICARE TAX						38.05%
100.600.510.000.311	$141,620.00	$11,801.67	$106,215.03	$35,404.97	$40,727.07	($5,322.10)
SUPERINTENDENT						-3.76%
100.600.510.000.324	$60,000.00	$5,000.00	$45,000.00	$15,000.00	$15,000.00	$0.00
SUPPORT STAFF						0.00%
100.600.510.000.363	$1,335.00	$85.49	$769.34	$565.66	$0.00	$565.66
WORKERS COMPENSATION						42.37%
100.600.510.000.364	$36,828.00	$3,068.60	$27,617.40	$9,210.60	$750.00	$8,460.60
INSURANCE-HEALTH/LIFE						22.97%
100.600.510.000.365	$34,468.00	$1,465.33	$13,187.97	$21,280.03	$0.00	$21,280.03
RETIREMENT CONTRIBUTION-TRS						61.74%
100.600.510.000.366	$14,874.00	$1,100.00	$9,900.00	$4,974.00	$0.00	$4,974.00
RETIREMENT CONTRIBUTION-PERS						33.44%
100.600.510.000.367	$2,918.00	$247.25	$2,225.26	$692.74	$0.00	$692.74
MEDICARE TAX						23.74%
100.600.510.000.414	$20,000.00	$276.00	$1,147.00	$18,853.00	$0.00	$18,853.00
LEGAL SERVICES						94.27%
100.600.510.000.421	$10,000.00	$2,054.00	$8,554.91	$1,445.09	$0.00	$1,445.09
STAFF TRANSPORTATION						14.45%
100.600.510.000.433	$1,200.00	$119.32	$953.27	$246.73	$0.00	$246.73
COMMUNICATIONS						20.56%
100.600.510.000.434	$500.00	$0.00	$52.55	$447.45	$47.45	$400.00
POSTAGE						80.00%
100.600.510.000.454	$500.00	$0.00	$614.33	($114.33)	$0.00	($114.33)

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2023 To Date: 3/31/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
OFFICE SUPPLIES						-22.87%
100.600.510.000.476	$5,000.00	$17.71	$3,698.97	$1,301.03	$0.00	$1,301.03
COPIER SUPPLIES						26.02%
100.600.510.000.479	$2,000.00	$0.00	$1,009.96	$990.04	$0.00	$990.04
SUPERINTENDENT OTHER SUPPLIES AND MATERIALS						49.50%
100.600.510.000.491	$18,500.00	$0.00	$14,200.19	$4,299.81	$0.00	$4,299.81
DUES AND FEES						23.24%
100.600.511.000.418	$13,000.00	$0.00	$0.00	$13,000.00	$12,500.00	$500.00
BOARD - OTHER PROFESSIONAL SERVICES						3.85%
100.600.511.000.421	$7,000.00	$0.00	$3,031.00	$3,969.00	$0.00	$3,969.00
BOARD- STAFF TRANSPORTATION						56.70%
100.600.511.000.479	$8,800.00	$2,386.00	$8,789.03	$10.97	$0.00	$10.97
BOE OTHER SUPPLIES AND MATERIALS						0.12%
100.600.550.000.321	$109,270.00	$9,105.83	$81,952.48	$27,317.52	$27,317.52	$0.00
NON-CERT DIRECTOR/COORD/MANAGR						0.00%
100.600.550.000.363	$724.00	$45.65	$410.85	$313.15	$0.00	$313.15
WORKERS COMPENSATION						43.25%
100.600.550.000.364	$28,073.00	$2,339.44	$21,054.96	$7,018.04	$0.00	$7,018.04
INSURANCE-HEALTH/LIFE						25.00%
100.600.550.000.366	$27,088.00	$2,003.28	$18,029.52	$9,058.48	$0.00	$9,058.48
RETIREMENT CONTRIBUTION-PERS						33.44%
100.600.550.000.367	$1,584.00	$125.47	$1,126.47	$457.53	$0.00	$457.53
MEDICARE TAX						28.88%
100.600.550.000.412	$55,000.00	$0.00	$57,990.00	($2,990.00)	$0.00	($2,990.00)
AUDITING & ACCOUNTING SERVICES						-5.44%
100.600.550.000.418	$12,000.00	$0.00	$11,603.76	$396.24	$0.00	$396.24
OTHER PROFESSIONAL SERVICES						3.30%
100.600.550.000.421	$3,400.00	$0.00	$2,345.47	$1,054.53	$0.00	$1,054.53
STAFF TRANSPORTATION						31.02%
100.600.550.000.447	$74,528.00	$0.00	$74,527.97	$0.03	$0.00	$0.03
LIABILITY INSURANCE						0.00%
100.600.550.000.454	$1,772.00	$72.02	$489.69	$1,282.31	$0.00	$1,282.31
OFFICE SUPPLIES						72.37%
100.600.550.000.491	$9,000.00	$215.81	$1,945.46	$7,054.54	$7,884.42	($829.88)
DUES AND FEES						-9.22%
100.600.550.000.495	($30,000.00)	$0.00	($11,102.80)	($18,897.20)	$0.00	($18,897.20)

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2023 To Date: 3/31/2023

Fiscal Year: 2022-2023

Account Number / Description		Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
INDIRECT COST RECOVERY							62.99%
	Fund 100 Total:	$9,442,124.00	$782,012.78	$5,829,711.19	$3,612,412.81	$1,650,257.55	$1,962,155.26
							20.78%
	Grand Total:	$9,442,124.00	$782,012.78	$5,829,711.19	$3,612,412.81	$1,650,257.55	$1,962,155.26
							20.78%

End of Report

Petersburg School District

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2023 **To Date:** 03/31/2023
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
47136	03/31/2023	VANDERVEST, SHANNON L	$5,002.81	9	Printed	Payroll	☐		
47137	03/31/2023	PENNINGTON, AUGUST	$404.20	9	Printed	Payroll	☐		
47138	03/31/2023	WEGENER, CAROL L	$1,034.77	9	Printed	Payroll	☐		
71853	03/01/2023	BUSINESS CARD-00283	$17,279.09	1139	Printed	Expense	☑	03/31/2023	
71854	03/01/2023	INNOVATION WIRELESS	$1,297.84	1139	Printed	Expense	☑	03/31/2023	
71855	03/01/2023	KENNEDY CONN	$20.00	1139	Printed	Expense	☐		
71856	03/01/2023	MARRIOTT ANCHORGE DOWNTOWN-01519	$338.00	1139	Printed	Expense	☑	03/31/2023	
71857	03/01/2023	RAMADA BY WYNDHAM JUNEAU	$1,194.00	1139	Printed	Expense	☑	03/31/2023	
71858	03/01/2023	ST BRENDAN'S EPISCOPAL CHURCH	$100.00	1139	Printed	Expense	☐		
71859	03/01/2023	STIKINE SERVICES, INC	$3,560.00	1139	Printed	Expense	☑	03/31/2023	
71860	03/01/2023	TASTY BRANDS, LLC	$2,117.76	1139	Printed	Expense	☑	03/31/2023	
71861	03/01/2023	US FOODS, INC.	$5,487.06	1139	Printed	Expense	☑	03/31/2023	
71862	03/01/2023	APPLE, INC.-00225	$1,199.45	1140	Printed	Expense	☑	03/31/2023	
71863	03/01/2023	DIRTY DOG FABRICATION, LLC	$139.75	1140	Printed	Expense	☑	03/31/2023	
71864	03/01/2023	ST BRENDAN'S EPISCOPAL CHURCH	$770.00	1140	Printed	Expense	☑	03/31/2023	
71865	03/01/2023	XEROX CORPORATION-02716	$116.92	1140	Printed	Expense	☑	03/31/2023	
71866	03/07/2023	AMERICAN FAST FREIGHT, INC	$598.40	1142	Printed	Expense	☑	03/31/2023	
71867	03/07/2023	DAVE OWENS-01802	$318.00	1142	Printed	Expense	☑	03/31/2023	
71868	03/07/2023	DWIGHT JENKINS	$20.00	1142	Printed	Expense	☑	03/31/2023	
71869	03/07/2023	GCI COMMUNICATION CORP-00953	$2,067.80	1142	Printed	Expense	☑	03/31/2023	
71870	03/07/2023	HAMMER & WIKAN-01038	$78.99	1142	Printed	Expense	☑	03/31/2023	
71871	03/07/2023	HOTEL CAPTAIN COOK-01119	$2,750.00	1142	Printed	Expense	☑	03/31/2023	

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2023 **To Date:** 03/31/2023
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
71872	03/07/2023	JIM ENGELL-01243	$45.00	1142	Printed	Expense	☑	03/31/2023	
71873	03/07/2023	MATT PAWUK-01548	$45.00	1142	Printed	Expense	☐		
71874	03/07/2023	PIONEER VALLEY EDUCATIONAL PRESS, INC	$1,176.00	1142	Printed	Expense	☑	03/31/2023	
71875	03/07/2023	RING CENTRAL INC	$2,710.02	1142	Printed	Expense	☑	03/31/2023	
71876	03/07/2023	US FOODS, INC.	$3,190.30	1142	Printed	Expense	☑	03/31/2023	
71877	03/09/2023	ALASKA MARINE LINES-00120	$414.75	1143	Printed	Expense	☑	03/31/2023	
71878	03/09/2023	ANDREA WEATHERS	$252.00	1143	Printed	Expense	☐		
71879	03/09/2023	BECKY TURLAND	$252.00	1143	Printed	Expense	☐		
71880	03/09/2023	BRITTON ERICKSON	$200.00	1143	Printed	Expense	☑	03/31/2023	
71881	03/09/2023	CHELSEA CORRAO	$200.00	1143	Printed	Expense	☐		
71882	03/09/2023	CYNTHIA FRY-00628	$132.00	1143	Printed	Expense	☑	03/31/2023	
71883	03/09/2023	DRAKE BROCK-00740	$252.00	1143	Printed	Expense	☑	03/31/2023	
71884	03/09/2023	JAIME CABRAL-01202	$252.00	1143	Printed	Expense	☑	03/31/2023	
71885	03/09/2023	KERRI CURTISS-01331	$200.00	1143	Printed	Expense	☐		
71886	03/09/2023	MATT PAWUK-01548	$252.00	1143	Printed	Expense	☐		
71887	03/09/2023	MIKALAI POTRZUSKI	$252.00	1143	Printed	Expense	☐		
71888	03/09/2023	RICK BROCK-02059	$252.00	1143	Printed	Expense	☐		
71889	03/09/2023	SEDOR, WENDLANDT, EVENS,-02211	$276.00	1143	Printed	Expense	☑	03/31/2023	
71890	03/09/2023	SERRC, INC.-02214	$16,926.44	1143	Printed	Expense	☑	03/31/2023	
71891	03/09/2023	WOODCRAFT - SEATTLE-02690	$6,724.00	1143	Printed	Expense	☑	03/31/2023	
71892	03/13/2023	AASB	$4,205.00	1145	Printed	Expense	☑	03/31/2023	
71893	03/13/2023	GUARD911, LLC	$2,386.00	1145	Printed	Expense	☐		
71894	03/13/2023	TASTY BRANDS, LLC	$2,117.76	1145	Printed	Expense	☑	03/31/2023	

Petersburg School District

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2023 **To Date:** 03/31/2023
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
71895	03/13/2023	UNUM LIFE INSURANCE COMPANY OF-02556	$530.78	1145	Printed	Expense	☑	03/31/2023	
71896	03/13/2023	US FOODS, INC.	$2,305.68	1145	Printed	Expense	☑	03/31/2023	
71897	03/20/2023	ACT FINANCE	$249.95	1146	Printed	Expense	☐		
71898	03/20/2023	AT&T MOBILITY-00004	$848.23	1146	Printed	Expense	☑	03/31/2023	
71899	03/20/2023	ENCHANTED LEARNING LLC-00823	$189.00	1146	Printed	Expense	☐		
71900	03/20/2023	FOOD NUTRITION SERVICES	$687.86	1146	Printed	Expense	☐		
71901	03/20/2023	PETERSBURG MEDICAL CENTER-01892	$4,256.25	1146	Printed	Expense	☑	03/31/2023	
71902	03/20/2023	PROVIDENT LIFE AND ACCIDENT I-01978	$161.25	1146	Printed	Expense	☑	03/31/2023	
71903	03/20/2023	SERRC, INC.-02214	$2,920.00	1146	Printed	Expense	☐		
71904	03/20/2023	USI NORTHWEST	$1,000.00	1146	Printed	Expense	☑	03/31/2023	
71905	03/20/2023	PUBLIC EDUCATION HEALTH TRUST-01982	$134,902.70	1147	Printed	Expense	☑	03/31/2023	
71906	03/29/2023	ALASKA MARINE LINES-00120	$482.97	1148	Printed	Expense	☐		
71907	03/29/2023	ANDREA WEATHERS	$144.74	1148	Printed	Expense	☐		
71908	03/29/2023	ASPEN SUITES HOTEL - JUNEAU	$1,896.00	1148	Printed	Expense	☐		
71909	03/29/2023	DAN LUNDELL	$380.00	1148	Printed	Expense	☐		
71910	03/29/2023	HAMMER & WIKAN-01038	$163.88	1148	Printed	Expense	☐		
71911	03/29/2023	HOLIDAY INN EXPRESS ANCHORAGE	$990.00	1148	Printed	Expense	☐		
71912	03/29/2023	INSTITUTE FOR MULTI-SENSORY EDUCATION, L	$375.00	1148	Printed	Expense	☐		
71913	03/29/2023	JAIME CABRAL-01202	$61.84	1148	Printed	Expense	☐		
71914	03/29/2023	KIANA KIVISTO	$20.00	1148	Printed	Expense	☑	03/31/2023	
71915	03/29/2023	KNOWBE4 INC.	$8,471.88	1148	Printed	Expense	☐		

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2023 **To Date:** 03/31/2023
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
71916	03/29/2023	LJ ANSWERING & ALARM-01447	$279.00	1148	Printed	Expense	☐		
71917	03/29/2023	PETERSBURG MEDICAL CENTER-01892	$6,675.00	1148	Printed	Expense	☐		
71918	03/29/2023	UNIVERSITY OF ALASKA SE REGISTRAR'S OFFI	$1,000.00	1148	Printed	Expense	☐		
71919	03/29/2023	US FOODS, INC.	$14,372.45	1148	Printed	Expense	☐		
71920	03/29/2023	VENTRIS LEARNING LLC	$752.50	1148	Printed	Expense	☐		
71921	03/30/2023	BUSINESS CARD-00283	$6,711.95	1149	Printed	Expense	☐		
		Total Amount:	$279,436.02						

End of Report

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2023 **To Date:** 03/31/2023

From Voucher: **To Voucher:**

Account: XX3970

03/08/2023	FIRST BANK-00894	$5.00	1144	Posted to G/L AP	☐
03/08/2023	REVTRAK INC.-02052	$130.71	1144	Posted to G/L AP	☐
03/08/2023	REVTRAK INC.-02052	$80.11	1144	Posted to G/L AP	☐
03/31/2023	FIRST BANK-00894	$340,963.70	1150	Posted to G/L PR	☐
03/31/2023	FIRST BANK-00894	$3,860.00	1150	Posted to G/L PR	☐
03/27/2023	ALASKA POWER & TELEPHONE-00125	$109.37	1151	Posted to G/L AP	☐
03/27/2023	ALASKA POWER & TELEPHONE-00125	$57.45	1151	Posted to G/L AP	☐
03/27/2023	ALASKA POWER & TELEPHONE-00125	$57.45	1151	Posted to G/L AP	☐
03/27/2023	ALASKA POWER & TELEPHONE-00125	$109.37	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$119.80	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$135.72	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$1,070.84	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$72.02	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$280.82	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$348.67	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$106.78	1151	Posted to G/L AP	☐

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2023 **To Date:** 03/31/2023
From Voucher: **To Voucher:**

03/27/2023	AMAZON.COM-00164	$493.50	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$129.46	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$66.03	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$410.43	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$70.72	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$35.14	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$326.91	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$42.07	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$16.21	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$79.58	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$128.62	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$59.40	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$105.88	1151	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$2,934.40	1151	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	-$29.90	1151	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$2,321.00	1151	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$141.64	1151	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$420.00	1151	Posted to G/L AP	☐

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2023 **To Date:** 03/31/2023
From Voucher: **To Voucher:**

03/27/2023	LOMBART BROTHERS INC	$7,520.00	1151	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$4.00	1151	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$0.00	1151	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$126.20	1151	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$84.60	1151	Posted to G/L AP	☐
03/27/2023	PETERSBURG BOROUGH-01881	$2,593.90	1151	Posted to G/L AP	☐
03/27/2023	PETERSBURG BOROUGH-01881	$3,882.23	1151	Posted to G/L AP	☐
03/27/2023	PETERSBURG BOROUGH-01881	$29,474.88	1151	Posted to G/L AP	☐
03/27/2023	PETERSBURG BOROUGH-01881	$783.75	1151	Posted to G/L AP	☐
03/27/2023	PETERSBURG BOROUGH-01881	$526.30	1151	Posted to G/L AP	☐
03/27/2023	PETRO MARINE SERVICES-01909	$43,086.11	1151	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$54.49	1152	Posted to G/L AP	☐
03/27/2023	SCHOLASTIC BOOK FAIRS-02150	$2,508.37	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$139.95	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$851.59	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$779.00	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$147.72	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$116.60	1152	Posted to G/L AP	☐

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2023 **To Date:** 03/31/2023
From Voucher: **To Voucher:**

03/27/2023	P-CARD PROGRAM-01850	$200.00	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$50.00	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$98.97	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$274.10	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$8.65	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$45.78	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$573.50	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$80.19	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$2.84	1152	Posted to G/L AP	☐
03/27/2023	PAPA BEAR'S PIZZA-01819	$131.75	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$402.00	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$596.54	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$596.29	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$290.31	1152	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$12.99	1152	Posted to G/L AP	☐
03/27/2023	AMAZON.COM-00164	$868.23	1152	Posted to G/L AP	☐
03/27/2023	BREAKAWAY ADVENTURES LLC.-00392	$63.60	1157	Posted to G/L AP	☐

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2023 **To Date:** 03/31/2023
From Voucher: **To Voucher:**

03/27/2023	BSN SPORTS, INC.-00417	$2,218.85	1157	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$1,200.00	1157	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$102.90	1157	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$726.23	1157	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$77.46	1157	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$86.26	1157	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$1,261.70	1157	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$1,200.00	1157	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$1,200.00	1157	Posted to G/L AP	☐
03/27/2023	TIDES INN-02478	$840.00	1157	Posted to G/L AP	☐
03/27/2023	ASPEN SUITES HOTEL - JUNEAU	$474.00	1157	Posted to G/L AP	☐
03/27/2023	ASPEN SUITES HOTEL - JUNEAU	$474.00	1157	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$320.35	1157	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$808.36	1158	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$500.00	1158	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$1,476.12	1158	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$1,192.53	1158	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$842.01	1158	Posted to G/L AP	☐

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2023 **To Date:** 03/31/2023

From Voucher: **To Voucher:**

03/27/2023	P-CARD PROGRAM-01850	$482.40	1158	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$394.00	1158	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$842.01	1158	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$700.00	1158	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$340.00	1158	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$1,402.50	1158	Posted to G/L AP	☐
03/27/2023	P-CARD PROGRAM-01850	$500.00	1158	Posted to G/L AP	☐
03/27/2023	J.W. PEPPER & SON, INC.-01192	$65.00	1158	Posted to G/L AP	☐
03/27/2023	J.W. PEPPER & SON, INC.-01192	$55.00	1158	Posted to G/L AP	☐
03/27/2023	J.W. PEPPER & SON, INC.-01192	$50.00	1158	Posted to G/L AP	☐
03/27/2023	J.W. PEPPER & SON, INC.-01192	$82.99	1158	Posted to G/L AP	☐
03/27/2023	J.W. PEPPER & SON, INC.-01192	$60.00	1158	Posted to G/L AP	☐
03/27/2023	J.W. PEPPER & SON, INC.-01192	$56.00	1158	Posted to G/L AP	☐
03/27/2023	J.W. PEPPER & SON, INC.-01192	$56.00	1158	Posted to G/L AP	☐

Total for Fund: 101 Total Amount: $472,321.00

Total Amount: $472,321.00

End of Report

BMO Harris Bank

A part of BMO Financial Group

INVOICE

March 20, 2023

Petersburg School Dist
201 Charles W St Box 289
Petersburg, AK 99833

ATTN:

Invoice Number: 0703724-2303
Invoice Amount: $ 127,281.48

This invoice amount represents the total balances of all Corporate Card accounts for the billing period ending March 20, 2023.

Your payment is due **April 16, 2023**.

Payment will be automatically withdrawn from your bank account if your organization has pre-arranged payment. If not, please remit payment by electronic means or by mailing a cheque for the Invoice amount to the appropriate address below. Payments must be sent with a detailed breakdown of how the payment needs to be applied, including the 16-digit card numbers or billing account and the total amount to be paid.

BMO Harris Accounts	Diners Club Accounts
Payment By Mail	Payment By Mail
BMO Harris P.O. Box 5732 Carol Stream, IL 60197-5732	Diners Club P.O. Box 5732 Carol Stream, IL 60197-5732
Payment By Overnight Delivery	Payment By Overnight Delivery
FIS BMO Harris Bank Attn: Lockbox# 5732 270 Remington Blvd, Suite B Bolingbrook, IL 60440	FIS BMO Harris Bank Attn: Lockbox# 5732 270 Remington Blvd, Suite B Bolingbrook, IL 60440

If you have any questions regarding this invoice or supporting documents, please contact Corporate Client Services:

BMO Harris Accounts	Diners Club Accounts
By Phone: 1-855-825-9234	By Phone: 1-800-2-DINERS (1-800-234-6377)
By e-mail: corporate.clientservices@bmo.com (mailto:corporate.clientservices@bmo.com)	By e-mail: dinersclub.service@bmo.com (mailto:dinersclub.service@bmo.com)

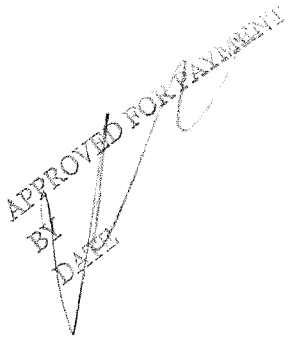
Thank you for your continued business.

✂ - - -

BMO Financial Group

Statement

Account Name:	BULLER, AARON S	**Card Number:**	xxxx-xxxx-xxxx-3497
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 45,000.00
Employee ID:	1025		
Statement Date (MM/DD/YYYY):	03/20/2023	**Currency:**	U.S. DOLLAR



Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 3,040.46
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 3,040.46

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/20	02/21 461076052	HAMMER & WIKAN #5828 PETERSBURG AK	$ 26.47 084538	$ 0.00 (e)	$ 26.47
02/21	02/22 461255971	HAMMER & WIKAN #5828 PETERSBURG AK	$ 26.99 075847	$ 0.00 (e)	$ 26.99
02/21	02/22 461255972	HAMMER & WIKAN, INC. PETERSBURG AK	$ 12.99 010123	$ 0.00 (e)	$ 12.99
02/24	02/27 461919514	HAMMER & WIKAN #5828 PETERSBURG AK	$ 189.90 040868	$ 0.00 (e)	$ 189.90
02/27	02/28 462129525	AMAZON.COM HD7BM3LD2 AMZN.COM/BILL WA	$ 868.23 014580	$ 0.00	$ 868.23
02/27	03/01 462306888	PISTON AND RUDDER SERV PETERSBURG AK	$ 402.00 099795	$ 0.00 (e)	$ 402.00
03/01	03/02 462409157	AMZN MKTP US HD4W57QF1 AMZN.COM/BILL WA	$ 235.85 092418	$ 0.00	$ 235.85
03/16	03/17 464784891	GRAINGER 877-2022594 IL	$ 596.54 040936	$ 0.00	$ 596.54
03/16	03/17 464784889	HAMMER & WIKAN #5828 PETERSBURG AK	$ 160.98 081884	$ 0.00 (e)	$ 160.98
03/16	03/17 464784967	GRAINGER 877-2022594 IL	$ 274.10 033436	$ 0.00	$ 274.10
03/17	03/17 464784890	AMZN MKTP US HC7UB7JN1 AMZN.COM/BILL WA	$ 54.46 032476	$ 0.00	$ 54.46
03/17	03/20 465160535	HAMMER & WIKAN #5828 PETERSBURG AK	$ 191.95 052907	$ 0.00 (e)	$ 191.95

TOTAL CREDITS	**xxxx-xxxx-xxxx-3497**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-3497**	**$ 3,040.46**

BMO Financial Group

Statement

Account Name:	CABRAL, JAIME	**Card Number:**	xxxx-xxxx-xxxx-4710
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 25,000.00
Employee ID:	7999995418021878		
Statement Date (MM/DD/YYYY):	03/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 10,245.35
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 10,245.35

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/20	02/22 461256051	TIDES INN 907-772-4288 AK	$ 840.00 025641	$ 0.00	$ 840.00
02/22	02/23 461351890	SQ BREAKAWAY ADVENTUR WRANGELL AK	$ 60.00 034713	$ 3.60	$ 63.60
02/24	02/27 461919668	SQ MUDDY WATER ADVENT GOSQ.COM AK	$ 102.90 094897	$ 0.00	$ 102.90
02/27	02/28 462129598	SPORTDECALS SPRING GROVE IL	$ 674.00 041927	$ 52.23	$ 726.23
02/28	03/01 462306966	BSN SPORTS LLC 8002277404 TX	$ 765.26 086226	$ 0.00	$ 765.26
02/28	03/01 462306965	BSN SPORTS LLC 8002277404 TX	$ 343.24 069224	$ 0.00	$ 343.24
02/28	03/01 462306964	BSN SPORTS LLC 8002277404 TX	$ 90.00 013048	$ 0.00	$ 90.00
02/28	03/01 462306963	BSN SPORTS LLC 8002277404 TX	$ 1,020.35 041523	$ 0.00	$ 1,020.35
03/02	03/03 462725561	SQ BREAKAWAY ADVENTUR GOSQ.COM AK	$ 3,600.00 077011	$ 0.00	$ 3,600.00
03/11	03/14 464256453	ASPEN SUITES GIG HARBOR WA	$ 474.00 067046	$ 0.00	$ 474.00
03/11	03/14 464256452	ASPEN SUITES GIG HARBOR WA	$ 474.00 008753	$ 0.00	$ 474.00
03/12	03/13 463947655	ALAMO RENT-A-CAR RENTA JUNEAU AK	$ 320.35 018831	$ 0.00	$ 320.35
03/12	03/15 464485213	MIKES AIRPORT EXPRESS JUNEAU AK	$ 86.26 053833	$ 0.00	$ 86.26

03/12	03/15 464485137	MIKES AIRPORT EXPRESS JUNEAU AK	$ 77.46 028800	$ 0.00	$ 77.46
03/19	03/20 465160537	KENDALL AUTO - BUDGET ANCHORAGE AK	$ 577.78 030816	$ 0.00	$ 577.78
03/19	03/20 465160538	ALAMO RENT-A-CAR RENTA ANCHORAGE AK	$ 683.92 031515	$ 0.00	$ 683.92

TOTAL CREDITS **xxxx-xxxx-xxxx-4710** **$ 0.00**

TOTAL DEBITS **xxxx-xxxx-xxxx-4710** **$ 10,245.35**

BMO Financial Group

Statement

Account Name:	SANDHOFER, MARSHA	**Card Number:**	xxxx-xxxx-xxxx-9657
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 25,000.00
Employee ID:	7999995746002434		
Statement Date (MM/DD/YYYY):	03/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 9,904.92
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 9,904.92

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/22	02/23 461351891	J.W. PEPPER 8003456296 PA	$ 354.99 057786	$ 0.00	$ 354.99
02/23	02/24 461537976	J.W. PEPPER 8003456296 PA	$ 70.00 027768	$ 0.00	$ 70.00
02/24	02/27 461919669	AIRBNB HMZ3CFWSDX 4158005959 CA	$ 1,097.84 077941	$ 94.69 (e)	$ 1,192.53
02/24	02/27 461919670	AIRBNB HMBETEFBW4 4158005959 CA	$ 1,358.91 065293	$ 117.21 (e)	$ 1,476.12
03/02	03/03 462725633	AMHS WEB RESERVATION 8777658669 AK	$ 2,352.40 029574	$ 0.00 (e)	$ 2,352.40
03/02	03/03 462725562	AMHS WEB RESERVATION 8777658669 AK	$ 1,870.00 054633	$ 0.00 (e)	$ 1,870.00
03/03	03/06 462861779	AMHS WEB RESERVATION 8777658669 AK	$ -42.50 000000	$ 0.00 (e)	$ -42.50
03/06	03/07 463236694	KENDALL AUTO - BUDGET JUNEAU AK	$ 808.36 078254	$ 0.00 (e)	$ 808.36
03/06	03/07 463236695	KENDALL AUTO - BUDGET JUNEAU AK	$ 842.01 087963	$ 0.00 (e)	$ 842.01
03/06	03/07 463236696	KENDALL AUTO - BUDGET JUNEAU AK	$ 842.01 029537	$ 0.00 (e)	$ 842.01
03/07	03/08 463413061	AMHS PETERSBURG TICKET PETERSBURG AK	$ 85.00 064575	$ 0.00	$ 85.00
03/07	03/08 463413130	AMHS WEB RESERVATION 8777658669 AK	$ 394.00 080612	$ 0.00 (e)	$ 394.00
03/07	03/08 463413129	AMHS WEB RESERVATION 8777658669 AK	$ -170.00 000000	$ 0.00 (e)	$ -170.00

03/08	03/09 463624318	AMHS WEB RESERVATION 8777658669 AK	$ -170.00	$ 0.00 (e)	$ -170.00

TOTAL CREDITS	**xxxx-xxxx-xxxx-9657**	**$ -382.50**
TOTAL DEBITS	**xxxx-xxxx-xxxx-9657**	**$ 10,287.42**

BMO Financial Group

Statement

Account Name:	KLUDT-PAINTER, ERICA	**Card Number:**	xxxx-xxxx-xxxx-5361
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 5,000.00
Employee ID:	152		
Statement Date (MM/DD/YYYY):	03/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 131.75
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 131.75

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/08	03/10 463826849	PAPA BEARS PIZZA PETERSBURG AK	$ 131.75 086228	$ 0.00 (e)	$ 131.75

TOTAL CREDITS	**xxxx-xxxx-xxxx-5361**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-5361**	**$ 131.75**

BMO Financial Group

Statement

Account Name:	KLUDT-PAINTER, JON	**Card Number:**	xxxx-xxxx-xxxx-8382
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 15,000.00
Employee ID:	7999995418021852		
Statement Date (MM/DD/YYYY):	03/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 1,851.47
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 1,851.47

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/20	02/21 461076040	PAYPAL VOLUNTEERSP 4029357733 TX	$ 50.00 044252	$ 0.00	$ 50.00
02/20	02/22 461255970	ANCHORAGE HOUSE OF ANCHORAGE AK	$ 98.97 021741	$ 0.00 (e)	$ 98.97
02/22	02/23 461353079	GRAMMARLY CO4H4CYXA 8883186146 CA	$ 139.95 020744	$ 0.00	$ 139.95
02/24	02/27 461919513	USPS.COM CLICKNSHIP 800-782-6724 DC	$ 8.65 066211	$ 0.00	$ 8.65
02/28	03/03 462725558	CONNECTIONS 4029357733 TN	$ 45.78 021347	$ 0.00	$ 45.78
03/01	03/01 462306887	AMZN MKTP US H56083LX0 AMZN.COM/BILL WA	$ 573.50 085498	$ 0.00	$ 573.50
03/08	03/09 463624238	IDVILLE 6162915773 MI	$ 80.19 024063	$ 0.00	$ 80.19
03/09	03/09 463624237	MSFT E0600MIAUM MSBILL.INFO WA	$ 2.68 032926	$ 0.16	$ 2.84
03/13	03/14 464256374	AMZ TIGERDIRECT 188-82784437 WA	$ 772.42 048342	$ 79.17 (e)	$ 851.59

TOTAL CREDITS	**xxxx-xxxx-xxxx-8382**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-8382**	**$ 1,851.47**

BMO Financial Group

Statement

Account Name:	LOHR, ASHLEY	**Card Number:**	xxxx-xxxx-xxxx-3401
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 1,000.00
Employee ID:	AL		
Statement Date (MM/DD/YYYY):	03/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 171.09
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 171.09

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/21	02/22 461255969	HAMMER & WIKAN, INC. PETERSBURG AK	$ 78.63 030587	$ 0.00 (e)	$ 78.63
02/27	02/28 462129524	HAMMER & WIKAN, INC. PETERSBURG AK	$ 37.97 018013	$ 0.00 (e)	$ 37.97
03/07	03/08 463412983	HAMMER & WIKAN, INC. PETERSBURG AK	$ 54.49 070636	$ 0.00 (e)	$ 54.49

TOTAL CREDITS	**xxxx-xxxx-xxxx-3401**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-3401**	**$ 171.09**

BMO Financial Group

Statement

Account Name:	MORRISON, KAREN	**Card Number:**	xxxx-xxxx-xxxx-5856
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 200,000.00
Employee ID:	7999995418021894		
Statement Date (MM/DD/YYYY):	03/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 98,301.35
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 98,301.35

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/21	02/21 461076054	AMZN MKTP US HP16O0050 AMZN.COM/BILL WA	$ 92.62 094082	$ 0.00	$ 92.62
02/21	02/21 461076053	AMZN MKTP US HE8NY6S81 AMZN.COM/BILL WA	$ 232.80 099723	$ 0.00	$ 232.80
02/21	02/21 461076055	AMZN MKTP US HP9353060 AMZN.COM/BILL WA	$ 36.00 025278	$ 0.00	$ 36.00
02/21	02/22 461256050	AMZN MKTP US HP0ZP4071 AMZN.COM/BILL WA	$ 66.03 012014	$ 0.00	$ 66.03
02/21	02/22 461255973	AMZN MKTP US HP28Q00H1 AMZN.COM/BILL WA	$ 295.78 020744	$ 0.00	$ 295.78
02/22	02/23 461353080	AMZN MKTP US HP4XU0MA1 AMZN.COM/BILL WA	$ 33.78 097634	$ 0.00	$ 33.78
02/24	02/24 461537899	AMZN MKTP US HP4F196Q1 AMZN.COM/BILL WA	$ 46.53 014564	$ 0.00	$ 46.53
02/24	02/27 461919588	AMZN MKTP US HD22M9EA0 AMZN.COM/BILL WA	$ 355.83 031732	$ 0.00	$ 355.83
02/24	02/27 461919590	AMZN MKTP US HP4H04KV1 AMZN.COM/BILL WA	$ 16.21 094559	$ 0.00	$ 16.21
02/24	02/27 461919589	AMZN MKTP US HD3OS1E80 AMZN.COM/BILL WA	$ 59.40 037302	$ 0.00	$ 59.40
02/26	02/27 461919591	AMZN MKTP US HP6AM4YD2 AMZN.COM/BILL WA	$ 105.88 080617	$ 0.00	$ 105.88
02/27	02/28 462129597	ADVANCING EYECARE 904-642-9330 FL	$ 7,520.00 090328	$ 0.00	$ 7,520.00
02/27	02/28 462129526	AMAZON.COM HD0BY2IM0 A AMZN.COM/BILL WA	$ 123.98 015236	$ 0.00	$ 123.98

02/28	03/01 462306962	AMZN MKTP US HD7RI6P82 AMZN.COM/BILL WA	$ 137.67 045534	$ 0.00	$ 137.67
03/01	03/02 462409233	MARRIOTT ANCHORAGE 849-426-4330 AK	$ -29.90 092212	$ 0.00	$ -29.90
03/01	03/02 462409234	AMAZON.COM HD16I08I2 AMZN.COM/BILL WA	$ 126.20 056838	$ 0.00	$ 126.20
03/02	03/03 462725559	AMAZON.COM HD0BK1K62 A AMZN.COM/BILL WA	$ 2,810.42 051806	$ 0.00	$ 2,810.42
03/04	03/06 462861778	AMZN MKTP US H56E86QH0 AMZN.COM/BILL WA	$ 12.75 021139	$ 0.00	$ 12.75
03/05	03/06 462861777	AMZN MKTP US H50I54332 AMZN.COM/BILL WA	$ 280.82 039152	$ 0.00	$ 280.82
03/06	03/07 463236693	CAROLINA BIOLOGIC SUPP 8003345551 NC	$ 84.60 057328	$ 0.00	$ 84.60
03/07	03/08 463412985	ALASKA TELEPHONE COMPA 3603851733 WA	$ 109.37 052482	$ 0.00	$ 109.37
03/07	03/08 463413057	ALASKA TELEPHONE COMPA 3603851733 WA	$ 57.45 048905	$ 0.00	$ 57.45
03/07	03/08 463412984	ALASKA TELEPHONE COMPA 3603851733 WA	$ 57.45 028228	$ 0.00	$ 57.45
03/07	03/08 463412986	ALASKA TELEPHONE COMPA 3603851733 WA	$ 109.37 032996	$ 0.00	$ 109.37
03/07	03/08 463413059	AMZN MKTP US HG06F7NN0 AMZN.COM/BILL WA	$ 119.80 090318	$ 0.00	$ 119.80
03/07	03/08 463413058	NYTIMES NYTIMES DISC 800-698-4637 NY	$ 4.00 032332	$ 0.00 (e)	$ 4.00
03/08	03/08 463413060	AMZN MKTP US HG16Y5TL0 AMZN.COM/BILL WA	$ 54.53 026936	$ 0.00	$ 54.53
03/08	03/09 463624240	PETRO MARINE SERVICES 9077724251 AK	$ 43,086.11 017160	$ 0.00	$ 43,086.11
03/08	03/09 463624317	NATIONAL ASSOCIATION O WASHINGTON DC	$ 396.23 050329	$ 23.77 (e)	$ 420.00
03/08	03/09 463624239	PSN PETERSBURG UTILITY 866-917-7368 AK	$ 37,261.06 011058	$ 0.00 (e)	$ 37,261.06
03/09	03/09 463624241	AMZN MKTP US HG2D73V30 AMZN.COM/BILL WA	$ 26.34 008521	$ 0.00	$ 26.34
03/09	03/10 463826850	AMZN MKTP US H55B989O2 AMZN.COM/BILL WA	$ 35.14 000305	$ 0.00	$ 35.14
03/10	03/10 463826851	AMZN MKTP US HG2ON7QN0 AMZN.COM/BILL WA	$ 39.55 035349	$ 0.00	$ 39.55
03/10	03/13 463947654	AMZN MKTP US H54KO3YH2 AMZN.COM/BILL WA	$ 60.27 029105	$ 0.00	$ 60.27
03/10	03/13 463947653	AMAZON.COM HG5AM32V0 A AMZN.COM/BILL WA	$ 122.97 069974	$ 0.00	$ 122.97
03/13	03/14 464256450	AMZN MKTP US HG95J3HB1 AMZN.COM/BILL WA	$ 106.78 087023	$ 0.00	$ 106.78
03/14	03/14 464256451	AMZN MKTP US HG4U94SN1 AMZN.COM/BILL WA	$ 76.89 021620	$ 0.00	$ 76.89
03/14	03/15 464485134	AMZN MKTP US HG5Y37BQ2 AMZN.COM/BILL WA	$ 38.98 048394	$ 0.00	$ 38.98

03/15	03/15 464485136	THE MANDT SYSTEM INC 512-897-9298 TX	$ 2,144.11 083248	$ 176.89 (e)	$ 2,321.00
03/15	03/15 464485135	AMZN MKTP US HG5C79DW2 AMZN.COM/BILL WA	$ 368.98 020114	$ 0.00	$ 368.98
03/15	03/16 464584582	AMZN MKTP US HG68J52C2 AMZN.COM/BILL WA	$ 150.30 020091	$ 0.00	$ 150.30
03/15	03/16 464584580	AMZN MKTP US HG73B3SG2 AMZN.COM/BILL WA	$ 103.50 011479	$ 0.00	$ 103.50
03/15	03/16 464584581	AMZN MKTP US HC3670G70 AMZN.COM/BILL WA	$ 88.99 019203	$ 0.00	$ 88.99
03/16	03/16 464584583	SOUND CLASSIFIEDS 800-485-4920 WA	$ 141.64 004990	$ 0.00 (e)	$ 141.64
03/16	03/16 464584659	AMZN MKTP US HC6A99B30 AMZN.COM/BILL WA	$ 25.49 065619	$ 0.00	$ 25.49
03/16	03/17 464784968	AMZN MKTP US HC3524CW2 AMZN.COM/BILL WA	$ 29.64 048788	$ 0.00	$ 29.64
03/17	03/20 465160536	AMZN MKTP US HC2OF1JV1 AMZN.COM/BILL WA	$ 878.35 024762	$ 0.00	$ 878.35

TOTAL CREDITS **xxxx-xxxx-xxxx-5856** **$ -29.90**

TOTAL DEBITS **xxxx-xxxx-xxxx-5856** **$ 98,331.25**

BMO Financial Group

Statement

Account Name:	WARD, IOANA	**Card Number:**	xxxx-xxxx-xxxx-2408
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 1,500.00
Employee ID:	644		
Statement Date (MM/DD/YYYY):	03/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 147.72
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 147.72

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/23	02/24 461537975	HAMMER & WIKAN, INC. PETERSBURG AK	$ 42.44 063951	$ 0.00 (e)	$ 42.44
02/24	02/27 461919592	HAMMER & WIKAN #5828 PETERSBURG AK	$ 19.92 026362	$ 0.00 (e)	$ 19.92
02/24	02/27 461919667	HAMMER & WIKAN #5828 PETERSBURG AK	$ 39.98 094314	$ 0.00 (e)	$ 39.98
03/02	03/03 462725560	HAMMER & WIKAN, INC. PETERSBURG AK	$ 45.38 042310	$ 0.00 (e)	$ 45.38

TOTAL CREDITS	**xxxx-xxxx-xxxx-2408**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-2408**	**$ 147.72**

BMO Financial Group

Statement

Account Name:	WORHATCH, CENA	**Card Number:**	xxxx-xxxx-xxxx-0225
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 6,000.00
Employee ID:	CW		
Statement Date (MM/DD/YYYY):	03/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

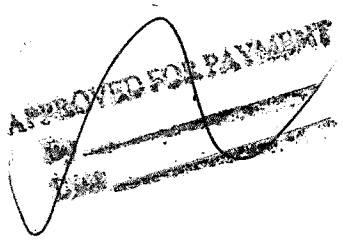
Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 3,487.37
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 3,487.37

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/04	03/06 462861776	SCHOLASTIC, INC. 888-412-9124 NY	$ 183.70 036846	$ 16.30 (e)	$ 200.00
03/06	03/07 463236617	SCHOLASTIC, INC. 888-412-9124 NY	$ 2,303.90 081645	$ 204.47 (e)	$ 2,508.37
03/19	03/20 465160460	SOLUTION TREE INC 812-3367700 IN	$ 779.00 089123	$ 0.00	$ 779.00

TOTAL CREDITS	**xxxx-xxxx-xxxx-0225**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-0225**	**$ 3,487.37**



Petersburg School District

Trial Balance

As of March 31, 2023

	DEBIT	CREDIT
1-0110 First Bank Checking	170,121.07	
1-0140 First Bank Gaming	1,779.51	
1-0160 ASB CD	0.00	
2-0020 Activity School Fee-5.00		0.00
2-0035 Activity Director		2,230.23
2-0040 Activity Pass Sales-Students		753.02
2-0045 Activities-Viking Store		616.73
2-0050 Shop Sales		31,204.87
2-0080 Art		359.00
2-0085 Artfest		5,728.10
2-0090 Assoc Student Body Government		6,858.98
2-0097 Baseball		1,207.12
2-0098 Baseball Field		251.00
2-0195 Class of 2014		0.00
2-0200 Class of 2015		97.99
2-0205 Class of 2016		0.00
2-0217 Class of 2017		0.00
2-0218 Class of 2018		0.00
2-0219 Class of 2019		0.00
2-0220 Class of 2020		0.00
2-0221 Class of 2021		1,583.18
2-0222 Class of 2022		952.90
2-0223 Class of 2023		1,014.41
2-0224 Class of 2024		3,194.90
2-0225 Class of 2025		2,383.43
2-0250 Close-Up		3,488.88
2-0260 Concessions		3,088.05
2-0280 Cross Country	121.11	
2-0290 School wide play		936.88
2-0293 DDF		375.80
2-0294 Dig Pink		432.80
2-0295 Ed Camp		0.00
2-0297 Elementary Earth Club		58.00
2-0315 Elementary PIA		395.00
2-0320 Elementary School Store		1,451.18
2-0325 Elementary Stikine River		11,956.73
2-0330 Elementary Memory Book		2,862.36
2-0337 Track Improvement Project		1,958.28
2-0344 School Garden		5,626.67
2-0350 Gym Sign Advertisements		1,133.80
2-0370 Honor Society		753.17
2-0380 Honors English		100.90
2-0400 Integrated		36.68
2-0402 Interact Club (Rotary)		0.00

	DEBIT	CREDIT
2-0405 Jazz Band-High School		3,646.11
2-0410 Jewelry		643.05
2-0417 LeConte Survey		842.62
2-0420 ES Student Council		272.31
2-0430 Little Norway Tournament		0.25
2-0440 Mark Fosse Award		193.60
2-0450 Marquee		197.49
2-0460 Mathematics		603.40
2-0490 MS Baking Club		625.96
2-0500 MS Band		107.55
2-0510 MS Cheerleaders		389.59
2-0520 MS Robotics		3,694.26
2-0527 MS Student Council		1,587.57
2-0530 MS Tournament/Activities		722.08
2-0540 MS Yearbook and Pro		6,993.90
2-0550 Music-High School		11,318.58
2-0560 Natural Helpers		1,227.91
2-0580 Culinary Arts		451.41
2-0595 PHS Library		1,855.27
2-0597 Scholarships		0.00
2-0600 Principal - High School		848.72
2-0601 Principal - Middle School		125.07
2-0605 PIA Undisbursed Funds		4,199.83
2-0610 PTSA Scholarship		200.00
2-0612 EF Puerto Rico		50.13
2-0615 Raffle		1,140.53
2-0625 Region V Tournaments		1,904.60
2-0630 Rory Smith Scholarship		25.00
2-0634 MS Run Club		50.00
2-0640 Pixellot Advertisements		2,670.59
2-0647 Softball		440.52
2-0648 SPED Memorial Account		9,692.50
2-0649 PSD Shred Safe		2,086.74
2-0650 Stereo Repair/Replacement		906.59
2-0655 Student Testing Fees		449.00
2-0670 Swim/Dive Team		324.35
2-0690 Track		1,792.01
2-0699 Tsunami Bowl		1,951.27
2-0700 Unallocated Interest		319.00
2-0710 Varsity Cheer/Stunt		4,957.54
2-0730 Viking Basketball		1,527.15
2-0738 Viking Productions		38.13
2-0740 Volleyball		3,439.61
2-0745 Student Support Fund		2,379.23
2-0750 Work Experience		1,022.00
2-0760 Wrestling	4,821.71	
2-0780 Yearbook		5,839.34
Opening Balance Equity		0.00
TOTAL	**$176,843.40**	**$176,843.40**

Regular Meeting

Tuesday, March 7, 2023 6:00 PM
MS/HS Library, 109 Charles W St, Petersburg, AK 99833

Carey Case:	Present
Sarah Holmgrain:	Present
Katie Holmlund:	Present
Jay Lister:	Present
Niccole Olsen:	Present

All present to do business. Student Rep Charlotte Martin was at the Regional Basketball tournament.

1. **CALL TO ORDER**
   Discussion: President Holmgrain called the meeting to order at 6:00 PM
2. **DETERMINE QUORUM**
   Discussion: A quorum was present to do business.
3. **PLEDGE OF ALLEGIANCE**
   Discussion: President Holmgrain led the group in the Pledge of Allegiance
4. **APPROVAL OF AGENDA**
   Action(s):
   Approve agenda as written. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.
   Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

   Voting Summary: Yea: 5, Nay: 0
5. **STUDENT PRESENTATION**
   Discussion: Members of Mrs. Miller's 5th-grade class will present the "Oh, the Places You Will Go" Reading Challenge.

   Mrs. Miller's Stedman Student Council decided to bring back our school tradition of a Dr. Seuss Reading Challenge. All students K-5 participated in the challenge to read every night for the entire month of February. They kicked off the "Oh the Places You'll Go" Reading Challenge with a surprise movie trailer to hook students into reading:
   Oh The Places You'll Go READING CHALLENGE.mp4
   After the video, the Student Council dressed up in costumes (Cat in the Hat, Thing 1, Thing 2, Thing 3, etc...) and visited classrooms to

deliver reading packets, bookmarks, reading logs, Seuss punch cards and personal thermometers to track individual progress. Overall, the reading challenge was a huge success! They received positive feedback from teachers, parents and students saying it reenergized their love for books! The Reading Challenge tied in perfectly with Mrs. Conn's literacy night where students spent an evening listening to high school students read aloud Dr. Seuss books, constructed paper hats, ate dinner (prepared by Chef Carlee) and took home a book. Reading is a priority at Stedman Elementary and we intend to keep finding ways to instill a lifelong love for reading.

6. **STUDENT REPRESENTATIVE REPORT**

Discussion: Representative Charlotte Martin was attending the Regional Basketball tournament in Juneau Alaska.

7. **CORRESPONDENCE**

8. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**

Discussion: No one present to make comment

9. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**

Discussion: No one present to make comments

10. **COMMENTS FROM BOARD MEMBERS**

Discussion: None

11. **CONSENT AGENDA**

Action(s):

Approve Consent Agenda. This motion, made by Sarah Holmgrain and seconded by Niccole Olsen, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

11.1. FEB, 2023, Monthly accounting report, bills, payroll, and electronic fund transfers, ASB trial balance and P-Card statements in the amount of $934,478.98

11.2. FEB. 14, 2023, regular board meeting minutes

11.3. PERSONNEL ACTION REPORT

12. **ADMINISTRATIVE REPORTS**

12.1. Superintendent's report

Presenter: Superintendent Kludt-Painter

12.2.	Elementary Principal's Report	**Presenter:** Principal Heather Conn
12.3.	MS/HS Principal's Report	**Presenter:** Principal Ambler Moss
12.4.	Director of Activities Report	
12.5.	Director of Facilities and Maintenance Report	**Presenter:** Aaron Buller

13. **SCHOOL BOARD COMMITTEE REPORTS**

Discussion: The curriculum committee will present their work on April 7th at a Board work session.

14. **SPECIAL RECOGNITION**

Discussion: The Board would like to recognize Dave Owens for earning his CWI, Certified Welders Inspector certificate. This will allow Mr. Owens the ability to test and certify his welding students according to American Welding Society standards. AWS is a nationally recognized welding association for professional tradespeople. Previously, the school would hire a CWI from off-island to certify our students one week out of the year. Now, Mr. Owens will be able to do it himself throughout the year.

15. **OLD BUSINESS**

15.1. Action: BP & AR 5121 Grades / Evaluation of Student Achievement

Action(s):

Approve board policy and administrative regulation 5121 update in second and final reading. This motion, made by Sarah Holmgrain and seconded by Carey Case, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: Public Hearing opened, no one was present to testify.

15.2. Action: Policy Update 6146.1 Graduation Requirements

Action(s):

Strike language regarding Freshman Success as a required elective course. This motion, made by Sarah Holmgrain and seconded by Niccole Olsen, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea

Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0
Pass Board Policy Update 6146.1 as amended in second and final reading. This motion, made by Sarah Holmgrain and seconded by Carey Case, Passed.
Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: The public hearing was open, there was no one present to testify. The policy was amended to drop Freshman Success as a graduation requirement, it will still be an offered, but not required class.

16. **NEW BUSINESS**

16.1. Discussion: Budget FY 24
Discussion: The superintendent and finance director provided an update on the FY 24 budget process. Discussion items include legislative updates, current budget concerns, substantial increases in heating fuel and utility costs, reduced fund balance, requests for increased local contribution from the Borough. Link to the presentation

17. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**

18. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**
Discussion: Reminder Spring Break is coming up.

19. **FUTURE AGENDA ITEMS**
Discussion: Possible new hires

20. **OTHER NEW BUSINESS**

21. **ADJOURNMENT**
Action(s):
Adjourn. This motion, made by Sarah Holmgrain and seconded by Jay Lister, Passed.
Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea

Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: The meeting adjourned at 7:43 PM

_____
Board Secretary

Pennie Caples

Changes I feel that will make PSD better

Feb 13, 2023

PHS We Can Do Better

The graduation requirements for a PHS student can be daunting at times. Especially as a freshman that just struggled your way through middle school. As a parent, I feel responsible for making it an enjoyable experience.

Credit requirements

As of right now, we require 24 credits to graduate with a High School Diploma.

English	4 credits	(1 credit each year for 4 years)
Science	2 credits	(1 credit each year of 9th & 10th including Physical Science and Biology)
Math	3 credits	(in grades 9, 10 and 11)
Social Studies	3 credits	(World History 9th, US History 11th, American Government and AK History 12th (semester each).
P.E.	1 credit	(½ credit allowed for participation in district-funded extracurricular sport or approved dance program, Viking Swim club or other school-approved activity program beginning in grade 10. Participation in two such activities will be required to earn ½ credit)*
Health	½ credit	
Electives	10.5 credits	
TOTAL CREDITS	24	

I honestly feel like 10.5 electives for a school that doesn't have many electives to choose from is asking a lot. I feel Like we need to lower the requirements to graduate.

Ketchikan requires 21 credits to graduate.
Juneau requires 22.5 credits to graduate.
Anchorage requires 22.5 credits to graduate.

How Can we make High School Work for more students?

We need to start thinking about how these students learn. Not everyone learns the same. When I first started working for the district I worked at the alternative school. We no longer have that option. Why?

We need to give students an opportunity to go and work in the community more and get credit for that. What about these students who want to be fishermen, truck drivers, hairstylists, CNAs, or Medical Assistants just to name a few? These things could be taught in town and they should be getting high school credit. We already know that not everyone is going to pick the same path so why can't we help and encourage the ones that choose to do something different?

I think we need to have more hands-on learning. How can we make that (Science, Math, English, and History) class fun for the students who don't learn by being lectured to? I was one of those students and still am. If I go somewhere and it's just people talking at me I will take nothing from it. We need to engage our students and make them want to go to school.

I believe that our grading system needs a reboot also. We don't need to judge everyone's work with an alphabetical system. What about a number system 0= not turned in 1=completed without meeting quality criteria 2=completed while meeting quality criteria.

CONCLUSION

This is just the start of what I think we should do. If we can't make the classes hands-on or more interactive, we need to bring back the alternative learning center with shorter days and different learning/ teaching methods. I know that I'm not the only one that feels like this.

PETERSBURG
School District

Mara Lutomski <exec@pcsd.us>

Fwd: Missed school days

Sarah Holmgrain <sholmgrain@pcsd.us> Tue, Feb 14, 2023 at 1:53 PM
To: Katie Holmlund <kholmlund@pcsd.us>, Jay Lister <jlister@pcsd.us>, Carey Case <ccase@pcsd.us>, Mara Lutomski <exec@pcsd.us>, PSD Superintendent <supt@pcsd.us>, niccole olsen <nolsen@pcsd.us>

Just forwarding since she requested it.

Sarah

Sent from my iPhone

Begin forwarded message:

From: Kellie Jones
Date: February 14, 2023 at 7:26:33 AM AKST
To: SHOLMGRAIN@pcsd.us
Subject: Missed school days

Hi Sarah,

I didn't see a place on the school district website to contact all members of the School Board, so I will send this to you in hopes you will share it.

In response to the missed school days for students issue, I hope consideration will be given to the full count of days missed, regardless of the reason why. Punishing families for vacation time spent together does not seem to be a good policy if more days are missed with school activities. I hope our school does not turn into one that does not support families. Many of our lifestyles here in Petersburg do not allow for summer vacations, due to the work schedules. If that does become the case, a very close look better be made to where days are missed due to school functions. It does not matter why a student misses school, if that is to become a big issue and maybe a limit on days missed should be across the board throughout the school year. I have known kids here that were out of school more than they were in school due to school sports and activities.

Thank you for your time. Please remember where we live and what our summers look like for many that are not employed by a place that allows for summer vacations.

Sincerely,

Kellie Jones
PO Box
Petersburg, Alaska 99833

Ph:

Petersburg School District

Revenue Report

☐ Summary Only From Date: 2/1/2023 To Date: 2/28/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Uncollected Balance	% Remaining
Fund: 100 GENERAL FUND					
100.000.000.000.011 CITY DIRECT APPROPRIATIONS	$2,000,000.00	$166,666.67	$1,333,333.36	$666,666.64	33.33%
100.000.000.000.031 INTEREST	$700.00	$0.00	$464.26	$235.74	33.68%
100.000.000.000.040 OTHER LOCAL REVENUES	$60,000.00	$370.71	$44,451.65	$15,548.35	25.91%
100.000.000.000.043 STUDENT ACTIVITY REVENUE	$0.00	$1,914.22	$5,849.27	($5,849.27)	0.00%
100.000.000.000.044 STUDENT FEES	$52,000.00	$3,969.65	$33,852.75	$18,147.25	34.90%
100.000.000.000.047 E-RATE REVENUE	$93,134.00	$7,761.20	$54,328.40	$38,805.60	41.67%
100.000.000.000.050 REVENUE FROM STATE SOURCES	$0.00	$0.00	$264,084.00	($264,084.00)	0.00%
100.000.000.000.051 FOUNDATION PROGRAM	$5,884,048.00	$474,235.00	$3,793,880.00	$2,090,168.00	35.52%
100.000.000.000.056 TRS ON-BEHALF PAYMENTS	$434,998.00	$0.00	$0.00	$434,998.00	100.00%
100.000.000.000.057 PERS ON-BEHALF PAYMENTS	$39,200.00	$0.00	$0.00	$39,200.00	100.00%
100.000.000.000.090 OTHER STATE REVENUES	$19,586.00	$19,200.00	$19,200.00	$386.00	1.97%
Fund 100 Total:	$8,583,666.00	$674,117.45	$5,549,443.69	$3,034,222.31	35.35%
Grand Total:	$8,583,666.00	$674,117.45	$5,549,443.69	$3,034,222.31	35.35%

End of Report

Feb 2023
Monthly bills
$934,478.98

Petersburg School District

Expenditure Budget Balance Report

☐ Summary Only From Date: 2/1/2023 To Date: 2/28/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
Fund: 100 GENERAL FUND						
100.100.100.000.315 CERTIFICATED TEACHER	$737,260.00	$61,354.98	$368,083.88	$369,176.12	$365,526.87	$3,649.25 0.49%
100.100.100.000.329 SUBSTITUTES/TEMPORARIES	$28,500.00	$2,700.00	$12,075.00	$16,425.00	$0.00	$16,425.00 57.63%
100.100.100.000.363 WORKERS COMPENSATION	$3,812.00	$322.15	$1,911.98	$1,900.02	$0.00	$1,900.02 49.84%
100.100.100.000.364 INSURANCE-HEALTH/LIFE	$188,531.00	$15,543.48	$93,260.89	$95,270.11	$1,250.01	$94,020.10 49.87%
100.100.100.000.365 RETIREMENT CONTRIBUTION-TRS	$178,189.00	$7,730.33	$42,851.53	$135,337.47	$0.00	$135,337.47 75.95%
100.100.100.000.367 MEDICARE TAX	$10,000.00	$878.40	$5,204.61	$4,795.39	$0.00	$4,795.39 47.95%
100.100.100.000.368 SOCIAL SECURITY TAX	$1,017.00	$15.50	$122.45	$894.55	$0.00	$894.55 87.96%
100.100.100.000.426 STUDENT TRANSPORTATION	$3,000.00	$0.00	$0.00	$3,000.00	$0.00	$3,000.00 100.00%
100.100.100.000.450 FRESHMAN LAPTOP COMPUTERS	$48,000.00	$0.00	$2,614.40	$45,385.60	$0.00	$45,385.60 94.55%
100.100.100.000.451 GENERAL HS TEACHING SUPPLIES	$10,325.00	$188.39	$2,607.00	$7,718.00	$3,384.31	$4,333.69 41.97%
100.100.100.000.474 HS CURRICULUM ADOPTION	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00 100.00%
100.100.100.000.476 HS COPIER SUPPLIES	$7,000.00	$0.00	$7,006.50	($6.50)	$0.00	($6.50) -0.09%
100.100.100.000.491 HS DUES AND FEES	$10,000.00	$0.00	$2,029.80	$7,970.20	$20.00	$7,950.20 79.50%
100.100.100.001.451 HS ENGLISH SUPPLIES	$1,500.00	$0.00	$639.15	$860.85	$0.00	$860.85 57.39%
100.100.100.002.451 HS MATH SUPPLIES	$1,000.00	$0.00	$928.77	$71.23	$66.03	$5.20 0.52%
100.100.100.003.451 HS SCIENCE SUPPLIES	$3,100.00	$315.71	$2,074.67	$1,025.33	$433.28	$592.05 19.10%
100.100.100.004.451 HS SOCIAL STUDIES SUPPLIES	$675.00	$479.20	$1,154.20	($479.20)	$0.00	($479.20) -70.99%
100.100.100.007.451	$500.00	$0.00	$588.14	($88.14)	$126.20	($214.34)

Expenditure Budget Balance Report

☐ Summary Only From Date: 2/1/2023 To Date: 2/28/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
HS PE SUPPLIES						-42.87%
100.100.100.008.451	$500.00	$0.00	$42.00	$458.00	$252.99	$205.01
HS MUSIC SUPPLIES						41.00%
100.100.100.009.451	$1,000.00	$0.00	$999.33	$0.67	$0.00	$0.67
HS ART/JEWELRY/PHOTO SUPPLIES						0.07%
100.100.100.021.451	$500.00	$65.00	$130.00	$370.00	$0.00	$370.00
HS SPANISH SUPPLIES						74.00%
100.100.160.000.315	$87,487.00	$7,290.58	$43,743.48	$43,743.52	$43,743.52	$0.00
CERTIFICATED TEACHER						0.00%
100.100.160.000.329	$1,500.00	$0.00	$700.00	$800.00	$0.00	$800.00
SUBSTITUTES/TEMPORARIES						53.33%
100.100.160.000.363	$583.00	$36.55	$222.80	$360.20	$0.00	$360.20
WORKERS COMPENSATION						61.78%
100.100.160.000.364	$27,059.00	$2,254.88	$13,529.28	$13,529.72	$0.00	$13,529.72
INSURANCE-HEALTH/LIFE						50.00%
100.100.160.000.365	$21,538.00	$915.70	$5,494.20	$16,043.80	$0.00	$16,043.80
RETIREMENT CONTRIBUTION-TRS						74.49%
100.100.160.000.367	$1,275.00	$97.54	$595.40	$679.60	$0.00	$679.60
MEDICARE TAX						53.30%
100.100.160.000.368	$31.00	$0.00	$0.00	$31.00	$0.00	$31.00
SOCIAL SECURITY TAX						100.00%
100.100.160.006.451	$500.00	$0.00	$0.00	$500.00	$0.00	$500.00
AQUACULTURE SUPPLIES						100.00%
100.100.160.300.451	$1,300.00	$0.00	$0.00	$1,300.00	$0.00	$1,300.00
CULINARY SUPPLIES						100.00%
100.100.160.309.451	$1,300.00	$0.00	$0.00	$1,300.00	$800.00	$500.00
FOOD SCIENCE/CULINARY						38.46%
100.100.160.310.451	$2,500.00	$0.00	$355.96	$2,144.04	$0.00	$2,144.04
SHOP SUPPLIES						85.76%
100.100.200.000.315	$70,524.00	$5,785.33	$35,205.03	$35,318.97	$34,712.02	$606.95
CERTIFICATED TEACHER						0.86%
100.100.200.000.323	$116,200.00	$9,118.21	$64,326.00	$51,874.00	$37,566.02	$14,307.98
AIDES						12.31%
100.100.200.000.329	$8,000.00	$525.00	$2,868.75	$5,131.25	$0.00	$5,131.25
SUBSTITUTES/TEMPORARIES						64.14%
100.100.200.000.363	$950.00	$80.06	$531.74	$418.26	$0.00	$418.26

Expenditure Budget Balance Report

☐ Summary Only From Date: 2/1/2023 To Date: 2/28/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
WORKERS COMPENSATION						44.03%
100.100.200.000.364	$45,000.00	$5,050.00	$29,301.61	$15,698.39	$2,250.03	$13,448.36
INSURANCE-HEALTH/LIFE						29.89%
100.100.200.000.365	$17,093.00	$726.64	$4,421.76	$12,671.24	$0.00	$12,671.24
RETIREMENT CONTRIBUTION-TRS						74.13%
100.100.200.000.366	$29,467.00	$1,922.27	$13,340.61	$16,126.39	$0.00	$16,126.39
RETIREMENT CONTRIBUTION-PERS						54.73%
100.100.200.000.367	$3,105.00	$215.22	$1,439.75	$1,665.25	$0.00	$1,665.25
MEDICARE TAX						53.63%
100.100.200.000.368	$834.00	$23.60	$278.93	$555.07	$0.00	$555.07
SOCIAL SECURITY TAX						66.56%
100.100.200.000.451	$700.00	$55.40	$656.32	$43.68	$31.04	$12.64
HS SPED SUPPLIES						1.81%
100.100.300.000.315	$61,251.00	$4,972.00	$29,832.00	$31,419.00	$29,832.00	$1,587.00
CERTIFICATED TEACHER						2.59%
100.100.300.000.323	$33,500.00	$2,846.25	$19,708.72	$13,791.28	$11,612.71	$2,178.57
AIDES						6.50%
100.100.300.000.329	$1,000.00	$0.00	$1,750.00	($750.00)	$0.00	($750.00)
SUBSTITUTES/TEMPORARIES						-75.00%
100.100.300.000.363	$694.00	$39.19	$257.09	$436.91	$0.00	$436.91
WORKERS COMPENSATION						62.96%
100.100.300.000.364	$45,127.00	$3,943.39	$23,660.34	$21,466.66	$0.00	$21,466.66
INSURANCE-HEALTH/LIFE						47.57%
100.100.300.000.365	$15,142.00	$624.48	$3,746.88	$11,395.12	$0.00	$11,395.12
RETIREMENT CONTRIBUTION-TRS						75.26%
100.100.300.000.366	$7,933.00	$626.18	$4,845.33	$3,087.67	$0.00	$3,087.67
RETIREMENT CONTRIBUTION-PERS						38.92%
100.100.300.000.367	$1,518.00	$99.07	$657.94	$860.06	$0.00	$860.06
MEDICARE TAX						56.66%
100.100.300.000.368	$62.00	$0.00	$0.00	$62.00	$0.00	$62.00
SOCIAL SECURITY TAX						100.00%
100.100.300.000.451	$5,000.00	$0.00	$809.49	$4,190.51	$0.00	$4,190.51
SECONDARY COUNSELOR SUPPLIES						83.81%
100.100.300.000.479	$4,400.00	$0.00	$0.00	$4,400.00	$0.00	$4,400.00
SECONDARY COUNSELOR OTHER						100.00%
100.100.350.000.315	$76,698.00	$6,349.83	$38,098.98	$38,599.02	$38,099.02	$500.00

Expenditure Budget Balance Report

☐ Summary Only From Date: 2/1/2023 To Date: 2/28/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
CERTIFICATED TEACHER						0.65%
100.100.350.000.329	$750.00	$0.00	$787.50	($37.50)	$0.00	($37.50)
SUBSTITUTES/TEMPORARIES						-5.00%
100.100.350.000.363	$513.00	$31.83	$199.94	$313.06	$0.00	$313.06
WORKERS COMPENSATION						61.03%
100.100.350.000.364	$8,844.00	$589.69	$3,358.76	$5,485.24	$0.00	$5,485.24
INSURANCE-HEALTH/LIFE						62.02%
100.100.350.000.365	$18,759.00	$797.54	$4,785.24	$13,973.76	$0.00	$13,973.76
RETIREMENT CONTRIBUTION-TRS						74.49%
100.100.350.000.367	$1,122.00	$89.93	$569.79	$552.21	$0.00	$552.21
MEDICARE TAX						49.22%
100.100.350.000.368	$47.00	$0.00	$0.00	$47.00	$0.00	$47.00
SOCIAL SECURITY TAX						100.00%
100.100.350.000.451	$409.00	$0.00	$408.50	$0.50	$0.00	$0.50
TEACHING SUPPLIES						0.12%
100.100.350.000.472	$2,291.00	($199.97)	$504.77	$1,786.23	$0.00	$1,786.23
SECONDARY LIBRARY BOOKS						77.97%
100.100.350.000.473	$800.00	$0.00	$379.00	$421.00	$0.00	$421.00
SECONDARY PERIODICALS						52.63%
100.100.350.000.479	$1,500.00	$0.00	$1,307.73	$192.27	$0.00	$192.27
SECONDARY SUPPLIES AND MATERIALS						12.82%
100.100.400.000.479	$2,500.00	$0.00	$612.32	$1,887.68	$0.00	$1,887.68
SECONDARY PRINCIPAL SUPPLIES AND MATERIALS						75.51%
100.100.400.000.491	$600.00	$0.00	$614.00	($14.00)	$0.00	($14.00)
PRINCIPAL DUES AND FEES						-2.33%
100.100.450.000.324	$65,478.00	$5,397.36	$40,972.70	$24,505.30	$22,916.89	$1,588.41
SUPPORT STAFF						2.43%
100.100.450.000.329	$600.00	$637.50	$637.50	($37.50)	$0.00	($37.50)
SUBSTITUTES/TEMPORARIES						-6.25%
100.100.450.000.363	$410.00	$31.77	$218.94	$191.06	$0.00	$191.06
WORKERS COMPENSATION						46.60%
100.100.450.000.364	$11,844.00	$1,282.83	$7,996.98	$3,847.02	$900.00	$2,947.02
INSURANCE-HEALTH/LIFE						24.88%
100.100.450.000.366	$15,062.00	$1,187.42	$9,184.43	$5,877.57	$0.00	$5,877.57
RETIREMENT CONTRIBUTION-PERS						39.02%
100.100.450.000.367	$898.00	$88.52	$613.40	$284.60	$0.00	$284.60

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Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
MEDICARE TAX						31.69%
100.100.450.000.368	$74.00	$39.53	$39.53	$34.47	$0.00	$34.47
SOCIAL SECURITY TAX						46.58%
100.100.450.000.433	$1,500.00	$171.24	$1,196.70	$303.30	$0.00	$303.30
SECONDARY COMMUNICATIONS						20.22%
100.100.450.000.434	$400.00	$54.40	$76.95	$323.05	$123.05	$200.00
SECONDARY POSTAGE						50.00%
100.100.450.000.454	$600.00	$0.00	$153.28	$446.72	$0.00	$446.72
SECONDARY OFFICE SUPPLIES						74.45%
100.100.700.000.316	$2,782.00	$357.14	$1,428.56	$1,353.44	$4,407.44	($3,054.00)
CERTIFICATED EXTRA DUTY PAY						-109.78%
100.100.700.000.322	$1,038.00	$187.50	$937.50	$100.50	$562.50	($462.00)
NON-CERT SPECIALIST/EXTRA DUTY						-44.51%
100.100.700.000.329	$2,000.00	$1,000.00	$1,000.00	$1,000.00	$0.00	$1,000.00
SUBSTITUTES/TEMPORARIES						50.00%
100.100.700.000.363	$139.00	$7.74	$16.86	$122.14	$0.00	$122.14
WORKERS COMPENSATION						87.87%
100.100.700.000.364	$0.00	$0.00	$23.44	($23.44)	$0.00	($23.44)
INSURANCE-HEALTH/LIFE						0.00%
100.100.700.000.365	$685.00	$44.96	$179.74	$505.26	$0.00	$505.26
RETIREMENT CONTRIBUTION-TRS						73.76%
100.100.700.000.366	$2,442.00	$41.25	$206.23	$2,235.77	$0.00	$2,235.77
RETIREMENT CONTRIBUTION-PERS						91.55%
100.100.700.000.367	$222.00	$21.75	$46.17	$175.83	$0.00	$175.83
MEDICARE TAX						79.20%
100.100.700.000.368	$504.00	$62.00	$62.00	$442.00	$0.00	$442.00
SOCIAL SECURITY TAX						87.70%
100.100.700.000.421	$5,700.00	$863.27	$3,832.89	$1,867.11	$0.00	$1,867.11
STAFF TRANSPORTATION						32.76%
100.100.700.000.426	$7,377.00	$0.00	$0.00	$7,377.00	$0.00	$7,377.00
STUDENT TRANSPORTATION						100.00%
100.100.700.000.433	$3,000.00	$97.05	$679.35	$2,320.65	$0.00	$2,320.65
COMMUNICATIONS						77.36%
100.100.700.000.479	$6,731.00	$0.00	$8,158.06	($1,427.06)	$0.00	($1,427.06)
OTHER SUPPLIES AND MATERIALS						-21.20%
100.100.700.000.491	$7,000.00	$0.00	$2,740.00	$4,260.00	$0.00	$4,260.00

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DUES AND FEES						60.86%
100.100.700.110.316	$3,545.00	$0.00	$5,546.80	($2,001.80)	$0.00	($2,001.80)
CERTIFICATED EXTRA DUTY PAY						-56.47%
100.100.700.110.329	$500.00	$0.00	$1,613.55	($1,113.55)	$0.00	($1,113.55)
SUBSTITUTES/TEMPORARIES						-222.71%
100.100.700.110.363	$24.00	$0.00	$35.90	($11.90)	$0.00	($11.90)
WORKERS COMPENSATION						-49.58%
100.100.700.110.365	$445.00	$0.00	$696.72	($251.72)	$0.00	($251.72)
RETIREMENT CONTRIBUTION-TRS						-56.57%
100.100.700.110.366	$0.00	$0.00	$19.48	($19.48)	$0.00	($19.48)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.110.367	$52.00	$0.00	$100.64	($48.64)	$0.00	($48.64)
MEDICARE TAX						-93.54%
100.100.700.110.368	$0.00	$0.00	$18.60	($18.60)	$0.00	($18.60)
SOCIAL SECURITY TAX						0.00%
100.100.700.110.426	$17,010.00	$0.00	$17,010.94	($0.94)	$0.00	($0.94)
XCOUNTRY TRANSPORTATION						-0.01%
100.100.700.110.479	$1,265.00	$0.00	$1,265.92	($0.92)	$0.00	($0.92)
XCOUNTRY SUPPLIES AND MATERIALS						-0.07%
100.100.700.120.322	$7,298.00	$0.00	$7,298.00	$0.00	$0.00	$0.00
NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.120.363	$48.00	$0.00	$36.56	$11.44	$0.00	$11.44
WORKERS COMPENSATION						23.83%
100.100.700.120.366	$0.00	$0.00	$563.77	($563.77)	$0.00	($563.77)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.120.367	$106.00	$0.00	$105.84	$0.16	$0.00	$0.16
MEDICARE TAX						0.15%
100.100.700.120.368	$366.00	$0.00	$323.20	$42.80	$0.00	$42.80
SOCIAL SECURITY TAX						11.69%
100.100.700.120.426	$7,200.00	$0.00	$7,013.69	$186.31	$0.00	$186.31
SWIM TRANSPORTATION						2.59%
100.100.700.120.479	$1,414.00	$0.00	$663.98	$750.02	$0.00	$750.02
SWIM SUPPLIES AND MATERIALS						53.04%
100.100.700.130.316	$6,045.00	$1,511.25	$4,533.75	$1,511.25	$1,511.25	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.130.322	$2,419.00	$604.75	$1,814.25	$604.75	$604.75	$0.00

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NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.130.329	$1,000.00	$2,735.00	$4,380.00	($3,380.00)	$0.00	($3,380.00)
SUBSTITUTES/TEMPORARIES						-338.00%
100.100.700.130.363	$63.00	$24.31	$53.77	$9.23	$0.00	$9.23
WORKERS COMPENSATION						14.65%
100.100.700.130.365	$759.00	$265.18	$702.57	$56.43	$0.00	$56.43
RETIREMENT CONTRIBUTION-TRS						7.43%
100.100.700.130.366	$0.00	$30.80	$48.40	($48.40)	$0.00	($48.40)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.130.367	$137.00	$69.23	$153.05	($16.05)	$0.00	($16.05)
MEDICARE TAX						-11.72%
100.100.700.130.368	$150.00	$157.46	$300.95	($150.95)	$0.00	($150.95)
SOCIAL SECURITY TAX						-100.63%
100.100.700.130.426	$25,000.00	$8,777.12	$9,656.62	$15,343.38	$5,879.10	$9,464.28
GIRLS BB TRANSPORTATION						37.86%
100.100.700.130.479	$0.00	$0.00	$1,284.11	($1,284.11)	$0.00	($1,284.11)
GIRLS BB SUPPLIES AND MATERIALS						0.00%
100.100.700.140.316	$4,795.00	$0.00	$4,000.00	$795.00	$0.00	$795.00
CERTIFICATED EXTRA DUTY PAY						16.58%
100.100.700.140.322	$1,901.00	$0.00	$2,713.00	($812.00)	$0.00	($812.00)
NON-CERT SPECIALIST/EXTRA DUTY						-42.71%
100.100.700.140.329	$360.00	$0.00	$0.00	$360.00	$0.00	$360.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.700.140.363	$44.00	$0.00	$33.64	$10.36	$0.00	$10.36
WORKERS COMPENSATION						23.55%
100.100.700.140.365	$602.00	$0.00	$502.41	$99.59	$0.00	$99.59
RETIREMENT CONTRIBUTION-TRS						16.54%
100.100.700.140.367	$93.00	$0.00	$93.79	($0.79)	$0.00	($0.79)
MEDICARE TAX						-0.85%
100.100.700.140.426	$19,113.00	$0.00	$18,732.84	$380.16	$0.00	$380.16
VB TRANSPORTATION						1.99%
100.100.700.140.479	$0.00	$0.00	$419.07	($419.07)	$0.00	($419.07)
VB SUPPLIES AND MATERIALS						0.00%
100.100.700.150.316	$834.00	$0.00	$0.00	$834.00	$834.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.150.363	$5.00	$0.00	$0.00	$5.00	$0.00	$5.00

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WORKERS COMPENSATION						100.00%
100.100.700.150.367	$12.00	$0.00	$0.00	$12.00	$0.00	$12.00
MEDICARE TAX						100.00%
100.100.700.160.322	$6,113.00	$2,095.25	$5,117.75	$995.25	$2,599.32	($1,604.07)
NON-CERT SPECIALIST/EXTRA DUTY						-26.24%
100.100.700.160.363	$44.00	$10.51	$25.67	$18.33	$0.00	$18.33
WORKERS COMPENSATION						41.66%
100.100.700.160.367	$116.00	$30.38	$74.20	$41.80	$0.00	$41.80
MEDICARE TAX						36.03%
100.100.700.160.368	$0.00	$129.91	$317.31	($317.31)	$0.00	($317.31)
SOCIAL SECURITY TAX						0.00%
100.100.700.160.426	$8,000.00	$224.00	$224.00	$7,776.00	$0.00	$7,776.00
CHEERLEADING TRANSPORTATION						97.20%
100.100.700.170.322	$6,500.00	$0.00	$0.00	$6,500.00	$0.00	$6,500.00
NON-CERT SPECIALIST/EXTRA DUTY						100.00%
100.100.700.170.363	$44.00	$0.00	$0.00	$44.00	$0.00	$44.00
WORKERS COMPENSATION						100.00%
100.100.700.170.365	$843.00	$0.00	$0.00	$843.00	$0.00	$843.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.100.700.170.367	$97.00	$0.00	$0.00	$97.00	$0.00	$97.00
MEDICARE TAX						100.00%
100.100.700.170.426	$20,000.00	$0.00	$0.00	$20,000.00	$0.00	$20,000.00
TRACK TRANSPORTATION						100.00%
100.100.700.180.316	$834.00	$0.00	$0.00	$834.00	$278.00	$556.00
CERTIFICATED EXTRA DUTY PAY						66.67%
100.100.700.180.363	$5.00	$0.00	$0.00	$5.00	$0.00	$5.00
WORKERS COMPENSATION						100.00%
100.100.700.180.365	$105.00	$0.00	$0.00	$105.00	$0.00	$105.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.100.700.180.367	$12.00	$0.00	$0.00	$12.00	$0.00	$12.00
MEDICARE TAX						100.00%
100.100.700.190.316	$0.00	$469.13	$2,345.65	($2,345.65)	$1,407.35	($3,753.00)
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.190.363	$0.00	$2.35	$11.75	($11.75)	$0.00	($11.75)
WORKERS COMPENSATION						0.00%
100.100.700.190.365	$0.00	$58.93	$294.65	($294.65)	$0.00	($294.65)

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RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.190.367	$0.00	$6.36	$31.80	($31.80)	$0.00	($31.80)
MEDICARE TAX						0.00%
100.100.700.190.421	$2,800.00	$0.00	$1,788.66	$1,011.34	$0.00	$1,011.34
MUSIC STAFF TRANSPORTATION						36.12%
100.100.700.190.426	$4,300.00	$0.00	$3,291.24	$1,008.76	$0.00	$1,008.76
MUSIC TRANSPORTATION						23.46%
100.100.700.195.316	$1,529.00	$0.00	$0.00	$1,529.00	$0.00	$1,529.00
CERTIFICATED EXTRA DUTY PAY						100.00%
100.100.700.200.316	$1,529.00	$382.25	$764.50	$764.50	$764.50	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.200.322	$0.00	$0.00	$0.00	$0.00	$764.50	($764.50)
NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.200.363	$0.00	$1.92	$3.84	($3.84)	$0.00	($3.84)
WORKERS COMPENSATION						0.00%
100.100.700.200.365	$0.00	$50.35	$100.70	($100.70)	$0.00	($100.70)
RETIREMENT CONTRIBUTION-TRS						0.00%
100.100.700.200.367	$0.00	$5.54	$11.08	($11.08)	$0.00	($11.08)
MEDICARE TAX						0.00%
100.100.700.205.316	$2,294.00	$0.00	$0.00	$2,294.00	$2,294.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.210.322	$6,130.00	$0.00	$6,714.00	($584.00)	$0.00	($584.00)
NON-CERT SPECIALIST/EXTRA DUTY						-9.53%
100.100.700.210.329	$0.00	$0.00	$1,080.00	($1,080.00)	$0.00	($1,080.00)
SUBSTITUTES/TEMPORARIES						0.00%
100.100.700.210.363	$41.00	$0.00	$39.09	$1.91	$0.00	$1.91
WORKERS COMPENSATION						4.66%
100.100.700.210.367	$89.00	$0.00	$113.01	($24.01)	$0.00	($24.01)
MEDICARE TAX						-26.98%
100.100.700.210.368	$380.00	$0.00	$483.23	($103.23)	$0.00	($103.23)
SOCIAL SECURITY TAX						-27.17%
100.100.700.210.426	$23,500.00	$221.73	$23,344.38	$155.62	$0.00	$155.62
WRESTLING TRANSPORTATION						0.66%
100.100.700.210.479	$0.00	$0.00	$607.63	($607.63)	$0.00	($607.63)
WRESTLING SUPPLIES AND MATERIALS						0.00%
100.100.700.210.491	$0.00	$0.00	$150.00	($150.00)	$0.00	($150.00)

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WRESTLING DUES AND FEES						0.00%
100.100.700.220.316	$8,464.00	$2,116.00	$6,348.00	$2,116.00	$2,116.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.220.329	$4,500.00	$4,085.00	$6,010.00	($1,510.00)	$0.00	($1,510.00)
SUBSTITUTES/TEMPORARIES						-33.56%
100.100.700.220.363	$64.00	$31.10	$61.96	$2.04	$0.00	$2.04
WORKERS COMPENSATION						3.19%
100.100.700.220.365	$1,063.00	$403.92	$1,026.47	$36.53	$0.00	$36.53
RETIREMENT CONTRIBUTION-TRS						3.44%
100.100.700.220.366	$0.00	$44.00	$57.20	($57.20)	$0.00	($57.20)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.220.367	$132.00	$86.61	$170.57	($38.57)	$0.00	($38.57)
MEDICARE TAX						-29.22%
100.100.700.220.368	$0.00	$150.97	$221.65	($221.65)	$0.00	($221.65)
SOCIAL SECURITY TAX						0.00%
100.100.700.220.426	$25,000.00	$9,217.14	$10,197.61	$14,802.39	$5,553.40	$9,248.99
BOYS BB TRANSPORTATION						37.00%
100.100.700.220.479	$0.00	$0.00	$1,312.77	($1,312.77)	$0.00	($1,312.77)
BOYS BB SUPPLIES AND MATERIALS						0.00%
100.100.700.230.316	$834.00	$0.00	$0.00	$834.00	$417.00	$417.00
CERTIFICATED EXTRA DUTY PAY						50.00%
100.100.700.240.316	$7,298.00	$0.00	$0.00	$7,298.00	$7,298.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.240.322	$2,085.00	$0.00	$0.00	$2,085.00	$0.00	$2,085.00
NON-CERT SPECIALIST/EXTRA DUTY						100.00%
100.100.700.240.329	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.700.240.363	$64.00	$0.00	$0.00	$64.00	$0.00	$64.00
WORKERS COMPENSATION						100.00%
100.100.700.240.365	$655.00	$0.00	$0.00	$655.00	$0.00	$655.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.100.700.240.367	$76.00	$0.00	$0.00	$76.00	$0.00	$76.00
MEDICARE TAX						100.00%
100.100.700.240.426	$15,000.00	$0.00	$0.00	$15,000.00	$0.00	$15,000.00
BASEBALL TRANSPORTATION						100.00%
100.100.700.240.479	$0.00	$0.00	$0.00	$0.00	$699.40	($699.40)

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BASEBALL SUPPLIES AND MATERIALS						0.00%
100.200.100.000.314	$29,000.00	$2,379.70	$16,657.90	$12,342.10	$12,148.50	$193.60
CERT DIRECTOR/COORD/MANAGER						0.67%
100.200.100.000.315	$368,742.00	$30,431.83	$182,886.81	$185,855.19	$182,841.02	$3,014.17
CERTIFICATED TEACHER						0.82%
100.200.100.000.329	$8,000.00	$587.50	$5,275.00	$2,725.00	$0.00	$2,725.00
SUBSTITUTES/TEMPORARIES						34.06%
100.200.100.000.363	$2,661.00	$169.08	$1,036.72	$1,624.28	$0.00	$1,624.28
WORKERS COMPENSATION						61.04%
100.200.100.000.364	$133,687.00	$10,663.55	$64,420.42	$69,266.58	$1,000.02	$68,266.56
INSURANCE-HEALTH/LIFE						51.06%
100.200.100.000.365	$97,925.00	$4,127.04	$25,095.11	$72,829.89	$0.00	$72,829.89
RETIREMENT CONTRIBUTION-TRS						74.37%
100.200.100.000.367	$5,825.00	$453.92	$2,780.41	$3,044.59	$0.00	$3,044.59
MEDICARE TAX						52.27%
100.200.100.000.368	$498.00	$0.00	$4.65	$493.35	$0.00	$493.35
SOCIAL SECURITY TAX						99.07%
100.200.100.000.451	$11,500.00	$0.00	$4,357.56	$7,142.44	$596.66	$6,545.78
MS GENERAL TEACHING SUPPLIES						56.92%
100.200.100.000.474	$8,000.00	$0.00	$0.00	$8,000.00	$0.00	$8,000.00
MS CURRICULUM ADOPTION						100.00%
100.200.100.000.476	$8,000.00	$0.00	$5,047.55	$2,952.45	$0.00	$2,952.45
MS COPIER SUPPLIES						36.91%
100.200.100.001.451	$500.00	$0.00	$493.16	$6.84	$0.00	$6.84
MS ENGLISH SUPPLIES						1.37%
100.200.100.002.451	$1,000.00	$12.99	$980.01	$19.99	$0.00	$19.99
MS MATH SUPPLIES						2.00%
100.200.100.003.451	$500.00	$301.99	$301.99	$198.01	$0.00	$198.01
MS SCIENCE SUPPLIES						39.60%
100.200.100.004.451	$500.00	$0.00	$269.98	$230.02	$0.00	$230.02
MS SOCIAL STUDIES SUPPLIES						46.00%
100.200.100.008.451	$500.00	$87.46	$87.46	$412.54	$172.00	$240.54
MS MUSIC SUPPLIES						48.11%
100.200.100.009.451	$500.00	$0.00	$196.92	$303.08	$0.00	$303.08
MS ART/JEWELRY/PHOTO SUPPLIES						60.62%
100.200.100.016.451	$500.00	$0.00	$0.00	$500.00	$0.00	$500.00

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6TH TEACHING SUPPLIES						100.00%
100.200.100.019.451	$500.00	$0.00	$0.00	$500.00	$0.00	$500.00
MS ROBOTICS						100.00%
100.200.200.000.315	$57,119.00	$4,656.42	$28,431.57	$28,687.43	$27,938.48	$748.95
CERTIFICATED TEACHER						1.31%
100.200.200.000.323	$85,000.00	$7,119.67	$43,235.88	$41,764.12	$31,323.26	$10,440.86
AIDES						12.28%
100.200.200.000.329	$7,000.00	$525.00	$3,750.00	$3,250.00	$0.00	$3,250.00
SUBSTITUTES/TEMPORARIES						46.43%
100.200.200.000.363	$738.00	$61.67	$378.05	$359.95	$0.00	$359.95
WORKERS COMPENSATION						48.77%
100.200.200.000.364	$48,004.00	$4,194.05	$25,194.16	$22,809.84	$0.00	$22,809.84
INSURANCE-HEALTH/LIFE						47.52%
100.200.200.000.365	$14,024.00	$593.89	$3,783.33	$10,240.67	$0.00	$10,240.67
RETIREMENT CONTRIBUTION-TRS						73.02%
100.200.200.000.366	$21,000.00	$1,363.67	$8,252.72	$12,747.28	$0.00	$12,747.28
RETIREMENT CONTRIBUTION-PERS						60.70%
100.200.200.000.367	$2,133.00	$163.16	$1,002.45	$1,130.55	$0.00	$1,130.55
MEDICARE TAX						53.00%
100.200.200.000.368	$724.00	$93.57	$545.00	$179.00	$0.00	$179.00
SOCIAL SECURITY TAX						24.72%
100.200.200.000.451	$700.00	$0.00	$459.30	$240.70	$0.00	$240.70
MS SPED SUPPLIES						34.39%
100.200.450.000.324	$33,000.00	$2,068.86	$20,138.70	$12,861.30	$11,066.61	$1,794.69
SUPPORT STAFF						5.44%
100.200.450.000.329	$600.00	$217.50	$247.50	$352.50	$0.00	$352.50
SUBSTITUTES/TEMPORARIES						58.75%
100.200.450.000.363	$253.00	$11.46	$101.54	$151.46	$0.00	$151.46
WORKERS COMPENSATION						59.87%
100.200.450.000.364	$27,059.00	$2,515.06	$16,058.90	$11,000.10	$0.00	$11,000.10
INSURANCE-HEALTH/LIFE						40.65%
100.200.450.000.366	$9,172.00	$455.15	$4,430.52	$4,741.48	$0.00	$4,741.48
RETIREMENT CONTRIBUTION-PERS						51.70%
100.200.450.000.367	$554.00	$24.03	$240.34	$313.66	$0.00	$313.66
MEDICARE TAX						56.62%
100.200.450.000.368	$74.00	$13.49	$15.35	$58.65	$0.00	$58.65

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SOCIAL SECURITY TAX						79.26%
100.200.450.000.433	$1,000.00	$133.27	$931.63	$68.37	$0.00	$68.37
COMMUNICATIONS						6.84%
100.200.450.000.434	$300.00	$0.00	$0.00	$300.00	$100.00	$200.00
MS POSTAGE						66.67%
100.200.450.000.454	$400.00	$45.86	$45.86	$354.14	$0.00	$354.14
MS OFFICE SUPPLIES						88.54%
100.200.700.000.316	$5,934.00	$0.00	$1,620.00	$4,314.00	$4,111.00	$203.00
CERTIFICATED EXTRA DUTY PAY						3.42%
100.200.700.000.322	$6,156.00	$445.50	$4,536.00	$1,620.00	$1,390.00	$230.00
NON-CERT SPECIALIST/EXTRA DUTY						3.74%
100.200.700.000.329	$1,000.00	$0.00	$1,431.00	($431.00)	$0.00	($431.00)
SUBSTITUTES/TEMPORARIES						-43.10%
100.200.700.000.363	$77.00	$2.23	$38.04	$38.96	$0.00	$38.96
WORKERS COMPENSATION						50.60%
100.200.700.000.364	$0.00	$0.00	$237.34	($237.34)	$0.00	($237.34)
INSURANCE-HEALTH/LIFE						0.00%
100.200.700.000.365	$1,542.00	$0.00	$230.56	$1,311.44	$0.00	$1,311.44
RETIREMENT CONTRIBUTION-TRS						85.05%
100.200.700.000.366	$0.00	$0.00	$20.91	($20.91)	$0.00	($20.91)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.200.700.000.367	$151.00	$6.46	$107.67	$43.33	$0.00	$43.33
MEDICARE TAX						28.70%
100.200.700.000.368	$600.00	$27.62	$350.75	$249.25	$0.00	$249.25
SOCIAL SECURITY TAX						41.54%
100.200.700.000.426	$15,000.00	$4,392.80	$12,855.80	$2,144.20	$0.00	$2,144.20
MS ACTIVITIES STUDENT TRANSPORTATION						14.29%
100.200.700.000.479	$590.00	$0.00	$1,298.01	($708.01)	$0.00	($708.01)
MS ACTIVITIES SUPPLIES AND MATERIALS						-120.00%
100.200.700.000.490	$0.00	$0.00	$600.00	($600.00)	$0.00	($600.00)
MS ACTIVITIES OTHER EXPENSES						0.00%
100.300.100.000.315	$959,785.00	$92,997.63	$546,745.13	$413,039.87	$404,451.51	$8,588.36
CERTIFICATED TEACHER						0.89%
100.300.100.000.323	$26,000.00	$2,210.17	$15,593.19	$10,406.81	$8,296.35	$2,110.46
AIDES						8.12%
100.300.100.000.329	$31,000.00	$4,050.00	$22,441.00	$8,559.00	$0.00	$8,559.00

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SUBSTITUTES/TEMPORARIES						27.61%
100.300.100.000.363	$6,257.00	$499.21	$2,941.43	$3,315.57	$0.00	$3,315.57
WORKERS COMPENSATION						52.99%
100.300.100.000.364	$246,747.00	$26,740.08	$155,028.77	$91,718.23	$1,000.01	$90,718.22
INSURANCE-HEALTH/LIFE						36.77%
100.300.100.000.365	$236,300.00	$11,732.84	$68,951.28	$167,348.72	$0.00	$167,348.72
RETIREMENT CONTRIBUTION-TRS						70.82%
100.300.100.000.366	$6,445.00	$486.24	$3,430.51	$3,014.49	$0.00	$3,014.49
RETIREMENT CONTRIBUTION-PERS						46.77%
100.300.100.000.367	$13,812.00	$1,348.81	$7,956.50	$5,855.50	$0.00	$5,855.50
MEDICARE TAX						42.39%
100.300.100.000.368	$3,123.00	$50.38	$869.77	$2,253.23	$0.00	$2,253.23
SOCIAL SECURITY TAX						72.15%
100.300.100.000.451	$26,500.00	$1,960.27	$11,293.64	$15,206.36	$2,402.55	$12,803.81
TEACHING SUPPLIES						48.32%
100.300.100.000.474	$10,000.00	$2,023.56	$2,023.56	$7,976.44	$0.00	$7,976.44
CURRICULUM ADOPTION						79.76%
100.300.100.000.476	$12,000.00	$11,430.02	$15,094.99	($3,094.99)	$0.00	($3,094.99)
COPIER SUPPLIES						-25.79%
100.300.100.008.451	$6,300.00	$0.00	$6,296.17	$3.83	$0.00	$3.83
MUSIC TEACHING SUPPLIES						0.06%
100.300.100.010.451	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00
B MARTIN SUPPLIES						100.00%
100.300.100.011.451	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00
M BROCK SUPPLIES						100.00%
100.300.100.012.451	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00
K CURTISS SUPPLIES						100.00%
100.300.100.014.451	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00
G KOWALSKI SUPPLIES						100.00%
100.300.100.015.451	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00
ETHAN BRYNER TEACHING SUPPLIES						100.00%
100.300.100.018.451	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00
ERIN HOFACRE TEACHING SUPPLIES						100.00%
100.300.100.029.451	$300.00	$150.08	$150.08	$149.92	$0.00	$149.92
H MULLEN SUPPLIES						49.97%
100.300.100.030.451	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00

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E WILLIS SUPPLIES						100.00%
100.300.100.031.451	$300.00	$0.00	$0.00	$300.00	$100.00	$200.00
S VANDERVEST SUPPLIES						66.67%
100.300.100.032.451	$300.00	$0.00	$0.00	$300.00	$0.00	$300.00
M MIDKIFF SUPPLIES						100.00%
100.300.100.033.451	$550.00	$0.00	$488.76	$61.24	$0.00	$61.24
S PAWUK SUPPLIES						11.13%
100.300.100.034.451	$550.00	$0.00	$237.50	$312.50	$0.00	$312.50
V MILLER SUPPLIES						56.82%
100.300.100.035.451	$600.00	$0.00	$201.31	$398.69	$0.00	$398.69
ES SWIM/PE SUPPLIES						66.45%
100.300.200.000.315	$209,606.00	$21,087.44	$128,168.14	$81,437.86	$79,489.36	$1,948.50
CERTIFICATED TEACHER						0.93%
100.300.200.000.323	$305,000.00	$24,181.00	$162,740.56	$142,259.44	$104,312.97	$37,946.47
AIDES						12.44%
100.300.200.000.329	$45,000.00	$738.75	$7,653.75	$37,346.25	$0.00	$37,346.25
SUBSTITUTES/TEMPORARIES						82.99%
100.300.200.000.363	$3,147.00	$238.91	$1,533.87	$1,613.13	$0.00	$1,613.13
WORKERS COMPENSATION						51.26%
100.300.200.000.364	$138,000.00	$14,328.54	$84,938.56	$53,061.44	$3,833.35	$49,228.09
INSURANCE-HEALTH/LIFE						35.67%
100.300.200.000.365	$51,127.00	$2,648.58	$15,520.52	$35,606.48	$0.00	$35,606.48
RETIREMENT CONTRIBUTION-TRS						69.64%
100.300.200.000.366	$75,595.00	$4,884.72	$23,114.45	$52,480.55	$0.00	$52,480.55
RETIREMENT CONTRIBUTION-PERS						69.42%
100.300.200.000.367	$8,000.00	$638.08	$4,141.00	$3,859.00	$0.00	$3,859.00
MEDICARE TAX						48.24%
100.300.200.000.368	$3,430.00	$168.42	$2,592.33	$837.67	$0.00	$837.67
SOCIAL SECURITY TAX						24.42%
100.300.200.000.451	$2,100.00	$1,042.81	$1,868.75	$231.25	$105.88	$125.37
ES SPED SUPPLIES						5.97%
100.300.300.000.315	$81,213.00	$6,726.08	$40,356.48	$40,856.52	$40,356.52	$500.00
CERTIFICATED TEACHER						0.62%
100.300.300.000.329	$4,500.00	$175.00	$262.50	$4,237.50	$0.00	$4,237.50
SUBSTITUTES/TEMPORARIES						94.17%
100.300.300.000.363	$564.00	$35.85	$211.14	$352.86	$0.00	$352.86

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WORKERS COMPENSATION						62.56%
100.300.300.000.364	$3,000.00	$250.00	$1,500.00	$1,500.00	$1,500.00	$0.00
INSURANCE-HEALTH/LIFE						0.00%
100.300.300.000.365	$19,872.00	$844.80	$5,068.80	$14,803.20	$0.00	$14,803.20
RETIREMENT CONTRIBUTION-TRS						74.49%
100.300.300.000.366	$868.00	$0.00	$0.00	$868.00	$0.00	$868.00
RETIREMENT CONTRIBUTION-PERS						100.00%
100.300.300.000.367	$1,235.00	$103.69	$610.71	$624.29	$0.00	$624.29
MEDICARE TAX						50.55%
100.300.300.000.368	$62.00	$0.00	$0.00	$62.00	$0.00	$62.00
SOCIAL SECURITY TAX						100.00%
100.300.300.000.451	$1,500.00	$0.00	$0.00	$1,500.00	$0.00	$1,500.00
TEACHING SUPPLIES						100.00%
100.300.350.000.315	$88,000.00	$7,290.58	$43,743.48	$44,256.52	$43,743.52	$513.00
CERTIFICATED TEACHER						0.58%
100.300.350.000.329	$1,750.00	$0.00	$1,050.00	$700.00	$0.00	$700.00
SUBSTITUTES/TEMPORARIES						40.00%
100.300.350.000.363	$452.00	$37.49	$230.21	$221.79	$0.00	$221.79
WORKERS COMPENSATION						49.07%
100.300.350.000.364	$7,000.00	$187.50	$5,458.68	$1,541.32	$1,125.00	$416.32
INSURANCE-HEALTH/LIFE						5.95%
100.300.350.000.365	$21,539.00	$915.70	$5,494.20	$16,044.80	$0.00	$16,044.80
RETIREMENT CONTRIBUTION-TRS						74.49%
100.300.350.000.367	$1,011.00	$108.43	$650.09	$360.91	$0.00	$360.91
MEDICARE TAX						35.70%
100.300.350.000.368	$109.00	$0.00	$37.20	$71.80	$0.00	$71.80
SOCIAL SECURITY TAX						65.87%
100.300.350.000.451	$1,000.00	$65.36	$504.25	$495.75	$0.00	$495.75
TEACHING SUPPLIES						49.58%
100.300.350.000.472	$2,151.00	$0.00	$799.00	$1,352.00	$130.01	$1,221.99
LIBRARY BOOKS						56.81%
100.300.350.000.473	$734.00	$355.00	$734.00	$0.00	$0.00	$0.00
PERIODICALS						0.00%
100.300.350.000.479	$2,115.00	$0.00	$2,115.23	($0.23)	$0.00	($0.23)
OTHER SUPPLIES AND MATERIALS						-0.01%
100.300.400.000.421	$891.00	$0.00	$890.52	$0.48	$0.00	$0.48

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STAFF TRANSPORTATION						0.05%
100.300.400.000.479	$1,609.00	$0.00	$663.81	$945.19	$0.00	$945.19
ES PRINCIPAL SUPPLIES AND MATERIALS						58.74%
100.300.400.000.491	$600.00	$0.00	$600.00	$0.00	$0.00	$0.00
DUES AND FEES						0.00%
100.300.450.000.324	$37,500.00	$3,028.72	$23,063.37	$14,436.63	$13,005.68	$1,430.95
SUPPORT STAFF						3.82%
100.300.450.000.329	$600.00	$300.00	$300.00	$300.00	$0.00	$300.00
SUBSTITUTES/TEMPORARIES						50.00%
100.300.450.000.363	$246.00	$16.68	$116.63	$129.37	$0.00	$129.37
WORKERS COMPENSATION						52.59%
100.300.450.000.364	$27,059.00	$3,006.51	$18,039.06	$9,019.94	$0.00	$9,019.94
INSURANCE-HEALTH/LIFE						33.33%
100.300.450.000.366	$8,924.00	$666.32	$5,121.39	$3,802.61	$0.00	$3,802.61
RETIREMENT CONTRIBUTION-PERS						42.61%
100.300.450.000.367	$539.00	$37.38	$276.70	$262.30	$0.00	$262.30
MEDICARE TAX						48.66%
100.300.450.000.368	$74.00	$18.60	$18.60	$55.40	$0.00	$55.40
SOCIAL SECURITY TAX						74.86%
100.300.450.000.433	$2,000.00	$171.24	$1,196.70	$803.30	$0.00	$803.30
COMMUNICATIONS						40.17%
100.300.450.000.434	$500.00	$0.00	$45.80	$454.20	$54.20	$400.00
POSTAGE						80.00%
100.300.450.000.454	$800.00	$151.81	$151.81	$648.19	$0.00	$648.19
OFFICE SUPPLIES						81.02%
100.500.100.000.362	$6,000.00	$0.00	$0.00	$6,000.00	$0.00	$6,000.00
UNEMPLOYMENT INSURANCE						100.00%
100.500.100.000.363	$0.00	$0.00	$63.08	($63.08)	$0.00	($63.08)
WORKERS COMPENSATION						0.00%
100.500.100.000.367	$0.00	$0.00	$88.92	($88.92)	$0.00	($88.92)
MEDICARE TAX						0.00%
100.500.100.000.369	$38,000.00	$1,854.71	$17,406.39	$20,593.61	$3,683.70	$16,909.91
OTHER EMPLOYEE BENEFITS						44.50%
100.500.100.000.418	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00
DISTRICT WIDE PROFESSIONAL DEVELOPMENT						100.00%
100.500.100.000.421	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00

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STAFF TRANSPORTATION						100.00%
100.500.100.000.474	$20,000.00	$6,177.60	$11,247.75	$8,752.25	$0.00	$8,752.25
CURRICULUM ADOPTION						43.76%
100.500.200.000.315	$47,250.00	$3,795.84	$26,669.49	$20,580.51	$18,979.17	$1,601.34
CERTIFICATED TEACHER						3.39%
100.500.200.000.363	$339.00	$19.03	$133.70	$205.30	$0.00	$205.30
WORKERS COMPENSATION						60.56%
100.500.200.000.364	$15,220.00	$1,268.37	$8,878.59	$6,341.41	$0.00	$6,341.41
INSURANCE-HEALTH/LIFE						41.66%
100.500.200.000.365	$22,281.00	$473.63	$3,138.54	$19,142.46	$0.00	$19,142.46
RETIREMENT CONTRIBUTION-TRS						85.91%
100.500.200.000.367	$685.00	$53.00	$372.40	$312.60	$0.00	$312.60
MEDICARE TAX						45.64%
100.500.200.000.418	$25,000.00	$0.00	$2,223.00	$22,777.00	$24,283.92	($1,506.92)
OTHER PROFESSIONAL SERVICES						-6.03%
100.500.200.000.421	$3,000.00	$41.53	$1,684.64	$1,315.36	$1,066.20	$249.16
STAFF TRANSPORTATION						8.31%
100.500.200.000.440	$2,500.00	$0.00	$1,953.50	$546.50	$0.00	$546.50
PURCHASED SERVICES						21.86%
100.500.200.000.451	$3,000.00	$0.00	$870.98	$2,129.02	$518.48	$1,610.54
DISTRICT WIDE SPED SUPPLIES						53.68%
100.500.300.000.365	$19,911.00	$0.00	$0.00	$19,911.00	$0.00	$19,911.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.500.300.000.366	$6,227.00	$0.00	$0.00	$6,227.00	$0.00	$6,227.00
RETIREMENT CONTRIBUTION-PERS						100.00%
100.500.350.000.318	$92,433.00	$7,661.08	$53,627.56	$38,805.44	$38,305.44	$500.00
CERTIFICATED SPECIALISTS						0.54%
100.500.350.000.324	$46,000.00	$2,968.88	$29,632.62	$16,367.38	$15,368.32	$999.06
SUPPORT STAFF						2.17%
100.500.350.000.329	$1,500.00	$0.00	$305.88	$1,194.12	$0.00	$1,194.12
SUBSTITUTES/TEMPORARIES						79.61%
100.500.350.000.363	$1,157.00	$53.28	$418.88	$738.12	$0.00	$738.12
WORKERS COMPENSATION						63.80%
100.500.350.000.364	$27,059.00	$2,254.88	$18,039.04	$9,019.96	$0.00	$9,019.96
INSURANCE-HEALTH/LIFE						33.33%
100.500.350.000.365	$22,460.00	$955.95	$6,691.65	$15,768.35	$0.00	$15,768.35

Expenditure Budget Balance Report

☐ Summary Only From Date: 2/1/2023 To Date: 2/28/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
RETIREMENT CONTRIBUTION-TRS						70.21%
100.500.350.000.366	$11,403.00	$653.15	$6,519.18	$4,883.82	$0.00	$4,883.82
RETIREMENT CONTRIBUTION-PERS						42.83%
100.500.350.000.367	$2,033.00	$145.96	$1,146.34	$886.66	$0.00	$886.66
MEDICARE TAX						43.61%
100.500.350.000.368	$93.00	$0.00	$18.96	$74.04	$0.00	$74.04
SOCIAL SECURITY TAX						79.61%
100.500.350.000.417	$39,890.00	$0.00	$29,917.50	$9,972.50	$9,972.50	$0.00
TECHNOLOGY SUPPORT						0.00%
100.500.350.000.433	$148,000.00	$10,261.30	$71,829.10	$76,170.90	$0.00	$76,170.90
COMMUNICATIONS						51.47%
100.500.350.000.440	$66,000.00	$2,732.88	$31,674.61	$34,325.39	$11,355.39	$22,970.00
PURCHASED SERVICES						34.80%
100.500.350.000.446	$21,000.00	$0.00	$9,393.85	$11,606.15	$2,221.15	$9,385.00
PROPERTY INSURANCE						44.69%
100.500.350.000.450	$16,000.00	$0.00	$8,890.44	$7,109.56	$2,180.46	$4,929.10
SUPPLIES, MATERIALS & MEDIA						30.81%
100.500.350.000.475	$109,500.00	$2,130.20	$45,707.52	$63,792.48	$11,039.92	$52,752.56
TECHNOLOGY SUPPLIES						48.18%
100.500.400.000.313	$186,400.00	$16,336.36	$121,103.14	$65,296.86	$65,345.47	($48.61)
PRINCIPAL						-0.03%
100.500.400.000.363	$1,235.00	$81.90	$607.13	$627.87	$0.00	$627.87
WORKERS COMPENSATION						50.84%
100.500.400.000.364	$50,282.00	$4,240.18	$29,950.84	$20,331.16	$0.00	$20,331.16
INSURANCE-HEALTH/LIFE						40.43%
100.500.400.000.365	$45,596.00	$2,039.29	$15,116.36	$30,479.64	$0.00	$30,479.64
RETIREMENT CONTRIBUTION-TRS						66.85%
100.500.400.000.367	$2,703.00	$236.88	$1,756.02	$946.98	$0.00	$946.98
MEDICARE TAX						35.03%
100.500.600.000.321	$80,100.00	$6,725.00	$53,500.00	$26,600.00	$26,900.00	($300.00)
NON-CERT DIRECTOR/COORD/MANAGR						-0.37%
100.500.600.000.324	$40,600.00	$2,985.25	$11,403.46	$29,196.54	$15,368.32	$13,828.22
SUPPORT STAFF						34.06%
100.500.600.000.325	$210,500.00	$13,663.79	$131,196.91	$79,303.09	$67,599.11	$11,703.98
MAINTENANCE/CUSTODIAL						5.56%
100.500.600.000.329	$13,000.00	$0.00	$11,907.47	$1,092.53	$0.00	$1,092.53

Expenditure Budget Balance Report

☐ Summary Only From Date: 2/1/2023 To Date: 2/28/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
SUBSTITUTES/TEMPORARIES						8.40%
100.500.600.000.363	$12,558.00	$539.43	$4,705.31	$7,852.69	$0.00	$7,852.69
WORKERS COMPENSATION						62.53%
100.500.600.000.364	$74,641.00	$6,568.43	$41,132.45	$33,508.55	$0.00	$33,508.55
INSURANCE-HEALTH/LIFE						44.89%
100.500.600.000.366	$83,605.00	$4,524.84	$42,924.48	$40,680.52	$0.00	$40,680.52
RETIREMENT CONTRIBUTION-PERS						48.66%
100.500.600.000.367	$4,990.00	$309.29	$2,830.22	$2,159.78	$0.00	$2,159.78
MEDICARE TAX						43.28%
100.500.600.000.368	$500.00	$156.38	$745.72	($245.72)	$0.00	($245.72)
SOCIAL SECURITY TAX						-49.14%
100.500.600.000.418	$20,000.00	$1,100.00	$3,062.01	$16,937.99	$661.00	$16,276.99
OTHER PROFESSIONAL SERVICES						81.38%
100.500.600.000.421	$3,000.00	$0.00	$1,050.92	$1,949.08	$0.00	$1,949.08
STAFF TRANSPORTATION						64.97%
100.500.600.000.431	$30,000.00	$2,492.27	$16,469.49	$13,530.51	$0.00	$13,530.51
WATER AND SEWER						45.10%
100.500.600.000.432	$40,000.00	$3,882.23	$21,543.49	$18,456.51	$0.00	$18,456.51
GARBAGE						46.14%
100.500.600.000.433	$1,000.00	$57.45	$401.49	$598.51	$0.00	$598.51
COMMUNICATIONS						59.85%
100.500.600.000.436	$284,500.00	$31,363.20	$171,285.00	$113,215.00	$0.00	$113,215.00
ENERGY - ELECTRICITY						39.79%
100.500.600.000.438	$330,000.00	$42,212.02	$240,190.78	$89,809.22	$0.00	$89,809.22
ENERGY - HEATING OIL						27.21%
100.500.600.000.440	$30,000.00	$722.50	$9,643.01	$20,356.99	$11,054.00	$9,302.99
PURCHASED SERVICES						31.01%
100.500.600.000.446	$91,063.00	$0.00	$91,062.78	$0.22	$0.00	$0.22
PROPERTY INSURANCE						0.00%
100.500.600.000.452	$70,000.00	$5,124.22	$36,682.57	$33,317.43	$14,875.78	$18,441.65
MAINTENANCE/CONSTR SUPPLIES						26.35%
100.500.600.000.453	$20,000.00	$2,492.03	$6,718.35	$13,281.65	$5,953.53	$7,328.12
JANITORIAL SUPPLIES						36.64%
100.500.600.000.458	$7,000.00	$296.64	$2,358.04	$4,641.96	$0.00	$4,641.96
VEHICLE GAS AND OIL						66.31%
100.500.600.000.479	$1,000.00	$0.00	$0.00	$1,000.00	$0.00	$1,000.00

Expenditure Budget Balance Report

☐ Summary Only From Date: 2/1/2023 To Date: 2/28/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
MAINTENANCE OTHER SUPPLIES AND MATERIALS						100.00%
100.500.600.000.491	$3,937.00	$0.00	$0.00	$3,937.00	$0.00	$3,937.00
DUES AND FEES						100.00%
100.500.700.000.314	$46,628.00	$3,949.50	$27,646.50	$18,981.50	$19,747.50	($766.00)
CERT DIRECTOR/COORD/MANAGER						-1.64%
100.500.700.000.363	$304.00	$19.80	$138.60	$165.40	$0.00	$165.40
WORKERS COMPENSATION						54.41%
100.500.700.000.364	$14,000.00	$1,127.44	$7,892.08	$6,107.92	$0.00	$6,107.92
INSURANCE-HEALTH/LIFE						43.63%
100.500.700.000.365	$16,690.00	$492.92	$3,450.44	$13,239.56	$0.00	$13,239.56
RETIREMENT CONTRIBUTION-TRS						79.33%
100.500.700.000.367	$690.00	$53.18	$374.03	$315.97	$0.00	$315.97
MEDICARE TAX						45.79%
100.600.510.000.311	$141,620.00	$11,801.67	$94,413.36	$47,206.64	$52,528.74	($5,322.10)
SUPERINTENDENT						-3.76%
100.600.510.000.324	$60,000.00	$5,000.00	$40,000.00	$20,000.00	$20,000.00	$0.00
SUPPORT STAFF						0.00%
100.600.510.000.363	$1,335.00	$85.48	$683.85	$651.15	$0.00	$651.15
WORKERS COMPENSATION						48.78%
100.600.510.000.364	$36,828.00	$3,068.60	$24,548.80	$12,279.20	$1,000.00	$11,279.20
INSURANCE-HEALTH/LIFE						30.63%
100.600.510.000.365	$34,468.00	$1,465.33	$11,722.64	$22,745.36	$0.00	$22,745.36
RETIREMENT CONTRIBUTION-TRS						65.99%
100.600.510.000.366	$14,874.00	$1,100.00	$8,800.00	$6,074.00	$0.00	$6,074.00
RETIREMENT CONTRIBUTION-PERS						40.84%
100.600.510.000.367	$2,918.00	$247.25	$1,978.01	$939.99	$0.00	$939.99
MEDICARE TAX						32.21%
100.600.510.000.414	$20,000.00	$0.00	$871.00	$19,129.00	$0.00	$19,129.00
LEGAL SERVICES						95.65%
100.600.510.000.421	$10,000.00	$264.00	$6,500.91	$3,499.09	$1,194.00	$2,305.09
STAFF TRANSPORTATION						23.05%
100.600.510.000.433	$1,200.00	$119.32	$833.95	$366.05	$0.00	$366.05
COMMUNICATIONS						30.50%
100.600.510.000.434	$500.00	$10.45	$52.55	$447.45	$47.45	$400.00
POSTAGE						80.00%
100.600.510.000.454	$500.00	$0.00	$614.33	($114.33)	$0.00	($114.33)

Expenditure Budget Balance Report

☐ Summary Only From Date: 2/1/2023 To Date: 2/28/2023

Fiscal Year: 2022-2023

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
OFFICE SUPPLIES						-22.87%
100.600.510.000.476	$5,000.00	$0.00	$3,681.26	$1,318.74	$0.00	$1,318.74
COPIER SUPPLIES						26.37%
100.600.510.000.479	$4,500.00	$814.96	$1,009.96	$3,490.04	$0.00	$3,490.04
SUPERINTENDENT OTHER SUPPLIES AND MATERIALS						77.56%
100.600.510.000.491	$18,500.00	$0.00	$14,200.19	$4,299.81	$0.00	$4,299.81
DUES AND FEES						23.24%
100.600.511.000.418	$13,000.00	$0.00	$0.00	$13,000.00	$12,500.00	$500.00
BOARD - OTHER PROFESSIONAL SERVICES						3.85%
100.600.511.000.421	$7,000.00	$0.00	$3,031.00	$3,969.00	$0.00	$3,969.00
BOARD- STAFF TRANSPORTATION						56.70%
100.600.511.000.479	$6,300.00	$0.00	$6,403.03	($103.03)	$0.00	($103.03)
BOE OTHER SUPPLIES AND MATERIALS						-1.64%
100.600.550.000.321	$109,270.00	$9,105.83	$72,846.65	$36,423.35	$36,423.35	$0.00
NON-CERT DIRECTOR/COORD/MANAGR						0.00%
100.600.550.000.363	$724.00	$45.65	$365.20	$358.80	$0.00	$358.80
WORKERS COMPENSATION						49.56%
100.600.550.000.364	$28,073.00	$2,339.44	$18,715.52	$9,357.48	$0.00	$9,357.48
INSURANCE-HEALTH/LIFE						33.33%
100.600.550.000.366	$27,088.00	$2,003.28	$16,026.24	$11,061.76	$0.00	$11,061.76
RETIREMENT CONTRIBUTION-PERS						40.84%
100.600.550.000.367	$1,584.00	$125.09	$1,001.00	$583.00	$0.00	$583.00
MEDICARE TAX						36.81%
100.600.550.000.412	$55,000.00	$0.00	$57,990.00	($2,990.00)	$0.00	($2,990.00)
AUDITING & ACCOUNTING SERVICES						-5.44%
100.600.550.000.418	$12,000.00	$0.00	$11,603.76	$396.24	$0.00	$396.24
OTHER PROFESSIONAL SERVICES						3.30%
100.600.550.000.421	$3,400.00	$0.00	$2,345.47	$1,054.53	$0.00	$1,054.53
STAFF TRANSPORTATION						31.02%
100.600.550.000.447	$74,528.00	$0.00	$74,527.97	$0.03	$0.00	$0.03
LIABILITY INSURANCE						0.00%
100.600.550.000.454	$1,772.00	$0.00	$417.67	$1,354.33	$600.00	$754.33
OFFICE SUPPLIES						42.57%
100.600.550.000.491	$9,000.00	$51.48	$1,729.65	$7,270.35	$0.00	$7,270.35
DUES AND FEES						80.78%
100.600.550.000.495	($30,000.00)	$0.00	($11,102.80)	($18,897.20)	$0.00	($18,897.20)

Expenditure Budget Balance Report

☐ Summary Only From Date: 2/1/2023 To Date: 2/28/2023

Fiscal Year: 2022-2023

Account Number / Description		Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
INDIRECT COST RECOVERY							62.99%
	Fund 100 Total:	$9,442,124.00	$753,487.46	$5,047,698.41	$4,394,425.59	$2,099,003.86	$2,295,421.73
							24.31%
	Grand Total:	$9,442,124.00	$753,487.46	$5,047,698.41	$4,394,425.59	$2,099,003.86	$2,295,421.73
							24.31%

End of Report

Petersburg School District

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 02/01/2023 **To Date:** 02/28/2023
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
47125	02/28/2023	DREISBACH, LINDSI	$588.73	8	Printed	Payroll	☐		
47126	02/28/2023	ERICKSON, BRITTON R	$923.50	8	Printed	Payroll	☐		
47127	02/28/2023	GILLEN, WILLIAM T	$480.22	8	Printed	Payroll	☐		
47128	02/28/2023	SIMS, ROBERT W	$488.44	8	Printed	Payroll	☐		
47129	02/28/2023	TRAUTMAN, VICTOR	$603.62	8	Printed	Payroll	☐		
47130	02/28/2023	VANDERVEST, SHANNON L	$5,002.81	8	Printed	Payroll	☐		
47131	02/28/2023	PENNINGTON, AUGUST	$697.79	8	Printed	Payroll	☐		
47132	02/28/2023	BIRCHELL, CURTIS W	$364.78	8	Printed	Payroll	☐		
47133	02/28/2023	CORL, MICHAEL J	$411.42	8	Printed	Payroll	☐		
47134	02/28/2023	FLINT, CASEY W	$300.14	8	Printed	Payroll	☐		
47135	02/28/2023	WEGENER, CAROL L	$1,786.28	8	Printed	Payroll	☐		
71773	02/08/2023	ALASKA MARINE LINES-00120	$1,250.69	1120	Printed	Expense	☐		
71774	02/08/2023	AMERICAN FAST FREIGHT, INC	$1,149.66	1120	Printed	Expense	☐		
71775	02/08/2023	AT&T MOBILITY-00004	$848.23	1120	Printed	Expense	☐		
71776	02/08/2023	CHILD NUTRITION PROGRAM	$368.38	1120	Printed	Expense	☐		
71777	02/08/2023	EMPLOYMENT SECURITY-TAX-00822	$776.41	1120	Printed	Expense	☐		
71778	02/08/2023	GCI COMMUNICATION CORP-00953	$2,067.80	1120	Printed	Expense	☐		
71779	02/08/2023	HEATHER CONN-01075	$267.64	1120	Printed	Expense	☐		
71780	02/08/2023	HEIDI CABRAL	$287.29	1120	Printed	Expense	☐		
71781	02/08/2023	HOTEL CAPTAIN COOK-01119	$5,991.00	1120	Printed	Expense	☐		
71782	02/08/2023	KCDA PURCHASING COOPERATIVE-01318	$387.36	1120	Printed	Expense	☐		
71783	02/08/2023	KELLEY CONNECT CO	$11,430.02	1120	Printed	Expense	☐		
71784	02/08/2023	LEES CLOTHING, INC.-01409	$5,845.00	1120	Printed	Expense	☐		

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 02/01/2023 **To Date:** 02/28/2023
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
71785	02/08/2023	MIND RESEARCH INSTITUTE	$6,177.60	1120	Printed	Expense	☐		
71786	02/08/2023	RANS BAXTER-MCINTOSH-02014	$200.00	1120	Printed	Expense	☐		
71787	02/08/2023	RING CENTRAL INC	$2,732.88	1120	Printed	Expense	☐		
71788	02/08/2023	STIKINE SERVICES, INC	$2,400.00	1120	Printed	Expense	☐		
71789	02/08/2023	UNUM LIFE INSURANCE COMPANY OF-02556	$535.28	1120	Printed	Expense	☐		
71790	02/08/2023	US FOODS, INC.	$5,516.77	1120	Printed	Expense	☐		
71791	02/08/2023	CAREY CASE	$120.00	1121	Printed	Expense	☐		
71792	02/08/2023	DAVE OWENS-01802	$92.00	1121	Printed	Expense	☐		
71793	02/08/2023	DIRTY DOG FABRICATION, LLC	$90.00	1121	Printed	Expense	☐		
71794	02/08/2023	DRAKE BROCK-00740	$120.00	1121	Printed	Expense	☐		
71795	02/08/2023	DUSTIN CRUMP	$212.00	1121	Printed	Expense	☐		
71796	02/08/2023	ERICA KLUDT-PAINTER-00832	$172.00	1121	Printed	Expense	☐		
71797	02/08/2023	HANNAH SMITH	$172.00	1121	Printed	Expense	☐		
71798	02/08/2023	JON KLUDT-PAINTER-01272	$212.00	1121	Printed	Expense	☐		
71799	02/08/2023	LEE ANN JENKINS	$172.00	1121	Printed	Expense	☐		
71800	02/08/2023	MATT PAWUK-01548	$120.00	1121	Printed	Expense	☐		
71801	02/08/2023	MIKALAI POTRZUSKI	$120.00	1121	Printed	Expense	☐		
71802	02/08/2023	RICK BROCK-02059	$120.00	1121	Printed	Expense	☐		
71803	02/08/2023	SCHOLASTIC INC.-02149	$150.08	1121	Printed	Expense	☐		
71804	02/08/2023	TIM SHUMWAY	$172.00	1121	Printed	Expense	☐		
71805	02/13/2023	HOLY NAME PARISH	$150.00	1124	Printed	Expense	☐		
71806	02/13/2023	ALASKA MARINE LINES-00120	$448.55	1125	Printed	Expense	☐		
71807	02/13/2023	ASDN-00246	$3,515.00	1125	Printed	Expense	☐		

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 02/01/2023 **To Date:** 02/28/2023
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
71808	02/13/2023	CYNTHIA FRY-00628	$41.53	1125	Printed	Expense	☐		
71809	02/13/2023	HOLY NAME PARISH	$200.00	1125	Printed	Expense	☐		
71810	02/13/2023	PETERSBURG MEDICAL CENTER-01892	$15,577.25	1125	Printed	Expense	☐		
71811	02/16/2023	CYBERSOFT TECHNOLOGIES, INC	$2,995.00	1126	Printed	Expense	☐		
71812	02/16/2023	DIRTY DOG FABRICATION, LLC	$49,996.05	1126	Printed	Expense	☐		
71813	02/16/2023	ERICA KLUDT-PAINTER-00832	$132.00	1126	Printed	Expense	☐		
71814	02/16/2023	JAIME CABRAL-01202	$442.90	1126	Printed	Expense	☐		
71815	02/16/2023	KAREN MORRISON	$132.00	1126	Printed	Expense	☐		
71816	02/16/2023	MARA LUTOMSKI-01495	$300.00	1126	Printed	Expense	☐		
71817	02/16/2023	PETERSBURG SCHOOL DISTRICT	$630.00	1126	Printed	Expense	☐		
71818	02/16/2023	PROVIDENT LIFE AND ACCIDENT I-01978	$161.25	1126	Printed	Expense	☐		
71819	02/16/2023	US FOODS, INC.	$6,013.01	1126	Printed	Expense	☐		
71820	02/16/2023	USI NORTHWEST	$1,000.00	1126	Printed	Expense	☐		
71821	02/21/2023	DIRTY DOG FABRICATION, LLC	$90.00	1127	Printed	Expense	☐		
71822	02/21/2023	US FOODS, INC.	$6,779.29	1127	Printed	Expense	☐		
71823	02/21/2023	ANDREA WEATHERS	$112.00	1131	Printed	Expense	☐		
71825	02/21/2023	BLAINE VOLK	$112.00	1131	Printed	Expense	☐		
71826	02/21/2023	CYNTHIA FRY-00628	$214.96	1131	Printed	Expense	☐		
71827	02/21/2023	DRAKE BROCK-00740	$112.00	1131	Printed	Expense	☐		
71828	02/21/2023	MATT PAWUK-01548	$112.00	1131	Printed	Expense	☐		
71829	02/21/2023	MIKALAI POTRZUSKI	$112.00	1131	Printed	Expense	☐		
71830	02/21/2023	PUBLIC EDUCATION HEALTH TRUST-01982	$134,902.70	1131	Printed	Expense	☐		

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 02/01/2023 **To Date:** 02/28/2023
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
71831	02/21/2023	RICK BROCK-02059	$112.00	1131	Printed	Expense	☐		
71832	02/22/2023	APEA-00222	$1,768.63	1134	Printed	Payroll Ded	☐		
71833	02/22/2023	ATP-00262	$3,464.24	1134	Printed	Payroll Ded	☐		
71834	02/22/2023	GREAT-WEST LIFE & ANNUITY	$10,750.00	1134	Printed	Payroll Ded	☐		
71835	02/22/2023	MINNESOTA CHILD SUPPORT PAYMENT CENTER	$458.00	1134	Printed	Payroll Ded	☐		
71836	02/22/2023	STATE OF ALASKA-02310	$100,403.68	1135	Printed	Payroll Ded	☐		
71837	02/23/2023	AARON BRADFORD	$48.00	1137	Printed	Expense	☐		
71838	02/23/2023	AFLAC-00068	$456.71	1137	Printed	Expense	☐		
71839	02/23/2023	ANDREA FITTJE	$54.00	1137	Printed	Expense	☐		
71840	02/23/2023	COURTNEY MORRISON-00593	$6.00	1137	Printed	Expense	☐		
71841	02/23/2023	JENNY PAYNE	$54.00	1137	Printed	Expense	☐		
71842	02/23/2023	JESSICA TOTH	$300.00	1137	Printed	Expense	☐		
71843	02/23/2023	KELSIE CAPLES	$57.00	1137	Printed	Expense	☐		
71844	02/23/2023	LEAH VICK	$57.00	1137	Printed	Expense	☐		
71845	02/23/2023	MAVIS WORTHINGTON-01553	$33.00	1137	Printed	Expense	☐		
71846	02/23/2023	PETERSBURG HIGH SCHOOL-01888	$490.00	1137	Printed	Expense	☐		
71847	02/23/2023	PRICILA CHIM	$57.00	1137	Printed	Expense	☐		
71848	02/23/2023	RACHEL HUDSON	$51.00	1137	Printed	Expense	☐		
71849	02/23/2023	STIKINE SERVICES, INC	$23,522.00	1137	Printed	Expense	☐		
71850	02/23/2023	SUZANNE WEBB	$300.00	1137	Printed	Expense	☐		
71851	02/23/2023	TIFFANY ECKLES	$42.00	1137	Printed	Expense	☐		
71852	02/23/2023	VICTORIA MOORE-02593	$15.00	1137	Printed	Expense	☐		

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date:	02/01/2023	**To Date:**	02/28/2023
From Check:		**To Check:**	
From Voucher:		**To Voucher:**	

Total Amount: $428,704.57

End of Report

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 02/01/2023 **To Date:** 02/28/2023

From Voucher: **To Voucher:**

Account: XX3970

02/06/2023	FIRST BANK-00894	$5.00	1123	Posted to G/L AP	☐
02/06/2023	REVTRAK INC.-02052	$16.58	1123	Posted to G/L AP	☐
02/06/2023	REVTRAK INC.-02052	$58.76	1123	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$1,108.47	1128	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$2,073.78	1128	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$1,100.00	1128	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$456.73	1128	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$398.97	1128	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$1,738.83	1128	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$71.98	1128	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$10.00	1128	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$573.71	1128	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$3,694.81	1128	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$235.66	1128	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$578.82	1128	Posted to G/L AP	☐
02/27/2023	HAMMER & WIKAN-01038	$128.40	1128	Posted to G/L AP	☐
02/27/2023	ALASKA POWER & TELEPHONE-00125	$109.37	1129	Posted to G/L AP	☐

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 02/01/2023 **To Date:** 02/28/2023
From Voucher: **To Voucher:**

02/27/2023	ALASKA POWER & TELEPHONE-00125	$57.45	1129	Posted to G/L AP	☐
02/27/2023	ALASKA POWER & TELEPHONE-00125	$57.45	1129	Posted to G/L AP	☐
02/27/2023	ALASKA POWER & TELEPHONE-00125	$109.37	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$279.00	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$413.96	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$549.00	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$213.73	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$2,023.56	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$65.36	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$89.90	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$61.91	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$47.97	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$654.38	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$591.44	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$451.37	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$780.15	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$315.71	1129	Posted to G/L AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 02/01/2023 **To Date:** 02/28/2023

From Voucher: **To Voucher:**

02/27/2023	AMAZON.COM-00164	$258.10	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	$87.46	1129	Posted to G/L AP	☐
02/27/2023	AMAZON.COM-00164	-$199.97	1129	Posted to G/L AP	☐
02/27/2023	BANK OF AMERICA-00165	$12.99	1129	Posted to G/L AP	☐
02/27/2023	BANK OF AMERICA-00165	$43.89	1129	Posted to G/L AP	☐
02/27/2023	BANK OF AMERICA-00165	$45.86	1129	Posted to G/L AP	☐
02/27/2023	BANK OF AMERICA-00165	$55.40	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$158.94	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$1,200.00	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$1,393.08	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$19.40	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$29.90	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$249.37	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$166.81	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$32.18	1129	Posted to G/L AP	☐
02/27/2023	PETERSBURG BOROUGH-01881	$2,492.27	1129	Posted to G/L AP	☐
02/27/2023	PETERSBURG BOROUGH-01881	$3,882.23	1129	Posted to G/L AP	☐
02/27/2023	PETERSBURG BOROUGH-01881	$31,363.20	1129	Posted to G/L AP	☐

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 02/01/2023 **To Date:** 02/28/2023
From Voucher: **To Voucher:**

02/27/2023	PETERSBURG BOROUGH-01881	$522.50	1129	Posted to G/L AP	☐
02/27/2023	PETERSBURG BOROUGH-01881	$286.64	1129	Posted to G/L AP	☐
02/27/2023	PETRO MARINE SERVICES-01909	$42,212.02	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$4.00	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$29.35	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$74.20	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$188.39	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$479.20	1129	Posted to G/L AP	☐
02/27/2023	UNITED STATES POSTAL SERVICE-02544	$54.40	1129	Posted to G/L AP	☐
02/27/2023	UNITED STATES POSTAL SERVICE-02544	$10.45	1129	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$59.21	1130	Posted to G/L AP	☐
02/27/2023	BLOMSTER HUS	$85.00	1130	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$65.00	1130	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$70.77	1130	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$174.92	1130	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$296.73	1130	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$755.00	1130	Posted to G/L AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 02/01/2023 **To Date:** 02/28/2023

From Voucher: **To Voucher:**

02/27/2023	EFTPS-00804	$30,576.05	1132	Posted to G/L PR	☐
02/27/2023	EFTPS-00804	$1,147.97	1132	Posted to G/L PR	☐
02/27/2023	EFTPS-00804	$6,301.42	1132	Posted to G/L PR	☐
02/27/2023	EFTPS-00804	$1,147.97	1132	Posted to G/L PR	☐
02/27/2023	EFTPS-00804	$6,301.42	1132	Posted to G/L PR	☐
02/28/2023	FIRST BANK-00894	$327,846.55	1133	Posted to G/L PR	☐
02/28/2023	FIRST BANK-00894	$3,860.00	1133	Posted to G/L PR	☐
02/27/2023	ORIENTAL TRADING COMPANY-01797	$93.24	1136	Posted to G/L AP	☐
02/27/2023	STARFALL EDUCATION FOUNDATION	$355.00	1136	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$552.60	1138	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$28.99	1138	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$66.10	1138	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$433.98	1138	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$49.35	1138	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$185.03	1138	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$27.15	1138	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$199.00	1138	Posted to G/L AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 02/01/2023 **To Date:** 02/28/2023

From Voucher: **To Voucher:**

02/27/2023	P-CARD PROGRAM-01850	$588.00	1138	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$102.00	1141	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$1,328.75	1141	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$102.00	1141	Posted to G/L AP	☐
02/27/2023	PAPA BEAR'S PIZZA-01819	$169.50	1141	Posted to G/L AP	☐
02/27/2023	PAPA BEAR'S PIZZA-01819	$132.00	1141	Posted to G/L AP	☐
02/27/2023	PAPA BEAR'S PIZZA-01819	$169.50	1141	Posted to G/L AP	☐
02/27/2023	PAPA BEAR'S PIZZA-01819	$132.00	1141	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$373.00	1141	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$293.83	1141	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$262.36	1141	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$142.50	1141	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$25.00	1141	Posted to G/L AP	☐
02/27/2023	HAMMER & WIKAN-01038	$337.64	1141	Posted to G/L AP	☐
02/27/2023	HAMMER & WIKAN-01038	$82.73	1141	Posted to G/L AP	☐
02/27/2023	HAMMER & WIKAN-01038	$144.77	1141	Posted to G/L AP	☐
02/27/2023	HAMMER & WIKAN-01038	$142.85	1141	Posted to G/L AP	☐
02/27/2023	HAMMER & WIKAN-01038	$142.86	1141	Posted to G/L AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 02/01/2023 **To Date:** 02/28/2023

From Voucher: **To Voucher:**

02/27/2023	HAMMER & WIKAN-01038	$144.78	1141	Posted to G/L AP	☐
02/27/2023	INTER-ISLAND FERRY AUTHORITY-01170	$272.25	1141	Posted to G/L AP	☐
02/27/2023	INTER-ISLAND FERRY AUTHORITY-01170	$272.25	1141	Posted to G/L AP	☐
02/27/2023	ASAA-00239	$240.00	1141	Posted to G/L AP	☐
02/27/2023	BREAKAWAY ADVENTURES LLC.-00392	$700.00	1141	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$3,292.80	1141	Posted to G/L AP	☐
02/27/2023	TIDES INN-02478	$1,000.00	1141	Posted to G/L AP	☐
02/27/2023	TIDES INN-02478	$1,000.00	1141	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$3,950.00	1141	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$3,950.00	1141	Posted to G/L AP	☐
02/27/2023	P-CARD PROGRAM-01850	$1,328.75	1141	Posted to G/L AP	☐

Total for Fund: 115 Total Amount: $505,774.41

Total Amount: $505,774.41

End of Report

Spend Dynamics®

BMO Harris Bank

A part of BMO Financial Group

INVOICE

February 20, 2023

Petersburg School Dist
201 Charles W St Box 289
Petersburg, AK 99833

ATTN:

Invoice Number: 0703724-2302
Invoice Amount: $ 128,512.69

This invoice amount represents the total balances of all Corporate Card accounts for the billing period ending February 20, 2023.

Your payment is due **March 19, 2023.**

Payment will be automatically withdrawn from your bank account if your organization has pre-arranged payment. If not, please remit payment by electronic means or by mailing a cheque for the Invoice amount to the appropriate address below. Payments must be sent with a detailed breakdown of how the payment needs to be applied, including the 16-digit card numbers or billing account and the total amount to be paid.

BMO Harris Accounts	Diners Club Accounts
Payment By Mail	Payment By Mail
BMO Harris P.O. Box 5732 Carol Stream, IL 60197-5732	Diners Club P.O. Box 5732 Carol Stream, IL 60197-5732
Payment By Overnight Delivery	Payment By Overnight Delivery
FIS BMO Harris Bank Attn: Lockbox# 5732 270 Remington Blvd, Suite B Bolingbrook, IL 60440	FIS BMO Harris Bank Attn: Lockbox# 5732 270 Remington Blvd, Suite B Bolingbrook, IL 60440

If you have any questions regarding this invoice or supporting documents, please contact Corporate Client Services:

BMO Harris Accounts	Diners Club Accounts
By Phone: 1-855-825-9234	By Phone: 1-800-2-DINERS (1-800-234-6377)
By e-mail: corporate.clientservices@bmo.com (mailto:corporate.clientservices@bmo.com)	By e-mail: dinersclub.service@bmo.com (mailto:dinersclub.service@bmo.com)

Thank you for your continued business.

✂ - - -

BMO Financial Group

Statement

Account Name:	BULLER, AARON S	**Card Number:**	xxxx-xxxx-xxxx-3497
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 45,000.00
Employee ID:	1025		
Statement Date (MM/DD/YYYY):	02/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 12,041.76
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 12,041.76

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
01/20	01/23 456729429	HAMMER & WIKAN #5828 PETERSBURG AK	$ 125.82 081928	$ 0.00 (e)	$ 125.82
01/20	01/23 456729430	AMZN MKTP US PT4NX0PK3 AMZN.COM/BILL WA	$ 158.99 093361	$ 0.00	$ 158.99
01/24	01/26 457203057	HIGH TIDE PARTS PETERSBURG AK	$ 257.98 026606	$ 0.00 (e)	$ 257.98
01/25	01/26 457203056	GRAINGER 877-2022594 IL	$ 880.61 097532	$ 0.00	$ 880.61
01/25	01/26 457202982	GRAINGER 877-2022594 IL	$ 342.53 091441	$ 0.00	$ 342.53
01/27	01/30 457622475	WALTER E NELSON CO OF 4258142665 WA	$ 2,297.67 031499	$ 95.73	$ 2,393.40
01/27	01/30 457622474	GRAINGER 877-2022594 IL	$ 190.20 092289	$ 0.00	$ 190.20
01/30	01/31 457977855	AMZN MKTP US AE4W357J3 AMZN.COM/BILL WA	$ 163.00 073726	$ 0.00	$ 163.00
01/31	01/31 457977856	AMZN MKTP US 219OY2JR3 AMZN.COM/BILL WA	$ 59.79 067122	$ 0.00	$ 59.79
01/31	02/01 458151809	TLINGIT HAIDA REGIONAL 9077803156 AK	$ 550.00 047095	$ 0.00 (e)	$ 550.00
01/31	02/01 458151808	GRAINGER 877-2022594 IL	$ 2,073.78 016279	$ 0.00	$ 2,073.78
02/01	02/02 458349670	HAMMER & WIKAN #5828 PETERSBURG AK	$ 35.96 054553	$ 0.00 (e)	$ 35.96
02/01	02/02 458349672	GRAINGER 877-2022594 IL	$ 235.66 032452	$ 0.00	$ 235.66

02/01	02/02 458349671	GRAINGER 877-2022594 IL	$ 143.40 025250	$ 0.00	$ 143.40
02/02	02/03 458552401	HAMMER & WIKAN #5828 PETERSBURG AK	$ 37.33 093413	$ 0.00 (e)	$ 37.33
02/02	02/03 458552476	HAMMER & WIKAN, INC. PETERSBURG AK	$ 71.98 066270	$ 0.00 (e)	$ 71.98
02/03	02/06 458678338	AMZN MKTP US TI4B073Z3 AMZN.COM/BILL WA	$ 41.98 035712	$ 0.00	$ 41.98
02/03	02/06 458678339	WALTER E NELSON CO OF 4258142665 WA	$ 435.75 071656	$ 18.15	$ 453.90
02/06	02/08 459128664	HIGH TIDE PARTS PETERSBURG AK	$ 198.75 086493	$ 0.00 (e)	$ 198.75
02/07	02/08 459128663	DMV WEB VEHICLE RENEWA 9072695551 AK	$ 10.00 003471	$ 0.00 (e)	$ 10.00
02/09	02/10 459623266	HAMMER & WIKAN #5828 PETERSBURG AK	$ 149.88 093614	$ 0.00 (e)	$ 149.88
02/09	02/10 459623267	AMZN MKTP US 5B6BB0E23 AMZN.COM/BILL WA	$ 149.95 019419	$ 0.00	$ 149.95
02/09	02/10 459623268	TLINGIT HAIDA REGIONAL 9077803156 AK	$ 550.00 073530	$ 0.00 (e)	$ 550.00
02/13	02/14 460120767	HAMMER & WIKAN #5828 PETERSBURG AK	$ 49.98 066139	$ 0.00 (e)	$ 49.98
02/16	02/17 460571885	GRAINGER 877-2022594 IL	$ 4.69 032195	$ 0.00	$ 4.69
02/16	02/17 460571886	GRAINGER 877-2022594 IL	$ 776.62 049927	$ 0.00	$ 776.62
02/17	02/20 460954036	GRAINGER 877-2022594 IL	$ 1,356.76 005170	$ 0.00	$ 1,356.76
02/17	02/20 460954035	AMAZON.COM HP4D461R0 AMZN.COM/BILL WA	$ 578.82 004434	$ 0.00	$ 578.82

TOTAL CREDITS **xxxx-xxxx-xxxx-3497** **$ 0.00**

TOTAL DEBITS **xxxx-xxxx-xxxx-3497** **$ 12,041.76**

BMO Financial Group

Statement

Account Name:	CABRAL, JAIME	**Card Number:**	xxxx-xxxx-xxxx-4710
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 25,000.00
Employee ID:	7999995418021878		
Statement Date (MM/DD/YYYY):	02/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 20,234.12
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 20,234.12

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
01/20	01/23 456729508	TIDES INN PETERSBURG AK	$ 600.00 059256	$ 0.00	$ 600.00
01/21	01/24 456874204	PAPA BEARS PIZZA PETERSBURG AK	$ 339.00 051367	$ 0.00 (e)	$ 339.00
01/22	01/23 456729507	SQ MUDDY WATER ADVENT GOSQ.COM AK	$ 7,900.00 003792	$ 0.00	$ 7,900.00
01/26	01/27 457401702	IN ALASKA SCHOOL ACTI 907-5633723 AK	$ 240.00 021153	$ 0.00	$ 240.00
01/26	01/27 457401701	HAMMER & WIKAN, INC. PETERSBURG AK	$ 289.55 012963	$ 0.00 (e)	$ 289.55
01/27	01/30 457622553	TIDES INN PETERSBURG AK	$ 560.00 077596	$ 0.00	$ 560.00
01/30	01/31 457977873	POWER MUSIC INCCHEER 3105027280 NV	$ 23.09 099159	$ 1.91 (e)	$ 25.00
02/02	02/03 458552478	HAMMER & WIKAN, INC. PETERSBURG AK	$ 285.71 090525	$ 0.00 (e)	$ 285.71
02/02	02/03 458552479	IN SIGN PRO OF KETCHI 907-2477776 AK	$ 142.50 076632	$ 0.00	$ 142.50
02/03	02/06 458678496	TIDES INN PETERSBURG AK	$ 840.00 071968	$ 0.00	$ 840.00
02/03	02/06 458678421	PAPA BEARS PIZZA PETERSBURG AK	$ 264.00 098854	$ 0.00 (e)	$ 264.00
02/04	02/07 458984002	PETERSBURG ELKS 1615 PETERSBURG AK	$ 262.36 079524	$ 0.00 (e)	$ 262.36
02/05	02/06 458678420	SQ BREAKAWAY ADVENTUR GOSQ.COM AK	$ 700.00 022015	$ 0.00	$ 700.00

02/09	02/10 459623270	ALLEN MARINE TOURS KET KETCHIKAN AK	$ 2,657.50 027529	$ 0.00	$ 2,657.50
02/09	02/13 459751693	KETCHIKAN AIRPORT KETCHIKAN AK	$ 204.00 011661	$ 0.00	$ 204.00
02/10	02/13 459751770	FH IFAFERRY-FAREHARBO CRAIG AK	$ 16.50 011089	$ 0.00	$ 16.50
02/10	02/13 459751769	FH IFAFERRY-FAREHARBO CRAIG AK	$ 502.86 085787	$ 25.14 (e)	$ 528.00
02/16	02/17 460571964	HAMMER & WIKAN, INC. PETERSBURG AK	$ 337.64 018832	$ 0.00 (e)	$ 337.64
02/16	02/20 460954115	PAPA BEARS PIZZA PETERSBURG AK	$ 373.00 045209	$ 0.00 (e)	$ 373.00
02/17	02/20 460954112	HAMMER & WIKAN, INC. PETERSBURG AK	$ 82.73 096900	$ 0.00 (e)	$ 82.73
02/18	02/20 460954113	SQ BLOMSTER HUS PETERSBURG AK	$ 277.20 005779	$ 16.63	$ 293.83
02/19	02/20 460954114	SQ MUDDY WATER ADVENT GOSQ.COM AK	$ 3,292.80 031839	$ 0.00	$ 3,292.80

TOTAL CREDITS **xxxx-xxxx-xxxx-4710** **$ 0.00**

TOTAL DEBITS **xxxx-xxxx-xxxx-4710** **$ 20,234.12**

BMO Financial Group

Statement

Account Name:	KLUDT-PAINTER, ERICA	**Card Number:**	xxxx-xxxx-xxxx-5361
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 5,000.00
Employee ID:	152		
Statement Date (MM/DD/YYYY):	02/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 135.73
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 135.73

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
01/20	01/23 456729427	HAMMER & WIKAN, INC. PETERSBURG AK	$ 29.35 095082	$ 0.00 (e)	$ 29.35
01/20	01/23 456729428	SQ GLACIER EXPRESS CA PETERSBURG AK	$ 30.60 003894	$ 1.58	$ 32.18
01/24	01/26 457202981	PAPA BEARS PIZZA PETERSBURG AK	$ 74.20 081135	$ 0.00 (e)	$ 74.20

TOTAL CREDITS	**xxxx-xxxx-xxxx-5361**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-5361**	**$ 135.73**

BMO Financial Group

Statement

Account Name:	KLUDT-PAINTER, JON	**Card Number:**	xxxx-xxxx-xxxx-8382
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 15,000.00
Employee ID:	7999995418021852		
Statement Date (MM/DD/YYYY):	02/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 2,130.20
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 2,130.20

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
01/24	01/24 456874202	AMZN MKTP US 6790R1RE3 AMZN.COM/BILL WA	$ 43.99 026238	$ 0.00	$ 43.99
01/27	01/30 457622473	FS TECHSMITH 877-3278914 CA	$ 45.80 068642	$ 3.55 (e)	$ 49.35
01/28	01/30 457622395	APPLE.COM/US 800-676-2775 CA	$ 149.75 055445	$ 0.00	$ 149.75
01/28	01/30 457622471	APPLE.COM/US 800-676-2775 CA	$ 119.85 082302	$ 0.00	$ 119.85
01/30	01/30 457622472	APPLE.COM/US 800-676-2775 CA	$ 99.00 058437	$ 0.00	$ 99.00
01/30	01/31 457977854	FORMLABS SOMERVILLE MA	$ 185.03 054496	$ 0.00 (e)	$ 185.03
02/03	02/03 458552400	AMZN MKTP US Q77XL1BT3 AMZN.COM/BILL WA	$ 21.48 089971	$ 2.20 (e)	$ 23.68
02/04	02/06 458678262	APPLE.COM/US 8006927753 CA	$ 95.00 075241	$ 0.00	$ 95.00
02/07	02/08 459128662	AMZN MKTP US H97T25RF0 AMZN.COM/BILL WA	$ 23.29 044754	$ 0.00	$ 23.29
02/08	02/09 459416352	HAMMER & WIKAN #5828 PETERSBURG AK	$ 28.99 028575	$ 0.00 (e)	$ 28.99
02/09	02/09 459416353	MSFT E0600M3N9I MSBILL.INFO WA	$ 62.36 059772	$ 3.74	$ 66.10
02/09	02/10 459623192	USPS.COM CLICKNSHIP 800-782-6724 DC	$ 27.15 034653	$ 0.00	$ 27.15
02/10	02/13 459751690	DJI DRONES 818-2350789 DE	$ 199.00 014371	$ 0.00 (e)	$ 199.00

02/11	02/13 459751614	AMZN MKTP US RM1NB9HE3 AMZN.COM/BILL WA	$ 57.00 083284	$ 0.00	$ 57.00
02/11	02/13 459751689	AMZN MKTP US 1D0SZ3DH3 AMZN.COM/BILL WA	$ 170.55 097782	$ 0.00	$ 170.55
02/12	02/13 459751613	APPLE.COM/US 8006927753 CA	$ 89.00 016650	$ 0.00	$ 89.00
02/14	02/14 460120766	TEAMVIEWER.COM GOEPPINGEN FL	$ 549.53 096489	$ 38.47 (e)	$ 588.00
02/16	02/16 460477249	AMZN MKTP US HE05X4MF1 AMZN.COM/BILL WA	$ 115.47 090898	$ 0.00	$ 115.47

TOTAL CREDITS **xxxx-xxxx-xxxx-8382** **$ 0.00**

TOTAL DEBITS **xxxx-xxxx-xxxx-8382** **$ 2,130.20**

BMO Financial Group

Statement

Account Name:	MORRISON, KAREN	**Card Number:**	xxxx-xxxx-xxxx-5856
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 200,000.00
Employee ID:	7999995418021894		
Statement Date (MM/DD/YYYY):	02/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 91,887.61
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 91,887.61

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
01/20	01/23 456729431	AMZN MKTP US YU0616753 AMZN.COM/BILL WA	$ 65.36 094045	$ 0.00	$ 65.36
01/23	01/24 456874203	AMZN MKTP US P42QT2553 AMZN.COM/BILL WA	$ 85.72 060168	$ 0.00	$ 85.72
01/24	01/25 457017856	AMZN MKTP US 1N8EF3ZB3 AMZN.COM/BILL WA	$ 8.74 049491	$ 0.00	$ 8.74
01/24	01/25 457017778	AMZN MKTP US NK80X5ED3 AMZN.COM/BILL WA	$ 47.97 088911	$ 0.00	$ 47.97
01/24	01/25 457017855	AMZN MKTP US 6Q4NA0SJ3 AMZN.COM/BILL WA	$ 58.85 017084	$ 0.00	$ 58.85
01/24	01/25 457017779	AMZN MKTP US U18RW81O3 AMZN.COM/BILL WA	$ 8.59 066789	$ 0.00	$ 8.59
01/25	01/26 457203059	AMZN MKTP US HX8AM1ES1 AMZN.COM/BILL WA	$ 43.89 096600	$ 0.00	$ 43.89
01/25	01/26 457203058	AMZN MKTP US O109Y65S3 AMZN.COM/BILL WA	$ 177.44 080163	$ 0.00	$ 177.44
01/26	01/26 457203060	AMZN MKTP US LC1JF12I3 AMZN.COM/BILL WA	$ 787.30 013514	$ 0.00	$ 787.30
01/27	01/27 457401623	AMZN MKTP US R863E33Z3 AMZN.COM/BILL WA	$ 15.00 066918	$ 0.00	$ 15.00
01/27	01/27 457401624	AMZN MKTP US FV3A263F3 AMZN.COM/BILL WA	$ 137.19 045506	$ 0.00	$ 137.19
01/28	01/30 457622550	AMZN MKTP US X00PG6G23 AMZN.COM/BILL WA	$ 220.94 053784	$ 0.00	$ 220.94
01/28	01/30 457622551	AMZN MKTP US G25YY8LK3 AMZN.COM/BILL WA	$ 29.89 086115	$ 0.00	$ 29.89

01/30	01/30 457622552	AMZN MKTP US 2L2956GY3 AMZN.COM/BILL WA	$ 168.17 057729	$ 0.00	$ 168.17
01/30	01/31 457977872	AMZN MKTP US 6N2QU28Y3 AMZN.COM/BILL WA	$ 89.93 095551	$ 0.00	$ 89.93
01/30	02/01 458151885	CAPTAIN COOK HOTEL 9072766000 AK	$ 19.40 008181	$ 0.00	$ 19.40
01/31	02/01 458151884	AMZN MKTP US DI6JQ4EA3 AMZN.COM/BILL WA	$ 315.71 038374	$ 0.00	$ 315.71
02/01	02/02 458349674	ALASKA TELEPHONE COMPA 3603851733 WA	$ 109.37 058867	$ 0.00	$ 109.37
02/01	02/02 458349750	ALASKA TELEPHONE COMPA 3603851733 WA	$ 57.45 090103	$ 0.00	$ 57.45
02/01	02/02 458349673	ALASKA TELEPHONE COMPA 3603851733 WA	$ 57.45 032077	$ 0.00	$ 57.45
02/01	02/02 458349752	AMAZON.COM RZ27F4H93 A AMZN.COM/BILL WA	$ 89.90 027619	$ 0.00	$ 89.90
02/01	02/02 458349751	AMAZON.COM U74ZK25A3 A AMZN.COM/BILL WA	$ 61.91 085619	$ 0.00	$ 61.91
02/01	02/02 458349749	ALASKA TELEPHONE COMPA 3603851733 WA	$ 109.37 002404	$ 0.00	$ 109.37
02/01	02/02 458349753	AMAZON.COM HK3BZ0703 AMZN.COM/BILL WA	$ 479.20 062762	$ 0.00	$ 479.20
02/03	02/06 458678417	AMZN MKTP US FC52F5C53 AMZN.COM/BILL WA	$ 391.63 028253	$ 0.00	$ 391.63
02/03	02/06 458678340	RTI ALASKAAIRHOTELS CO INTERNET DE	$ 158.94 024185	$ 0.00 (e)	$ 158.94
02/03	02/06 458678341	RTI ALASKAAIRHOTELS HI INTERNET DE	$ 249.37 068262	$ 0.00 (e)	$ 249.37
02/03	02/06 458678342	AMZN MKTP US X56GB52J3 AMZN.COM/BILL WA	$ 540.41 004268	$ 0.00	$ 540.41
02/04	02/06 458678418	AMZN MKTP US UR7LX9I93 AMZN.COM/BILL WA	$ 22.33 014573	$ 0.00	$ 22.33
02/04	02/06 458678419	THE LINCOLN ELECTRIC C 2163832436 OH	$ 2,593.08 089769	$ 0.00	$ 2,593.08
02/07	02/08 459128519	NYTIMES NYTIMES DISC 800-698-4637 NY	$ 4.00 041943	$ 0.00 (e)	$ 4.00
02/08	02/08 459128520	AMZN MKTP US FG1VL2TE3 AMZN.COM/BILL WA	$ 51.18 042714	$ 0.00	$ 51.18
02/08	02/09 459416428	AMZN MKTP US HE37E6OE0 AMZN.COM/BILL WA	$ 313.92 089177	$ 0.00	$ 313.92
02/08	02/09 459416429	MARRIOTT ANCHORAGE ANCHORAGE AK	$ 29.90 093884	$ 0.00	$ 29.90
02/09	02/09 459416431	AMZN MKTP US AMZN.COM/BILL WA	$ -76.05 000000	$ -7.79 (e)	$ -83.84
02/09	02/09 459416430	AMZN MKTP US TV57Z7HI3 AMZN.COM/BILL WA	$ 46.56 050194	$ 0.00	$ 46.56
02/09	02/09 459416432	AMZN MKTP US AMZN.COM/BILL WA	$ -105.33 000000	$ -10.80 (e)	$ -116.13
02/10	02/10 459623269	AMZN MKTP US NZ9VD3NA3 AMZN.COM/BILL WA	$ 213.73 062028	$ 0.00	$ 213.73

02/10	02/13 459751692	AMZN MKTP US AMZN.COM/BILL WA	$ -124.44 000000	$ -12.75 (e)	$ -137.19
02/12	02/13 459751691	AMAZON.COM DO63J0WT3 A AMZN.COM/BILL WA	$ 188.39 039835	$ 0.00	$ 188.39
02/13	02/14 460120846	AMZN MKTP US H998T1YA2 AMZN.COM/BILL WA	$ 295.88 048123	$ 0.00	$ 295.88
02/13	02/14 460120768	PSN PETERSBURG UTILITY 866-917-7368 AK	$ 38,546.84 006367	$ 0.00 (e)	$ 38,546.84
02/13	02/14 460120770	AMZN MKTP US HE0P86LO1 AMZN.COM/BILL WA	$ 432.68 028964	$ 0.00	$ 432.68
02/13	02/14 460120769	PETRO MARINE SERVICES 9077724251 AK	$ 42,212.02 075006	$ 0.00	$ 42,212.02
02/14	02/14 460120847	AMZN MKTP US HE6US8LX2 AMZN.COM/BILL WA	$ 439.36 033737	$ 0.00	$ 439.36
02/14	02/15 460286120	AMZN MKTP US HE2OC6RM0 AMZN.COM/BILL WA	$ 279.00 010064	$ 0.00	$ 279.00
02/14	02/15 460286121	AMZN MKTP US HE6SQ0W80 AMZN.COM/BILL WA	$ 855.64 017865	$ 0.00	$ 855.64
02/15	02/15 460286122	AMAZON.COM HE2EY7TT2 AMZN.COM/BILL WA	$ 55.40 076530	$ 0.00	$ 55.40
02/15	02/16 460477324	AMZN MKTP US HE6YZ8022 AMZN.COM/BILL WA	$ 159.92 936647	$ 0.00	$ 159.92
02/15	02/16 460477323	USPS.COM CLICKNSHIP 800-782-6724 DC	$ 64.85 026575	$ 0.00	$ 64.85
02/16	02/17 460571962	AMAZON.COM HE5AM8552 AMZN.COM/BILL WA	$ 87.46 065416	$ 0.00	$ 87.46
02/16	02/17 460571963	AMZN MKTP US HP9VE0TZ0 AMZN.COM/BILL WA	$ 240.27 075383	$ 0.00	$ 240.27
02/16	02/17 460571887	RTI ALASKAAIRHOTELS HA INTERNET DE	$ 166.81 039639	$ 0.00 (e)	$ 166.81
02/20	02/20 460954111	AMZN MKTP US HP51324G1 AMZN.COM/BILL WA	$ 340.46 078248	$ 0.00	$ 340.46

TOTAL CREDITS **xxxx-xxxx-xxxx-5856** **$ -337.16**

TOTAL DEBITS **xxxx-xxxx-xxxx-5856** **$ 92,224.77**

BMO Financial Group

Statement

Account Name:	SANDHOFER, MARSHA	**Card Number:**	xxxx-xxxx-xxxx-9657
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 15,000.00
Employee ID:	7999995746002434		
Statement Date (MM/DD/YYYY):	02/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 1,201.73
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 1,201.73

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
01/23	01/24 456874280	SP CANION CREATIONS LAFAYETTE CO	$ 62.68 005036	$ 2.32 (e)	$ 65.00
01/24	01/25 457017857	IN PROSWAY GLOVES 713-5845786 TX	$ 755.00 009134	$ 0.00	$ 755.00
02/01	02/02 458349828	IN BLOMSTER HUS 907-7722566 AK	$ 85.00 082977	$ 0.00	$ 85.00
02/06	02/07 458984003	KENDALL AUTO - BUDGET ANCHORAGE AK	$ 296.73 010811	$ 0.00 (e)	$ 296.73

TOTAL CREDITS	**xxxx-xxxx-xxxx-9657**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-9657**	**$ 1,201.73**

BMO Financial Group

Statement

Account Name:	WARD, IOANA	**Card Number:**	xxxx-xxxx-xxxx-2408
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 1,500.00
Employee ID:	644		
Statement Date (MM/DD/YYYY):	02/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 129.98
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 129.98

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
01/26	01/27 457401700	HAMMER & WIKAN, INC. PETERSBURG AK	$ 94.98 039516	$ 0.00 (e)	$ 94.98
01/31	02/01 458151886	HAMMER & WIKAN, INC. PETERSBURG AK	$ 6.69 038723	$ 0.00 (e)	$ 6.69
02/02	02/03 458552477	HAMMER & WIKAN, INC. PETERSBURG AK	$ 28.31 040745	$ 0.00 (e)	$ 28.31

TOTAL CREDITS	**xxxx-xxxx-xxxx-2408**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-2408**	**$ 129.98**

BMO Financial Group

Statement

Account Name:	JOHNSON MCINTOSH, CARLEE	**Card Number:**	xxxx-xxxx-xxxx-6889
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 1,000.00
Employee ID:	7999995418021886		
Statement Date (MM/DD/YYYY):	02/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 128.40
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 128.40

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/03	02/06 458678497	HAMMER & WIKAN, INC. PETERSBURG AK	$ 128.40 088256	$ 0.00 (e)	$ 128.40

TOTAL CREDITS	**xxxx-xxxx-xxxx-6889**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-6889**	**$ 128.40**

BMO Financial Group

Statement

Account Name:	WORHATCH, CENA	**Card Number:**	xxxx-xxxx-xxxx-0225
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 1,500.00
Employee ID:	CW		
Statement Date (MM/DD/YYYY):	02/20/2023	**Currency:**	U.S. DOLLAR

Statement Summary:

Report any items which do not agree with your records within 30 days of the statement date.

Payments:	$ 0.00
Adjustments:	$ 0.00
Net Purchases:	$ 448.24
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 448.24

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/01	02/02 458349594	STARFALL EDUCATION BOULDER CO	$ 337.50 033194	$ 17.50 (e)	$ 355.00
02/15	02/17 460571884	OTC BRANDS INC OMAHA NE	$ 93.24 073158	$ 0.00	$ 93.24

TOTAL CREDITS	**xxxx-xxxx-xxxx-0225**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-0225**	**$ 448.24**

Petersburg School District

Trial Balance

As of February 28, 2023

	DEBIT	CREDIT
1-0110 First Bank Checking	180,303.60	
1-0140 First Bank Gaming	1,779.51	
1-0160 ASB CD	0.00	
2-0020 Activity School Fee-5.00		0.00
2-0035 Activity Director		2,375.42
2-0040 Activity Pass Sales-Students		753.02
2-0045 Activities-Viking Store		356.73
2-0050 Shop Sales		31,104.87
2-0080 Art		359.00
2-0085 Artfest		4,839.35
2-0090 Assoc Student Body Government		6,913.98
2-0097 Baseball		1,962.12
2-0098 Baseball Field		251.00
2-0195 Class of 2014		0.00
2-0200 Class of 2015		97.99
2-0205 Class of 2016		0.00
2-0217 Class of 2017		0.00
2-0218 Class of 2018		0.00
2-0219 Class of 2019		0.00
2-0220 Class of 2020		0.00
2-0221 Class of 2021		1,583.18
2-0222 Class of 2022		952.90
2-0223 Class of 2023		1,014.41
2-0224 Class of 2024		2,818.90
2-0225 Class of 2025		2,383.43
2-0250 Close-Up		3,488.88
2-0260 Concessions		3,216.45
2-0280 Cross Country	51.11	
2-0290 School wide play		936.88
2-0293 DDF		375.80
2-0294 Dig Pink		432.80
2-0295 Ed Camp		0.00
2-0297 Elementary Earth Club		58.00
2-0315 Elementary PIA		395.00
2-0320 Elementary School Store		1,744.42
2-0325 Elementary Stikine River		11,956.73
2-0330 Elementary Memory Book		2,862.36
2-0337 Track Improvement Project		1,958.28
2-0344 School Garden		5,626.67
2-0350 Gym Sign Advertisements		1,133.80
2-0370 Honor Society		753.17
2-0380 Honors English		100.90
2-0400 Integrated		36.68
2-0402 Interact Club (Rotary)		0.00

	DEBIT	CREDIT
2-0405 Jazz Band-High School		3,646.11
2-0410 Jewelry		643.05
2-0417 LeConte Survey		842.62
2-0420 ES Student Council		272.31
2-0430 Little Norway Tournament		0.25
2-0440 Mark Fosse Award		193.60
2-0450 Marquee		197.49
2-0460 Mathematics		603.40
2-0490 MS Baking Club		805.97
2-0500 MS Band		107.55
2-0510 MS Cheerleaders		389.59
2-0520 MS Robotics		3,694.26
2-0527 MS Student Council		1,375.65
2-0530 MS Tournament/Activities		722.08
2-0540 MS Yearbook and Pro		6,993.90
2-0550 Music-High School		11,807.58
2-0560 Natural Helpers		1,227.91
2-0580 Culinary Arts		451.41
2-0595 PHS Library		1,855.27
2-0597 Scholarships		0.00
2-0600 Principal - High School		848.72
2-0601 Principal - Middle School		125.07
2-0605 PIA Undisbursed Funds		4,199.83
2-0610 PTSA Scholarship		200.00
2-0612 EF Puerto Rico		50.13
2-0615 Raffle		1,140.53
2-0625 Region V Tournaments		1,904.60
2-0630 Rory Smith Scholarship		25.00
2-0634 MS Run Club		50.00
2-0640 Pixellot Advertisements		2,670.59
2-0647 Softball		440.52
2-0648 SPED Memorial Account		9,692.50
2-0649 PSD Shred Safe		2,465.74
2-0650 Stereo Repair/Replacement		906.59
2-0655 Student Testing Fees		449.00
2-0670 Swim/Dive Team		324.35
2-0690 Track		1,792.01
2-0699 Tsunami Bowl		1,951.27
2-0700 Unallocated Interest		319.00
2-0710 Varsity Cheer/Stunt		5,463.48
2-0730 Viking Basketball		12,901.85
2-0738 Viking Productions		38.13
2-0740 Volleyball		1,439.61
2-0745 Student Support Fund		2,379.23
2-0750 Work Experience		1,022.00
2-0760 Wrestling	5,141.71	
2-0780 Yearbook		5,803.06
Opening Balance Equity		0.00
TOTAL	**$187,275.93**	**$187,275.93**

Regular Meeting

Tuesday, February 14, 2023 6:00 PM
MS/HS Library, 109 Charles W St, Petersburg, AK 99833

Carey Case:	Present
Sarah Holmgrain:	Absent
Katie Holmlund:	Present
Jay Lister:	Present
Niccole Olsen:	Present

Member Holmgrain on her way, Member Case online

Sarah Holmgrain:	Present

Member Holmgrain arrives during the student presentation, full board present

1. **CALL TO ORDER**
   Discussion: Vice President Holmlund called the meeting to order at 6:02 pm
2. **DETERMINE QUORUM**
3. **PLEDGE OF ALLEGIANCE**
   Discussion: VP Holmlund lead the group in the pledge of allegiance.
4. **APPROVAL OF AGENDA**
   Action(s):
   Approve agenda as written. This motion, made by Katie Holmlund and seconded by Niccole Olsen, Passed.
   Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Absent
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

   Voting Summary: Yea: 4, Nay: 0, Absent: 1
   Discussion: A consent agenda is a practice by which regular and non-controversial board action items are organized apart from the rest of the agenda and approved as a group. This includes all of the business items that require formal board approval and yet because they are not controversial, there is no need for board discussion before taking a vote. Items may be on the consent agenda only if all board members agree. Any board member, for any reason, may remove a consent agenda item and place it on the regular agenda for the board meeting.
5. **STUDENT PRESENTATION - Ryder Sturgeon**
   Discussion: Ryder presented his ididamovie with the help of his teacher Heidi Cabral. She explained the entire process that Ryder took to

create his end product which was a short video that has been submitted to ASTE (Alaska Society for Technology in Education) for the statewide competition.

6. **STUDENT REPRESENTATIVE REPORT**

Discussion: Ms. Charlotte Martin presented on Student activities. She commented that ASB's opinion of the calendar would be that they like the Semester ending before Christmas but thought that a week-long February break would interrupt the swing of school too much.

7. **CORRESPONDENCE**

Discussion: A huge thank you to our School Board Members! February is School Board appreciation month and we want to take a moment and say Thank You for your dedicated volunteer service to our District and our community.

8. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**

Discussion: No one present

9. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**

Discussion: No one present

10. **COMMENTS FROM BOARD MEMBERS**

Discussion: In recognition of Gregg Kowalski's 20 years of dedicated service to Petersburg students, plus his previous years in the Anchorage School District. He will be retiring as of June 2023.

In recognition of Shannon Vandervest for her years of service. She will be resigning at the end of this school year to take on different life adventures, but will still be available to sub.

In recognition of Samantha Marifern for her years of service. She will be resigning at the end of this school year to take time for family and travel, but will still be available to sub.

11. **CONSENT AGENDA**

Action(s):

Approve Consent Agenda. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

11.1. January, 2023, Monthly accounting report, bills, payroll, and electronic fund transfers, ASB trial balance and P-Card statements in the amount of $943,237.68

11.2. January 17, 2023, regular board meeting minutes

11.3. Personnel Action Report - February 2023

12. **ADMINISTRATIVE REPORTS**

12.1. Superintendent's report — **Presenter:** Superintendent Kludt-Painter
Discussion: See Attached

12.2. Elementary Principal's Report — **Presenter:** Principal Heather Conn
Discussion: See Attached

12.3. MS/HS Principal's Report — **Presenter:** Principal Ambler Moss
Discussion: See Attached

12.4. Director of Activities Report
Discussion: Basketball and Cheer will have their last home games this weekend
NYO will have a presentation Friday March 27th at 6 pm in the HS gym
The High School play will be in April
PING's trip has been pushed to March
There is a new State AD association that has formed to support new AD's

13. **SCHOOL BOARD COMMITTEE REPORTS**
Discussion: Facilities met about the Roof project and the submission for being on the State reimbursement list is Sept 1st. The committee believes it will be on the list by then.

14. **SPECIAL RECOGNITION**
Discussion: Description:
In honor of Elizabeth Peratrovich.
Elizabeth Peratrovich was born on July 4, 1911 in Petersburg, Alaska. She was an Alaska Native of the Lukaax_.ádi clan of the Tlingit nation.
While she was still very young, she was adopted by Andrew and Mary Wanamaker, a Tlingit couple, and named Elizabeth Wanamaker.
In 1931, she married Roy Peratrovich (1908-1989), and together they spent their lives fighting for civil rights and against widespread discrimination against Alaska Natives.
In her testimony before the territorial Senate voted on the Anti-Discrimination Act, she famously responded to derogatory comments made by a senator: "I would not have expected that I, who am barely out of savagery, would have to remind gentlemen with 5,000 years of recorded civilization behind them, of our Bill of Rights."
Peratrovich's effort and testimony are considered to have been decisive in ensuring that the law passed, nearly 20 years before the US Congress established the Civil Rights Act of 1964.
On February 6, 1988, the Alaska Legislature established February 16 as Elizabeth Peratrovich Day. February 16 was chosen as it was the day the Anti-Discrimination Act was signed in 1945.

15. **OLD BUSINESS**

16. **NEW BUSINESS**

16.1. Action: Bill Neumann grant acceptance and expenditure

Action(s):
Accept the William K Neumann grant and approve the expenditures as presented. This motion, made by Sarah Holmgrain and seconded by Jay Lister, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: Bill Neumann donated $75,000 to the school district upon his passing. The funds were designated to the PHS Shop program. The Votech department has proposed to spend the funds on shop equipment, including welders purchased through a local source.

16.2. Action: Policy Update 6146.1 Graduation Requirements

Action(s):
Approve BP 6146.1 - Graduation Requirements, in its first reading as presented. This motion, made by Sarah Holmgrain and seconded by Niccole Olsen, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: This policy updates the Science graduation requirements to align with the Next Generation Science Standards. This change will increase the required credits for Science from 2 credits to 3. This will not increase the overall credit requirements, but will require one of the three credits to be a Science elective after completing Biology and Intro to Chemistry.
This policy update will also create a required elective for 9th grade students, a 1/2 credit course called Freshman Success. This course would not be required for non-freshman transfer

students.

16.3. Action: BP & AR 5121 Grades / Evaluation of Student Achievement

Action(s):
Approve BP & AR 5121 Grades/Evaluation of Student Achievement in first reading as presented. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: This change would adjust the policy to move the elementary school to all standards-based grading. The fourth grade would move to standards-based grading in the upcoming 2023-24 school year, and then the fifth grade would move to standards-based grading in the 2024-25 school year.

16.4. Action: 2023-24 School Year Calendar

Action(s):
Approve the 2023-2024 School Calendar as presented. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: This calendar is very similar to the current 22-23 calendar. There is a mid-week release for Christmas and semester 1 ends before Christmas. This calendar would have students out of school by the end of May.

16.5. Discussion: Continuation of attendance discussion

Discussion: A brief discussion on the importance of attendance according to research. Superintendent spoke about the administration and staff looking at engagement, looking at instruction, answering why kids would want to attend school beyond being required to. Investigate reasons why they wouldn't want to

attend. There will be no hammer on attendance at this time.

16.6. Discussion: Stedman Elementary School Targeted Assistance designation

Discussion: In early February, Rae C. Stedman Elementary received a Targeted Support designation under Alaska's accountability system, *System for School Success,* for the next three years based on subgroup academic performance. This process is extensive and may require assistance from an outside agency to manage the documentation that is required by May 2023.

Report cards for all schools can be found at https://education.alaska.gov/compass/report-card but the 1-page summary for the Petersburg School District is attached.

17. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**

Discussion: Member Olsen addressed a letter the board received from a community member regarding the Alternative School/Program. Member Olsen asked why the program went away. Special Education Director Fry, who was the teacher of the PILP program answered her question.

18. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**

Discussion: Book Fair and Literacy Night March 1st

Work Session on the Budget March 7th at 6 pm {this item eventually turned into the regular meeting date}

19. **FUTURE AGENDA ITEMS**

20. **OTHER NEW BUSINESS**

21. **ADJOURNMENT**

Action(s):

Adjourn. This motion, made by Sarah Holmgrain and seconded by Jay Lister, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: The meeting was adjourned at 7:35pm

_____

Board Secretary

Executive Session

Tuesday, January 17, 2023 5:30 PM
MS/HS Library, 109 Charles W St, Petersburg, AK 99833

Carey Case:	Present
Sarah Holmgrain:	Present
Katie Holmlund:	Present
Jay Lister:	Present
Niccole Olsen:	Absent

Member Olsen was excused

1. **Superintendent Evaluation**

Action(s):
Move to go into executive session to discuss Superintendent Evaluation. This motion, made by Katie Holmlund and seconded by Carey Case, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Absent

Voting Summary: Yea: 4, Nay: 0, Absent: 1
Adjourn executive session. This motion, made by Sarah Holmgrain and seconded by Katie Holmlund, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Niccole Olsen:	Absent

Voting Summary: Yea: 4, Nay: 0, Absent: 1
Discussion: Board went into executive session 5:35 pm and adjourned out of executive session at 5:53 pm, no action took place

_____
Board President

_____
Board Secretary

Personnel Action Report for 2022-2023

2-14-2022

EMPLOYMENT OF CERTIFIED PERSONNEL

Lisa Schramek
1 yr Temp PHS Art Teacher 23-24 SY

RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

Gregg Kowalski
Retirement 20+ years of teaching

Samantha Marifern
Resigning June 30, 2023

Shannon Vandervest
Resigning June 30, 2023

EMPLOYMENT OF CLASSIFIED PERSONNEL

None

RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL

None

EXTRA DUTY CONTRACTS

Becky Turland
PHS Asst Cheer Coach

Ethan Bryner
PHS Baseball Asst Coach

Jim Engell
PHS Baseball Head Coach

Jaime Cabral
MS Volleyball

2022-2023 School Year

Teachers	43.00
Classified	37.00
Principals	2.00
District Administration/Exempt (Superintendant, Finance, Maintenance, Food Service, Board Admin, Special education director,)	6.00
Total Employees	**89.00**

Superintendent School Board Report
Feb. 14, 2023

The legislative session is underway, with several important bills to watch. I provided testimony this week in support of SB52, which proposes increasing the BSA by $1,000. There is also legislation related to inflation proofing the BSA and addressing the retirement issue.

The feedback link on the school district website for staff, students, parents, and community members to provide feedback on teacher and administrator performance is available December to April. As always, we encourage people to meet with teachers and administrators in person to discuss concerns **before** submitting online feedback.

Student attendance continues to be a significant issue with regard to academic performance, engagement in school, and peer/social interactions. This was a primary focus at the recent RTI/MTSS Conference in Anchorage. We were able to send a team of 13 teachers and administrators to this important conference.

READS Act regulations are available for public comment as of Feb. 3, 2023 through April. Ms. Conn and I scheduled three different READS Act sessions to discuss proposed regulations with parents and community members.

PSD continues its work with the RTI/MTSS (Response to Intervention/Multi-Tiered System of Support) "Refresh" program and the ELA (English Language Arts) Curriculum Adoption grant for K-5. Both of these opportunities provide funding for training and materials, as well as coaching. We are also piloting the newly adopted literacy screening tool called Amplify (Dibels) adopted by DEED for the 2023-2024 school year.

The district will be starting a three-year school improvement process for Stedman Elementary through DEED after receiving a Targeted Assistance designation for low academic performance in the Alaska Native/American Indian subgroup. This process will dovetail well with the current RTI/MTSS and ELA initiatives taking place to provide targeted interventions for all students.

A districtwide lockdown/evacuation drill was completed in January.

District strategic planning has been moved to March 21-23.

I will be attending the Legislative Fly-In with Karen Morrison Feb. 25-28 in Juneau. The Superintendent's Association, in cooperation with Business Officials, are combining efforts to provide accurate information to the legislature regarding BSA (base student allocation) needs in districts around the state.

We have a meeting scheduled with Borough Manager, Steve Giesbrecht and Finance Director, Jody Tow on Feb. 15 to discuss budget needs and local funding requests. There will be a work session with the school board on Feb. 22 to discuss the 23-24 school budget and instructional needs.

Elementary Report
Tuesday, February 14th @6:00pm

1. Shout Outs!
2. What has happened?
    - 1st Reads Act Discussion
    - 2nd Reads Act Discussion
    - 3rd Reads Act Discussion
    - Classroom Spelling Bee's Week of Jan. 23rd
    - MTSS/RTI Conference Jan 27-30
    - Launch of Read-A-Thon Month of February
    - Literacy Night Dr. Seuss Kick-off February 1st, 6:00-7:00pm
    - Bring your Parents to PE Day February 8th
3. Current Enrollment: 222
    - Pre-K 12
    - K 37
    - 1st 28
    - 2nd 42
    - 3rd 35
    - 4th 29
    - 5th 39
4. SPED Numbers
    - IEP's: 46
    - Referrals: 6
5. Project 23-24 Enrollment
    - Pre-K=6,K =36, 1=38, 2=28, 3=42, 4=35, 5=30 Total=215
6. Attendance
    - Tardies and Attendance continue to be an issue
    - January Total School: 466 absences / 19 school days = Average 26 absences a day
      January By Grade: PreK=9, K=77, 1=65 , 2=105 , 3=72 , 4=58 , and 5=80
    - December Total School: 492.5 absences / 12 school days = Average 41 absences a day
      December By Grade: PreK=61, K=83.5, 1=61.5 , 2=85 , 3=52.5 , 4=59.5 , and 5=89.5
    - November Total School: 509 absences / 19 school days = Average 26.8 absences a day
      November By Grade: PreK=15, K=107 , 1=97 , 2=104 , 3=94 , 4=81 , and 5=118
    - October Total School: 408 absences / 20 school days = Average 20.4 absences a day
      October By Grade: PreK=4, K=17, 1=19, 2=23, 3=20, 4=21, and 5=17
    - SeptemberTotal School: 265.5 absences / 22 school days = Average 12 absences a day
      September absence By Grade: PreK=4, K=35.5, 1=49, 2=44.5, 3=36.5, 4=30.5, and 5=65.5
7. After School Programs Offered
    - Going Well
    - 4 Square canceled until icy conditions let up.
    - After-School Recess is canceled until March.
8. Focus

- Attendance (trip slips, attendance in handbook, homework)
    i. Seek Policy on length of absence and unenrolled length of time
    ii. OR
    iii. Seek Policy on district attendance for something? Letter, phone call?
- Standard-Based Grading (revising report cards, grade 4 standards)
- AK Reads Act (RTI model)
- ELA Curriculum
- Report Card (leadership team, webinars)

9. What is to come?
    - Literacy Night Dr. Seuss Celebration March 1st 5:30-7:00pm
    - Book Fair (3/1) 5:00-7:00, (3/2) 4:00-8:00, and (3/3) 1:00-6:00
    - District Spelling Bee Feb. 24th 9:00
    - Conferences March 2nd & 3rd
    - Spring Break Mar. 10th-19th
    - Public Library “Stream of Dreams” Grant Program May 22, 23rd, 24th

~~~~~END~~~~
~~~~~

From: Ambler Moss
Date: 2/14//2023
Re: February Board Report

> **COGNIA accreditation–** *As reported last month, we have finished up the COGNIA process. We will be "visited" (virtually) at the end of this month. Below is a condensed version of the executive summary that we presented to them. If board members know this much, you will know what you need to know in terms of this visit:*

Petersburg High School

History
Petersburg High School opened in the 1920s as the sole high school in the Petersburg School District in Petersburg, Alaska. Petersburg is the only community on Mitkof Island, and the school currently serves 122 students.

Throughout the past two decades, high school enrollment has steadily declined at a low rate. Over the decline, funding and staff have been gradually reduced, while a distinct effort has been made to maintain a diversity of programs including AP courses, CTE courses, and student activities.

Demographics
The school staff includes 7 classified employees, 15 certificated teachers, a counselor, a part time school nurse, a principal and a dean of students/school activities director. Demographically, the student population is 122: 79 Caucasians (65%), 6 African-American (5%), 4 Hispanic (3%), 10 Asian (8%), 3 American Indian (2.5%), 19 Alaska Native (15.5%), 1 Native Hawaiian or Pacific Islander (.01%). Based on State of Alaska definitions 51.26% qualify as Economically Disadvantaged. The special education population is 14%: Specific Learning Disability 41%, Other Health Impairment 18%, Autism (intensive status) 24%, Emotional Disturbance 11% and Cognitive Impairment (Intensive Status) 6%.

Governing Authority
The Petersburg School District is governed by a five-member board with the support of the superintendent. Every board member is elected through the borough election process and board member elections are staggered so that one board member is up for reelection every 3 years. They do not interfere with district or school operations and have made it part of their policy that their management is strictly through the superintendent.

Petersburg High School is led by the administrative staff, which includes the principal, an athletic director, and a counselor. The principal is responsible for staff evaluations, student supervision, and the monitoring of the professional development program. The athletic director manages the coaching staff and events pertaining to the athletic program. The counselor is primarily focused on student support and post high school planning.

Philosophy of Education
Petersburg High School benefits from the small size of our school and high staff retention and engagement. Students are known individually and education decisions are made to support small groups of students. Class sizes are small, yet the school has focused on maintaining a large variety of options for the wide range of student abilities and interests. All teachers have multiple preps to provide required courses, optional courses in the core areas, and elective courses. Diversity of opportunity and supporting the wide range of student interests and abilities is a key focus of the school and creates students who are well prepared for post high school career, training, or college.

Curriculum
The school uses the Alaska State Standards, as adopted by the Alaska Board of Education. The core curriculum has been adopted by the Petersburg School Board and includes the implementation of the standards for all curricular areas.

Classroom Instruction
All classes at PHS are site-based. With seven periods the school is on a modified block where all classes meet Mondays for fifty minutes each, and then Tuesday through Friday five classes meet, two of which are on a longer, hour and twenty minute block. Each classroom teacher is provided with a Smart board and each student has a laptop computer assigned to them.

One of the priorities for the community involved a commitment to small class sizes. In addition, Tier 2 support according to the **Multi-Tiered System of Supports (MTSS)** model is embedded for most students and both Tier 2 and 3 support are available after regular school hours.

Personnel Management
All staff members are evaluated using a Danielson-based model that has been approved by the board and the respective staff associations.Administrative evaluations are conducted by the principal, and the principal's evaluation is conducted by the superintendent.The teacher evaluation process is goal-based and includes one or two

formal classroom observations and at least one informal classroom observation. The evaluation system tabulates the points assigned as a result of the observations as an indicator of employee performance.

Learner Performance

Ninth grade students are required to participate in the Alaska System for Academic Readiness (AK STAR) test and Measures of Academic Progress (MAP) test which assess math and reading. The AK STAR test is new, so there is no longitudinal data. MAP testing data shows positive trends for growth in both Math and Reading growth over the past 4 years, consistently above the National norms. The Spring AK STAR data displayed 41% of the students at Petersburg High School are achieving Proficient or Advanced ratings in mathematics, which is considerably higher than the state average of 23%, and 45% are achieving Proficient or Advanced ratings in reading, which is considerably higher than the state average of 30%.

Reflecting the school's post secondary focus, students shift to college preparatory tests and AP exams. Pre-ACT tests are given to all sophomores and ACT tests are given to all juniors.

Five AP classes are offered and 38% of seniors and 34% of juniors have taken at least one AP course. The pass rate for AP exams for all courses in 2022 was 76%.

Petersburg High School Continuous Improvement Plan

The school has chosen to focus on the following areas:

1. Improve attendance
2. Focus on student engagement
3. Effectively utilize technology to increase instructional efficiency and student engagement.
4. Improve learning outcomes for high risk students.

BP 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS

Note: *Transfer students who have earned 13 unit credits in another district may, at the district's discretion, be excused from the district's subject area units-of-credit requirements. 4 AAC 06.075.*

Note: *~~The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs.~~ Effective July 1, 2014, the requirement that no secondary student be issued a diploma unless he or she has passed the High School Graduation Qualifying Exam was repealed. ~~That requirement was replaced with the requirement that a secondary student take a college and career readiness assessment or receive a waiver in order to receive a diploma.~~ At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the HSGQE and instead received a certificate of achievement. AS 14.03.075. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student's last known address.*

The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation ~~requirements,~~requirements. ~~as well as taking a college and career readiness assessment or receiving a waiver from the School Board.~~

Subject	**Units of Credit**	
Language Arts	4	(1 credit each year for 4 years.)
Social Studies	3*	(1 credit each for US History and World History, ½ credit for Alaska History and ½ credit for American Government)
Mathematics	3	(in grades 9, 10, 11 recommended)
Science	~~2~~3*	~~(1 credit each year 9, 10 including Physical Science and Biology recommended)~~(1 credit each year 9, 10 Biology and Intro to Chemistry recommended: with one additional science elective)
Health	½	
Physical Education	1	(1/2 credit allowed for participation in district approved ~~extra curricular~~extracurricular sport or approved dance program beginning in grade 10. Participation in two such activities will be required to earn ½ credit.)
Electives	~~10 ½~~9 1/2	~~-~~Freshman Success is a required 9th grade elective; not required for non freshman transfer students
TOTAL CREDITS	24	

Note: *The three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student's second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.*

Note: the graduation requirement for 3 science credits will begin with the Class of 2027, all other graduating classes will be grandfathered into the 2 science credit requirement.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

(cf. 6146.3 - Competency Testing)

(cf. 6184 - Virtual/Online Courses)

Legal References:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

~~4 AAC 06.721 College and career readiness assessment waivers~~

4 AAC 06.755-790 State wide assessment program for students with disabilities

PSD approved 12-12-06

PSD approved 06-17-08

AASB revised 3/2015

PSD approved 10-13-15

ADOPTED: June 21, 2005

REVISED: December 12, 2006; June 17, 2008; October 13, 2015

BP 5121 GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The School Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level, not in relation to the work of other students in one particular class.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through classroom participation, homework and tests. The student's behavior and effort may be reported in separate evaluations, not in his/her academic grade.

(cf. 5113 - Absences and Excuses)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5124 - Communication with Parents/Guardians)

(cf. 5125.3 - Challenging Student Records)

(cf. 6154 - Homework/Make-up Work)

~~In order to promote self esteem and experiences of success~~, By the 2024- 2025 school year, students in kindergarten through ~~third~~ fifth grade shall receive narrative performance or skill-based evaluations rather than letter grades.

The Superintendent or designee shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system.

Absences

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance. Teachers shall inform students about the class grading system at the beginning of the semester.

Revised 9/98

Revised: September 16, 2011

ADOPTED: June 21, 2005

AR 5121 GRADES/EVALUATION OF STUDENT ACHIEVEMENT

Grades for Achievement

~~Beginning with the Class of 2019, t~~ The High School grade point average (GPA) will include plus and minus grading on a student's transcript.

Grades for achievement in ~~4th~~ 6th- 12th grade and determination of Grade Point Average (GPA) are as follows:

	Grade Points
A Outstanding Achievement	4.0
A-	3.7
B+	3.4
B Above Average Achievement	3.0
B-	2.7
C+	2.4
C Average Achievement	2.0
C-	1.7
D+	1.4
D Below Average Achievement	1.0
D-	0.7
F Little or No Achievement	0
I Incomplete	0
NG No Grade	0

For students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) classes, grade point average for these classes will be determined by the following:

	Grade Points
A Outstanding Achievement	5.0
A-	4.7
B+	4.4
B Above Average Achievement	4.0
B-	3.7
C+	3.4
C Average Achievement	3.0
C-	2.7

In order for students to receive the above grade points, they must be enrolled in an AP or IB course, and complete the course in good standing. The student's GPA that will be placed on their transcript will be based on a 5.00 scale for all AP and IB classes taken. Student transcripts will include both a weighted and non-weighted GPA.

In kindergarten through ~~third~~ fifth grade, teachers shall use standards-based report cards to indicate the student's level of achievement and may also furnish examples of student work.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

An incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within two weeks after the end of the term, an incomplete will be assigned the grade that indicates the student's earned progress during that time.

Plus and minus signs will be used to indicate performance above or below the assigned letter grade.

Criteria for determining grades for achievement may include but are not limited to:

1. Preparation of assignments, including accuracy, legibility, and promptness.
2. Contribution to classroom discussions.
3. Demonstrated understanding of concepts in tests.
4. Application of skills and principles to new situations.
5. Organization and presentation of written and oral reports.
6. Originality and reasoning ability when working through problems.

Grades for Citizenship and Effort

Grades for citizenship and effort may be reported each marking period as follows:

O Outstanding
S Satisfactory
N Needs Improvement

Criteria for determining grades for citizenship may include but are not limited to:

1. Student obeys rules.
2. Student respects public and personal property.
3. Student maintains courteous, cooperative relations with teachers and fellow students.
4. Student works without disturbing others.

Criteria for determining grades for effort may include but are not limited to:

1. Student takes responsibility for having necessary tools and materials.
2. Student shows interest and initiative.
3. Student goes to work immediately, and completes assignments.
4. Student uses free time resourcefully.

Honor Roll

The high school shall post an Honor Roll. All courses except Pass/Fail shall be counted in computing eligibility for the Honor Roll. To qualify for the Honor Roll, a student must receive no current grade below a C and have a grade point average of 3.3 or better.

Pass/Fail Grading

Students shall be graded Pass/Fail for study skills classes or classes in which they serve as student aides, unless predetermined goals and objectives related to specific subject knowledge are on file and have been approved by the principal or designee.

No Grade (NG)

Students may be given a No Grade for a class that cannot be completed due to extenuating circumstances. No Grade designation results in zero grade points and requires approval from both the counselor and principal.

Repeated Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. The student shall receive credit only for taking the course once.

The highest grade received will be the permanent grade on the student's transcript.

Withdrawal from Classes

A student who drops a course during the first two weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first two weeks of the semester shall receive a W/F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Selection of the Alaska Scholars

All students in the top 10% of the class, based on GPA, are eligible for the Alaska Scholars Program. This is only eligible for students attending one of the three campuses of the University of Alaska. At the close of their Junior (11th grade) year, the top 10% of students, based on non-weighted GPA, will be submitted to the Alaska Scholars Program. Beginning with the Class of 2019, weighed GPA will be used to determine the top 10%.

Date: June 10, 2015

LEGEND

C School Closes — O School Opens
E End of Quarter — S Saturday School
H Legal Holiday — T Testing
I Inservice Day — V Vacation Day
M Meeting — W Teacher Workday
N Not Meeting — X Emergency Closure Day

District: Petersburg Borough School District / School: DISTRICT WIDE
2023-2024 School Calendar

'2023 School year'

Approved By:Title:

[172] Student days [9] Inservice days [181] Total

July 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4 H	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Number of Inservice Days: 0
Number of Student Days: 0
Number of Teacher Days: 0

August 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22 W	23 I	24 I	25 I	26
27	28 W	29 O	30	31		

Number of Inservice Days: 3
Number of Student Days: 3
Number of Teacher Days: 8

September 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 H	5	6	7	8 I	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Number of Inservice Days: 1
Number of Student Days: 19
Number of Teacher Days: 21

October 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Number of Inservice Days: 0
Number of Student Days: 22
Number of Teacher Days: 22

November 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 I	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22 V	23 H	24 H	25
26	27	28	29	30		

Number of Inservice Days: 1
Number of Student Days: 18
Number of Teacher Days: 21

December 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21 V	22 V	23
24	25 H	26 V	27 V	28 V	29 V	30
31						

Number of Inservice Days: 0
Number of Student Days: 14
Number of Teacher Days: 15

January 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 H	2 V	3 I	4	5	6
7	8	9	10	11	12	13
14	15 I	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Number of Inservice Days: 2
Number of Student Days: 19
Number of Teacher Days: 22

February 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19 I	20	21	22	23	24
25	26	27	28	29		

Number of Inservice Days: 1
Number of Student Days: 20
Number of Teacher Days: 21

March 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8 V	9
10	11 V	12 V	13 V	14 V	15 V	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Number of Inservice Days: 0
Number of Student Days: 15
Number of Teacher Days: 15

April 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26 I	27
28	29	30				

Number of Inservice Days: 1
Number of Student Days: 21
Number of Teacher Days: 22

May 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 H	28	29	30 C	31 W	

Number of Inservice Days: 0
Number of Student Days: 21
Number of Teacher Days: 23

June 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Number of Inservice Days: 0
Number of Student Days: 0
Number of Teacher Days: 0

ATTENDANCE
in the early grades

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even preK, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

Attendance Works
Advancing Student Success By Reducing Chronic Absence
www.attendanceworks.org

Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

1 in 10 kids

in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.[1]



2 in 10
low-income kids

miss too much school. They're also more likely to suffer academically.[1]

2.5 in 10
homeless kids

are chronically absent.[2]

4 in 10
transient kids

miss too much school when families move.[2]







[1] Chang, Hedy; Romero, Mariajose, *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty: NY: NY, September 2008.
[2] *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?[3]



64%
of kids with good attendance in K and 1st
(missed 9 or fewer days both years)



43%
of kids with at-risk attendance
(missed more than 9 days both years)



41%
of kids chronically absent in K or 1st
(missed 18 or more days one year)



17%
of kids chronically absent in K and 1st
(missed 18 or more days both years)

[3] *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research. May 2011.

What We Can Do



Engage Families

Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.



Fix Transportation

The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.



Address Health Needs

Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.



Track the Right Data

Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

These are a few steps that communities and schools can take. How do you think you can help?

© Joanna Shieh | The Hatcher Group

System for School Success

2021-2022 School Report

An excellent education for every student every day.

Rae C. Stedman Elementary, Petersburg Borough School District

Title I School: Yes

School Designation: Targeted Support and Improvement -2022

Overall School Index Value: 33.3

System for School Success Overview

Alaska's education accountability system, System for School Success, includes each student group individually, creating a holistic vision of a school through two lenses: the performance of all students and that of their student group populations.

The Compass

A Guide to Alaska's Public Schools

Alaska recently launched **The Compass**, a website designed to help parents access important data about public schools in Alaska. The Compass features a wealth of meaningful information on schools and districts so that parents and guardians can participate in decisions to improve their student's learning.

education.alaska.gov/compass

Academic Achievement

	English Language Arts Percentage of students that were proficient on the state summative assessment.	Mathematics Percentage of students that were proficient on the state summative assessment.
All Students	34.41%	39.78%

English Learner Progress

	English Learner Progress Percentage of English Learners that met or exceeded their growth target on the ACCESS for ELLs assessment.
All Students	n/a

Academic Growth

Not Part of 2021-22 Accountability

Because of the introduction of AKSTAR in the spring of 2022, two years of data for comparison are not available to calculate this indicator. For more information to changes to this year's Accountability system please see: https://education.alaska.gov/akessa/stateplan/21-22-Addendum-Template%20final%20accessible.pdf

Graduation Rates

	Graduation Rate The rate of students that graduated from high school within four or five years of enrolling as ninth graders.
Four-Year	n/a
Five-Year	n/a

School Quality/Success

	Chronic Absenteeism Percentage of students who missed less than 10% of the days enrolled at the school.	Grade 3 ELA Percentage of Grade 3 students that were proficient on the state summative assessment in ELA.
All Students	41.41%	22.22%

Student Group Performance

	Student Group Performance If school is Targeted or Additional Targeted Support, identified student groups are shown below.
Student Groups	AK Native/American Indian

n/a - there were less than 10 students represented or the indicator is not relevant to the school.

System for School Success Overview

How is my school measured?

	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA and Math Proficiency				✓	✓	✓	✓	✓	✓	✓			
ELA and Math Growth					×	×	×	×	×	×			
Graduation													✓
English Learner Progress	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chronic Absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Grade 3 ELA Proficiency				✓									

Measures Combine into Index Score

Each indicator noted in the table to the left is given a score for the school. Note: ELA and Math Growth are not part of the 2021-22 Accountability system.

In addition to looking at the whole school, each student group in a school is measured in the areas listed in the table to the left. These scores are combined and the student group is given a score.

How is my school designated for support?

Each year an overall school index value is calculated for each school and a school designation is assigned. There are three school designations for Alaska's schools:

- **Comprehensive Support**
  - **Lowest 5%** - If the overall school index value of a school falls in the lowest 5% of Title I schools, that school receives a designation of Comprehensive Support (Lowest 5%).
  - **Graduation Rate** - If a secondary school has a graduation rate of less than or equal 66.67%, that school receives a designation of Comprehensive Support (Graduation Rate).
- **Targeted Support** - If a school has any student groups with index values under the Comprehensive Support (lowest 5%) threshold, that school receives a designation of Targeted Support.
- **Additional Targeted Support -** Schools that are TSI for the same student group three years in a row.
- **Universal Support** - All other schools are considered Universal Support schools.

Which student groups are measured?

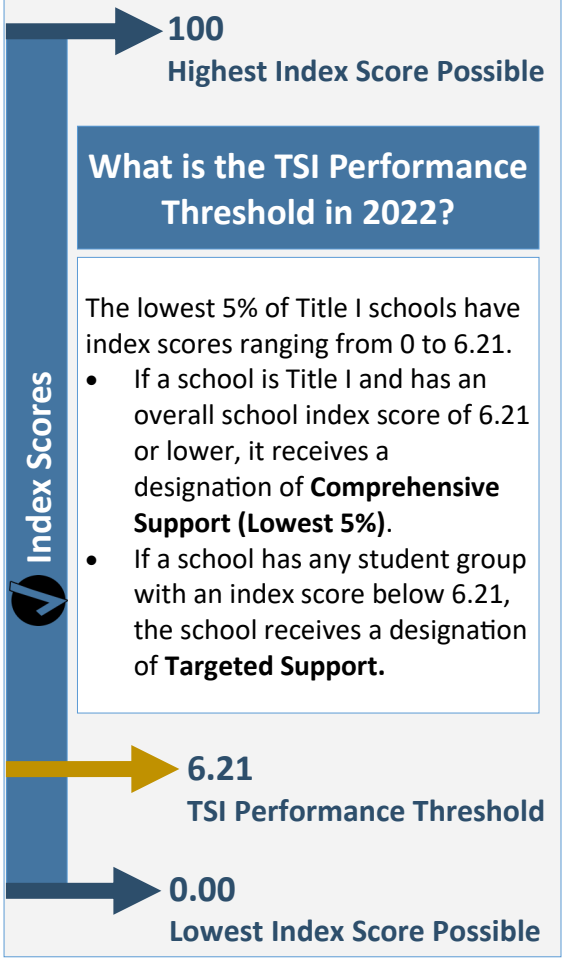
- African American
- Alaska Native/ American Indian
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Two or More Races
- Students with Disabilities
- English Learners
- Economically Disadvantaged

What are some questions I could ask my school?

Where can I find more information about how my school is performing?

What supports are being provided to my school based on its designation?

What opportunities are available for me to be involved in my student's education?



What is the TSI Performance Threshold in 2022?

The lowest 5% of Title I schools have index scores ranging from 0 to 6.21.

- If a school is Title I and has an overall school index score of 6.21 or lower, it receives a designation of **Comprehensive Support (Lowest 5%)**.
- If a school has any student group with an index score below 6.21, the school receives a designation of **Targeted Support.**

Personnel Action Report for 2022-2023

3-7-2023

EMPLOYMENT OF CERTIFIED PERSONNEL

Tyler Thain
Transfer 23-24 SY: Elem Swim

Stephanie Pawuk
Transfer 23-24 SY: Reading Specialist/Interventionist

Kerri Curtiss
Transfer 23-24 SY Reading Specialist / Interventionist

RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

Eliza Warmack
Resigning June 2023

Ryan Hayes
Resigning June 2023

EMPLOYMENT OF CLASSIFIED PERSONNEL

None

RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL

None

EXTRA DUTY CONTRACTS

2022-2023 School Year

Teachers	43.00
Classified	37.00
Principals	2.00
District Administration/Exempt (Superintendant, Finance, Maintenance, Food Service, Board Admin, Special education director,)	6.00
Total Employees	**89.00**

Superintendent School Board Report
March 7, 2023

Karen Morrison and I attended the Legislative Fly-In Feb. 25-28 in Juneau. Administrators and Business Officials from around the state met with legislators to provide accurate information regarding BSA (base student allocation) needs in districts around the state. With escalating costs in heating fuel, electricity, transportation, and insurance, as well as flat funding from the state since 2017, our district is looking at an $800,000 budget deficit in FY 24. We advocated strongly for SB 52 (BSA increase $1000) and HB 65 (BSA increase $1250). There is also legislation related to inflation proofing the BSA and addressing the retirement issue. Recruitment and retention of qualified teachers in our state is at a crisis level.

We met with Borough Manager, Steve Giesbrecht and Finance Director, Jody Tow to discuss budget needs and local funding requests. The district will be making a significantly larger request this year, and will provide an overview of the budget during the March 7 meeting.

Student attendance continues to be a significant issue with regard to academic performance, engagement in school, and peer/social interactions. We will continue to discuss possible policy and procedural changes, as well as an emphasis on parent and community outreach regarding this important issue. Any changes will be reflected in student handbooks for next year.

PSD continues its work with the RTI/MTSS (Response to Intervention/Multi-Tiered System of Support) “Refresh” program and the ELA (English Language Arts) Curriculum Adoption grant for K-5. Both of these opportunities provide funding for training and materials, as well as coaching. We are also piloting the newly adopted literacy screening tool called Amplify (Dibels) adopted by DEED for the 2023-2024 school year.

PE/Health and Foreign Language curriculum and materials will be presented to the board during a work session on Friday, April 7. This will provide an opportunity for staff to answer any questions the board might have prior to the adoption during the school board meeting on April 11.

The district has started a three-year school improvement process for Stedman Elementary through DEED after receiving a Targeted Assistance designation for low academic performance in the Alaska Native/American Indian subgroup. This process will dovetail well with the current RTI/MTSS and ELA initiatives taking place to provide targeted interventions for all students.

I was able to attend the ASTE Conference in February with a group of amazing Petersburg Educators. This is the Alaska Society for Technology in Education Conference.

The district is working with a vendor called Guard 911 which is a notification system that significantly reduces law enforcement response time in the event of an armed intruder situation. It is an app that allows immediate and direct contact with law enforcement.

District strategic planning has been rescheduled for Fall 2023.

Elementary Report
Tuesday, March 7th @6:00pm

1. Shout Outs!
    - Readers: Mrs. KP, Mr. Jenkins, Mr. Meucci, and Mrs. Paulsen
2. What has happened?
    - Literacy Night Dr. Seuss Celebration March 4th 11:00-12:30pm
    - Book Fair (3/2) 4:00-8:00, and (3/3) 1:00-6:00, (3/4) 10:00-2:00
        i. Migrant Gift Certificates (Elementary and Middle School)
    - District Spelling Bee Feb. 24th 9:00am
        i. Winners: Kade Norheim, Rebel McGrath, Lucia Worhatch
    - Conferences March 2nd & 3rd
    - Spring Break Mar. 10th-19th
3. Current Enrollment: 223
    - Pre-K 12
    - K 38
    - 1st 28
    - 2nd 42
    - 3rd 35
    - 4th 30
    - 5th 38
4. SPED Numbers
    - IEP's: 45
    - Referrals: 9
5. Project 23-24 Enrollment
    - Pre-K=6,K =36, 1=38, 2=28, 3=42, 4=35, 5=30 Total=215
6. Attendance
    - Tardies and Attendance continues to be an issue
    - February Total School: 422 absences / 19 school days = 22 Average absences a day
    - February By Grade: PreK=21, K=67, 1=50 , 2=94 , 3=59 , 4=48 , and 5=83
    - January Total School: 466 absences / 19 school days = Average 25 absences a day
      January By Grade: PreK=9, K=77, 1=65 , 2=105 , 3=72 , 4=58 , and 5=80
    - December Total School: 492.5 absences / 12 school days = Average 41 absences a day
      December By Grade: PreK=61, K=83.5, 1=61.5 , 2=85 , 3=52.5 , 4=59.5 , and 5=89.5
    - November Total School: 509 absences / 19 school days = Average 26.8 absences a day
      November By Grade: PreK=15, K=107 , 1=97 , 2=104 , 3=94 , 4=81 , and 5=118
    - October Total School: 408 absences / 20 school days = Average 20.4 absences a day
      October By Grade: PreK=4, K=17, 1=19, 2=23, 3=20, 4=21, and 5=17
    - SeptemberTotal School: 265.5 absences / 22 school days = Average 12 absences a day
      September absence By Grade: PreK=4, K=35.5, 1=49, 2=44.5, 3=36.5, 4=30.5, and 5=65.5
7. After School Programs Offered
    - Going Well

- 4 Square canceled until icy conditions let up.
- After School Recess canceled until March.

8. Focus
    - Attendance (trip slips, attendance in handbook, homework)
        i. Seek Policy on length of absence and unenrolled length of time
        ii. OR
        iii. Seek Policy on district attendance for letter, phone call?
    - Standard Based Grading (revising report cards, grade 4 standards)
    - AK Reads Act (RTI model)
    - Ak Reads Act Leadership Course for Certification
    - ELA Curriculum Grant
    - MTSS/RTI Refresh Grant
    - Standard Based Grading
    - School Improvement Plan
9. What is to come?
    - School Improvement: Profile Review Meeting
        i. March 8th 5:30-7:30 Stedman Library
    - State Testing
    - Spring Assessments
    - Public Library “Stream of Dreams” Grant Program May 22, 23rd, 24th

~~~~~END~~~~
~~~~~

From: Ambler Moss
Date: 3/7/2023
Re: March Board Report

1. **COGNIA Accreditation visit:** We are pleased to report that the COGNIA virtual visit went off without a hitch. A panel of Erica, Cyndy, Beau Ward, Tom Thompson, Alice Cumps and I engaged in discussion about PHS with the representative from COGNIA who had good things to say about how we addressed the process. Indeed, while we cannot work “hard core” as to what they want, there are good practices that we should make part of our plan.

2. **Master Schedule 2023-24.** Students have selected a tentative course for next school year. There a few distinctions to this year’s approach:

    a) The electives were posted regardless of the period they meet in order to determine the popularity and viability of some courses. This method did yield this information.
    b) The fact that biology is required for both 9th and 10th grade next year only loomed large in terms of creating pockets of flexibility, which is always a “nice have” for a small school with very unforgivingly tight scheduling.
    c) We decided to do this as earlier than usual this year and were it not for Regionals and Spring Break, we could have finished it next week. Still, we will have it all done before the end of March.

3. Academic Intervention in Middle School. We are adjusting how Middle School Academic intervention is delivered. We had been running it based on previous term grades, whereby a student would remain in intervention for the duration of the following quarter. Instead, we are starting all off in a new term with a clean slate. Then, at any point that any student falls into D/F zone, they are remanded to Academic Intervention until they are out of harm’s way, at which point they are removed from that list. We believe by doing this, we are better meeting the RTI moment insofar as timeliness of input and not creating a “feeling of infinity” that ongoing intervention creates in the mind of a 13 year old and the consequent loss of hope that often comes with it. This will begin after Spring Break.

Activities/Athletics Report for School Board

March 7, 2023

PHS Basketball, Cheer, Pep Band

Currently Attending the Region 5 Tournament in Juneau. All games will be streamed on the NFHS Network.

PHS/MMS Theatre

Rehearsals are underway with our Theater group. Performance Dates: April 19 & 20. Doors open at 6:30 PM & show begins at 7:00 PM.

PHS Baseball

Begins March 6, 2023

PHS Track & Field

Beginning date TBD. In the process of hiring for the position.

MMS NYO

Has begun! No virtual competition this year. 2023 Traditional Games Competition will be in person in Juneau April 1 & 2, 2023 for grades 6-8. Home performance for Families and anyone else will be on March 24th @ 6:00 pm.

MMS Track & Field April 17, 2023

REMINDERS

Check in on your planetHS forms as the Spring Season of Activities & Athletics are around the corner!

PHS GEAR

Get Viking Gear at the Viking Store online. Link can be found on any of the PHS Activities & Athletics webspages.

Where to find information for activities

- Best location for activities & athletics information is our website. You can find information on schedules, updates, and all other information for both PHS and MMS.
- ***Update Links to Activities Schedules on PHS website.***

FACILITY/MAINTENANCE REPORT

Stedman Elementary

- **In the early stages of planning for building a roof over the elementary ramp and a heated concrete walkway from the ramp to the covered playground. This will be paid for with the $75,000 donation from Bill Neumann.**

HS/MS

- **Admin office water damage.**
  - **Close to being wrapped up. Cove base installation is close to being completed.**
  - **This summer we need to demo the sheet rock on the exterior wall in the principal's office. It was found that the exterior wall is not insulated.**
- **High School office remodel.**
  - **Cost estimates from LCG and from a contractor they have used in the past are between 300k-500k.**
    - **We have decided to add this to the door security/alarm bell system upgrades on our 6 yr CIP plan as a combined project.**
    - **High School Office Design.**
    - **Kuchar Construction- Estimated remodel cost.**
  - **Jon KP and I have been working with one company out of anchorage to get logistics and quotes on door and lock upgrades. This is still in the early stages.**
- **Roof Replacement CIP**
  - **Met with LCG and some committee members Friday, Feb. 24th.**
  - **Roof Replacement meeting minutes.**

P-N-R Sewer line replacement.

- **This will be added to our 6yr CIP list.**
- **It will be funded through the borough and submitted for reimbursement on the CIP Grant application list through DEED. It will be submitted along with the roof replacement and door/security upgrades on the September 1st, 2023 grant submittal deadline.**
- **We will be working with Stephanie Payne to make sure that DEED guidelines are followed for possible reimbursement.**

Friday February 21, 2023 10:00 am
Predesign/Schematic Design Team Meeting Minutes
Petersburg High School Roof Replacement Project
Petersburg, Alaska

Ring Central https://v.ringcentral.com/join/481185447

Online Attendance: David Landis – SERRC; Urszula Dlugosz, and Dale McCoy -LCG Lantech; Ray Wesebaum - Petersburg Borough

PSG Conference Room: Erica Kludt-Painter - PBSD, Aaron Buller - PBSD, Jay Lister - PBSD, Karen Morrison - PBSD, Mara Lutomski - PBSD

1. Progress Meeting Discussion:

    a. Results of the engineering analysis by LCG revealed that the proposed replacement roof assembly would exceed the acceptable roof load due to the increased weight of insulation, plywood and other materials to achieve a true "hot roof" assembly. Concern centered around the state fire marshal review, particularly in light of recent roof collapses in Anchorage and Palmer due to snow and ice buildup.
    b. Taking this new information into consideration, the Team reviewed options for designing a cost-effective new roof while addressing ice-damming, heat loss and flat roof damage as previously described.
    c. Recognizing that roofs are not a "permanent" component of any building and require replacement periodically, replacing the existing roof with the same materials might be an acceptable compromise; this direct-replacement method would avoid the fire marshal review problem.
    d. Small enhancements to the design such as installing a heat trace at overhangs, repairing ductwork insulation/attic space penetrations, removing snow stops on the pitched roof and application of foot traffic/ice impact areas on the flat roof would all contribute to a better-functioning roof.
    e. A modified pitched roof design with the addition of a small ventilation cavity, a layer of plywood and ice/water shield membrane below metal exterior roofing would likely fall within the allowable 5% modification weight standard that the fire marshal would allow.

2. Status of Work:

    a. LCG agreed to complete the 35% drawings to include flat roof assemblies (TPO membrane material, impact protection zones and parapet wall reconstruction) and replacement metal pitched roofs (without snow stops, and with the addition of a heat trace, a plywood/ice and water shield layer and repair details for the heat leakage issues)

b. LCG will submit the plans to HMS for a professional cost estimate. They expect about a 10-day turnaround.

3. Pending Issues:

   a. None

4. Adjournment 10:50 am.

KUCHAR
CONSTRUCTION LLC
PO Box 770508
Eagle River, AK 99577
(888) 442-8108

Monday, February 6, 2023

Urszula Wrocklage
LCG Lantech

Re: Petersburg School Renovation - Budget

We are pleased to provide the following proposal for the scope of work listed below.
Labor, material, subcontractor fees, travel, lodging, freight, and bonding for the described project based off of preliminary plans provided.

Div. 1: Mob / Demob, Subsistence, Lodging, PM, Travel, Final Clean, P&P bond.	$113,274.99
Div. 2: Demo and Disposal (assuming local dumpster and disposal is available).	$7,296.78
Div. 8: Doors and Windows	$44,203.49
Div. 9.20: Metal stud framing and drywall hanging	$22,523.62
Div. 9.21: Drywall finishing	$17,968.06
Div. 9.50: Acoustic Ceiling	$27,487.51
Div. 9.65: Flooring (Assumes no asbestos abatement required).	$26,818.00
Div. 9.90: Interior Paint	$14,115.76
Div. 12: Casework	$80,454.00
Div. 15: Plumbing, HVAC, Sprinkler	$35,736.25
Div. 16: Electrical	$43,847.43
Total:	$433,725.90

CLARIFICATIONS / QUALIFICATIONS:
Excludes

Assumptions:

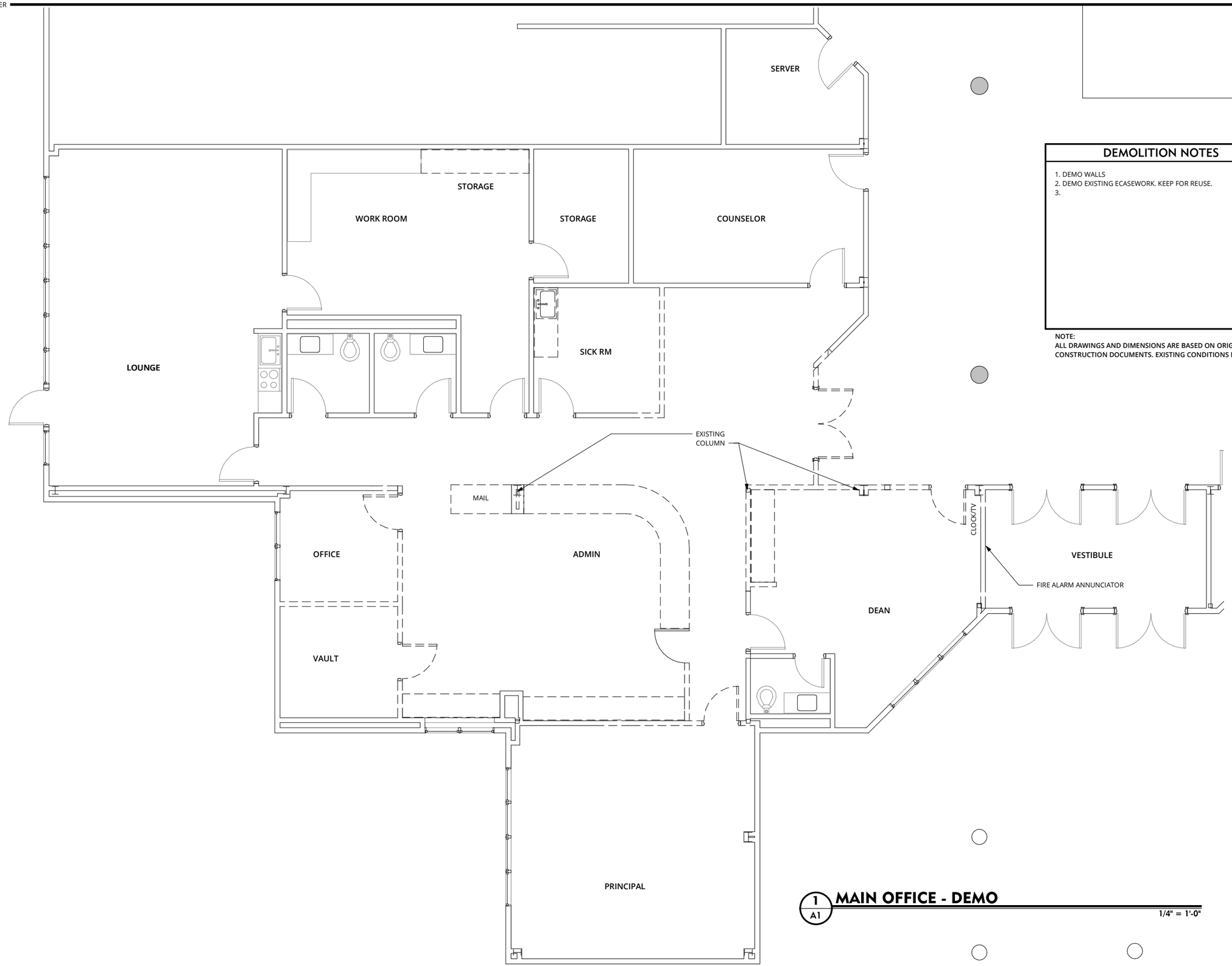
Note: The above price does not include any applicable local taxes.
Billing shall be due in full within 30 days of invoice date. A 1.5 percent per month service fee will be added for delinquent payments. This proposal is valid for 30 days.

Sincerely

Mike Kuchar
Project Manager

Proposal Acceptance Signature: _____
Date: _____

30" x 21" BORDER



DEMOLITION NOTES

1. DEMO WALLS
2. DEMO EXISTING ECASEWORK. KEEP FOR REUSE.
3.

NOTE:
ALL DRAWINGS AND DIMENSIONS ARE BASED ON ORIGINAL CONSTRUCTION DOCUMENTS. EXISTING CONDITIONS MAY VARY.

1 / A1 MAIN OFFICE - DEMO
1/4" = 1'-0"

35% SCHEMATIC DESIGN

1" ONE INCH

NO	DATE	BY	REVISION

1/23/2023 10:48:40 AM

LCG Lantech architecture · engineering · surveying
250 H Street
Anchorage, AK 99501
P: (907) 243-8985
F: (907) 243-5629
W: LCGAK.com

PETERSBURG SCHOOL DISTRICT

PSD HS ENTRY AND ADMIN RENOVATION

DEMO PLANS

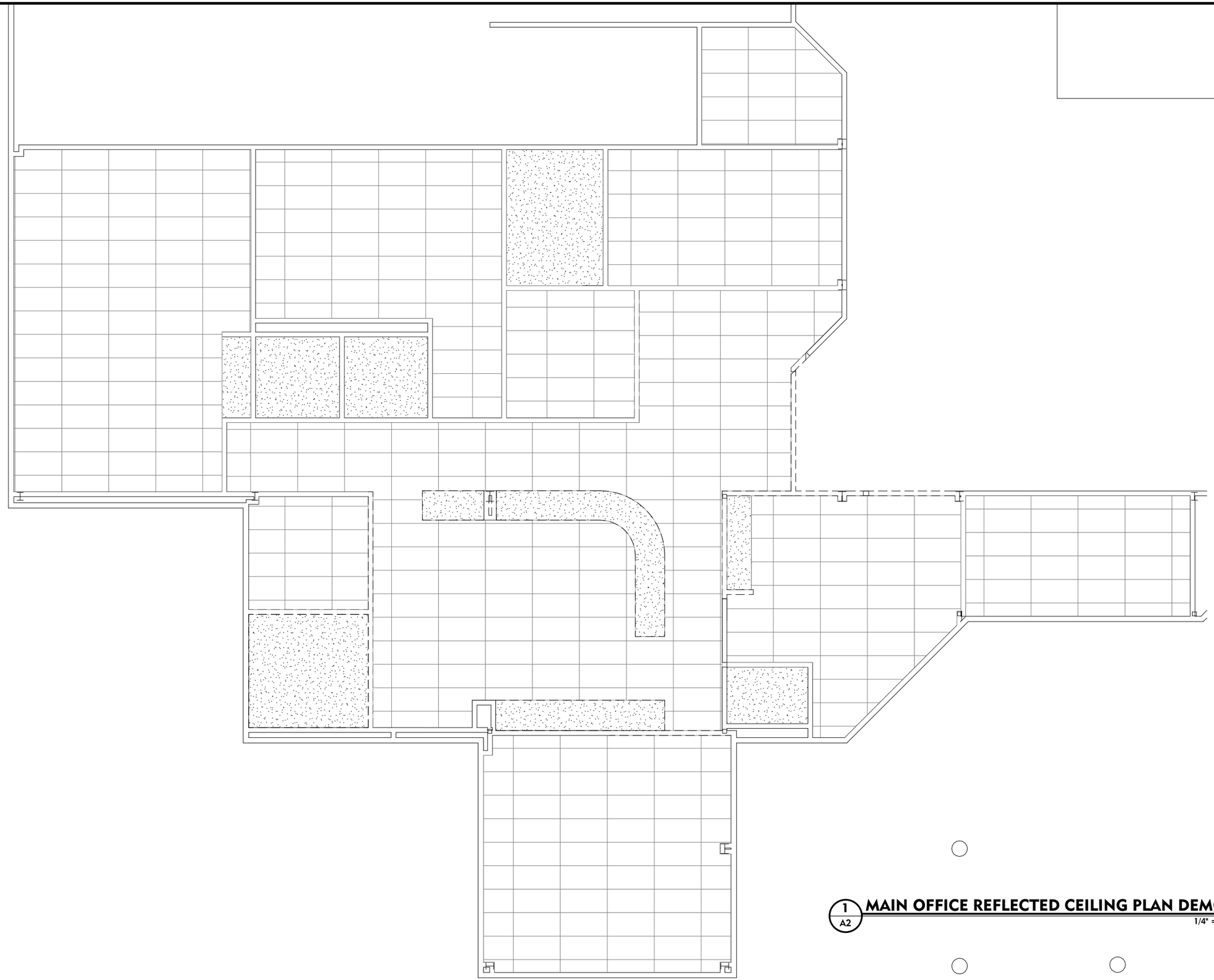
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1" ONE INCH

30" x 21" BORDER



1 A2 **MAIN OFFICE REFLECTED CEILING PLAN DEMO**
1/4" = 1'-0"

35% SCHEMATIC DESIGN

1" ONE INCH

NO	DATE	BY	REVISION

LCG Lantech Inc
architecture · engineering · surveying
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PETERSBURG SCHOOL DISTRICT

PSD HS ENTRY AND ADMIN RENOVATION

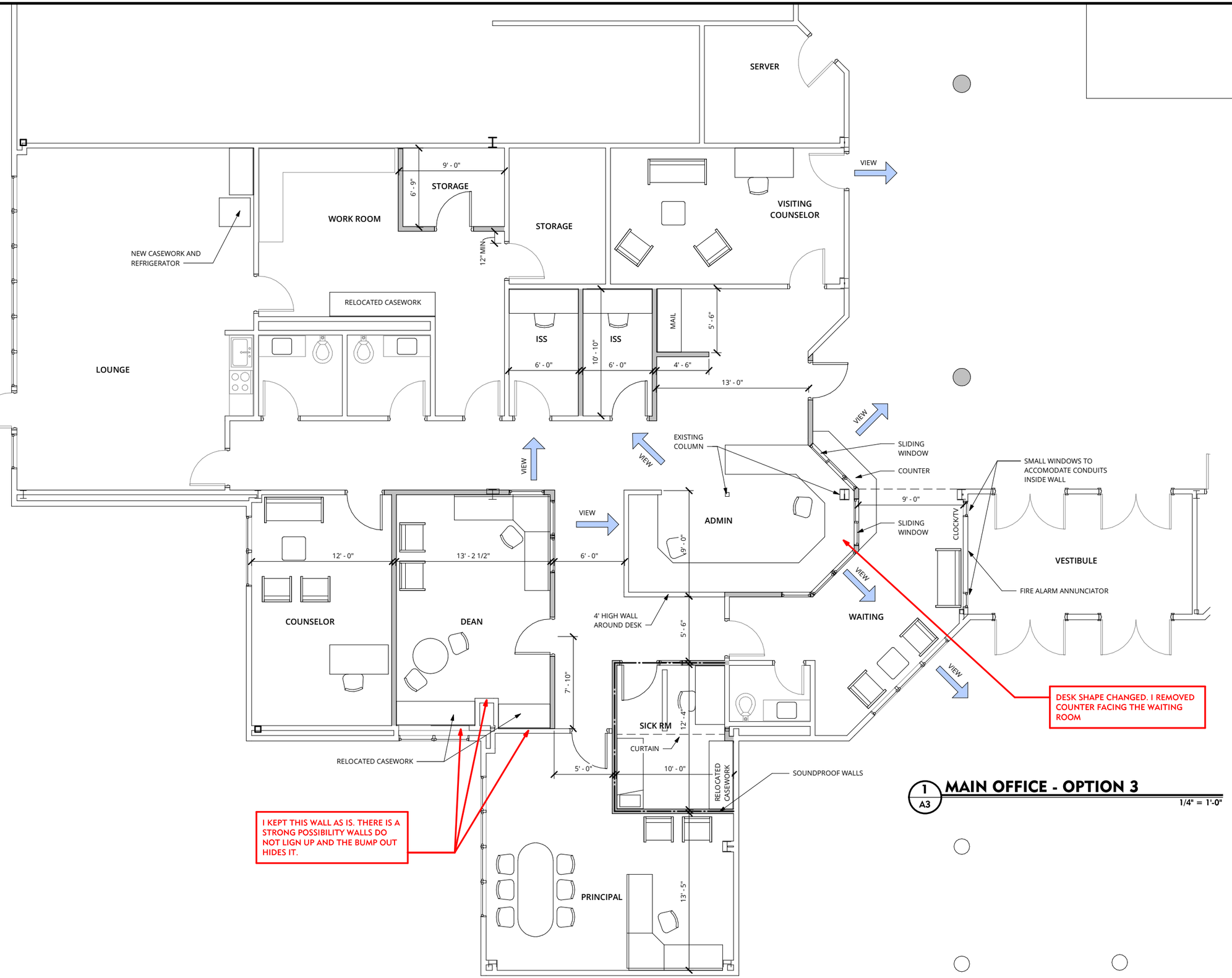
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30" x 21" BORDER



1 / A3 **MAIN OFFICE - OPTION 3**

1/4" = 1'-0"

1/4" = 1'-0"

3/16" = 1'-0"

35% SCHEMATIC DESIGN

1" ONE INCH

NO	DATE	BY	REVISION

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PETERSBURG SCHOOL DISTRICT

PSD HS ENTRY AND ADMIN RENOVATION

OFFICE PLAN

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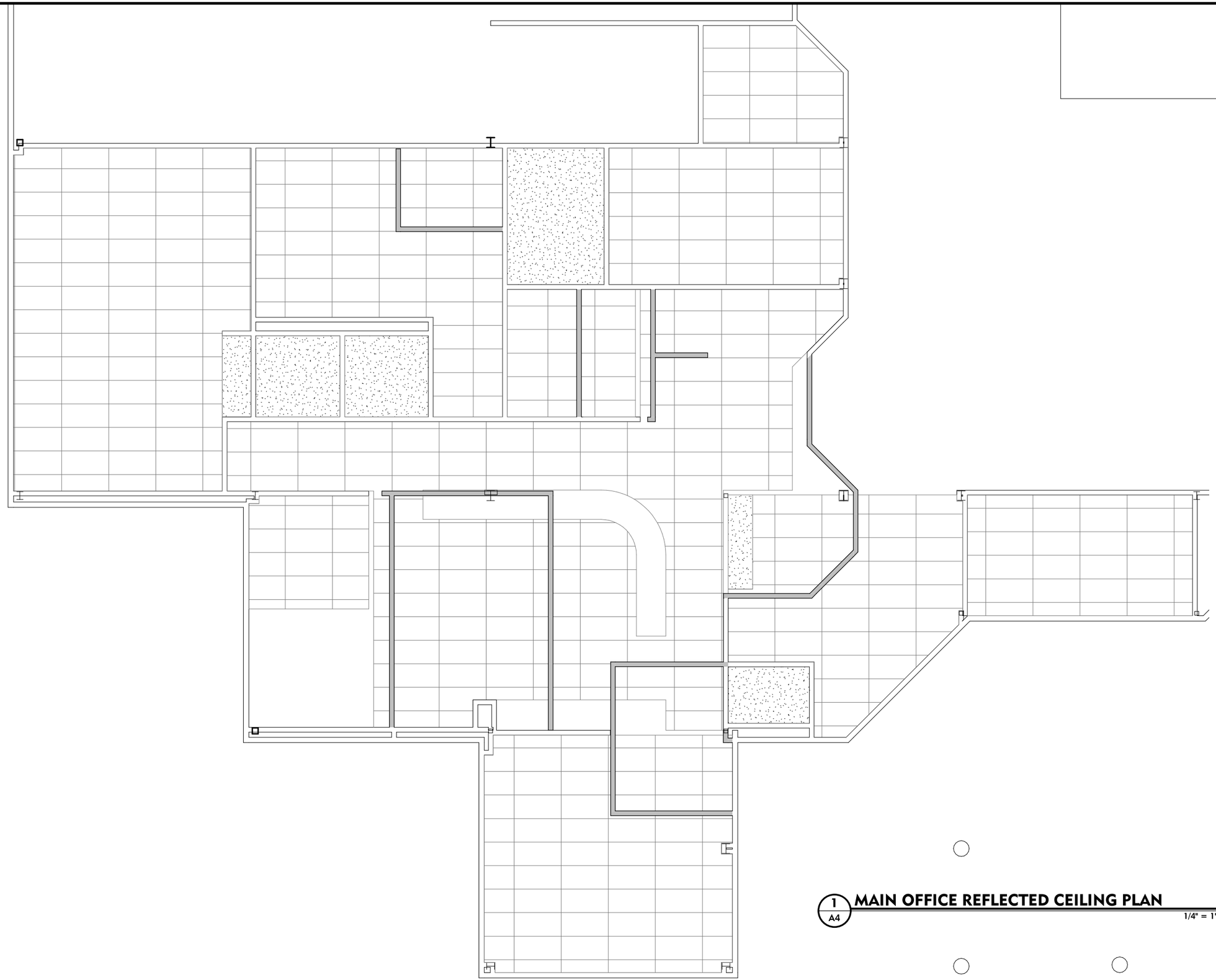
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A3 OF 5

30" x 21" BORDER



1 A4 **MAIN OFFICE REFLECTED CEILING PLAN**

1/4" = 1'-0"

35% SCHEMATIC DESIGN

1" ONE INCH

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PSD HS ENTRY AND ADMIN RENOVATION

REFLECTED CEILING PLANS

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A4 OF 5

BP 5121 GRADES/EVALUATION OF STUDENT ACHIEVEMENT

The School Board believes that students and parents/guardians have the right to receive course grades that represent an accurate evaluation of the student's achievement. Teachers shall evaluate a student's work in relation to standards which apply to all students at his/her grade level, not in relation to the work of other students in one particular class.

Grades should be based on impartial, consistent observation of the quality of the student's work and his/her mastery of course content and objectives as demonstrated through classroom participation, homework and tests. The student's behavior and effort may be reported in separate evaluations, not in his/her academic grade.

(cf. 5113 - Absences and Excuses)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5124 - Communication with Parents/Guardians)

(cf. 5125.3 - Challenging Student Records)

(cf. 6154 - Homework/Make-up Work)

~~In order to promote self esteem and experiences of success~~, By the 2024- 2025 school year, students in kindergarten through ~~third~~ fifth grade shall receive narrative performance or skill-based evaluations rather than letter grades.

The Superintendent or designee shall establish and regularly evaluate a uniform grading system. Principals shall ensure that student grades conform to this system.

Absences

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement which he/she missed, the teacher may lower the student's grade for nonperformance. Teachers shall inform students about the class grading system at the beginning of the semester.

Revised 9/98

Revised: September 16, 2011

ADOPTED: June 21, 2005

AR 5121 GRADES/EVALUATION OF STUDENT ACHIEVEMENT

Grades for Achievement

~~Beginning with the Class of 2019, t~~ The High School grade point average (GPA) will include plus and minus grading on a student's transcript.

Grades for achievement in ~~4th~~ 6th- 12th grade and determination of Grade Point Average (GPA) are as follows:

	Grade Points
A Outstanding Achievement	4.0
A-	3.7
B+	3.4
B Above Average Achievement	3.0
B-	2.7
C+	2.4
C Average Achievement	2.0
C-	1.7
D+	1.4
D Below Average Achievement	1.0
D-	0.7
F Little or No Achievement	0
I Incomplete	0
NG No Grade	0

For students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) classes, grade point average for these classes will be determined by the following:

	Grade Points
A Outstanding Achievement	5.0
A-	4.7
B+	4.4
B Above Average Achievement	4.0
B-	3.7
C+	3.4
C Average Achievement	3.0
C-	2.7

In order for students to receive the above grade points, they must be enrolled in an AP or IB course, and complete the course in good standing. The student's GPA that will be placed on their transcript will be based on a 5.00 scale for all AP and IB classes taken. Student transcripts will include both a weighted and non-weighted GPA.

In kindergarten through ~~third~~ fifth grade, teachers shall use standards-based report cards to indicate the student's level of achievement and may also furnish examples of student work.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report.

An incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within two weeks after the end of the term, an incomplete will be assigned the grade that indicates the student's earned progress during that time.

Plus and minus signs will be used to indicate performance above or below the assigned letter grade.

Criteria for determining grades for achievement may include but are not limited to:

1. Preparation of assignments, including accuracy, legibility, and promptness.
2. Contribution to classroom discussions.
3. Demonstrated understanding of concepts in tests.
4. Application of skills and principles to new situations.
5. Organization and presentation of written and oral reports.
6. Originality and reasoning ability when working through problems.

Grades for Citizenship and Effort

Grades for citizenship and effort may be reported each marking period as follows:

O Outstanding
S Satisfactory
N Needs Improvement

Criteria for determining grades for citizenship may include but are not limited to:

1. Student obeys rules.
2. Student respects public and personal property.
3. Student maintains courteous, cooperative relations with teachers and fellow students.
4. Student works without disturbing others.

Criteria for determining grades for effort may include but are not limited to:

1. Student takes responsibility for having necessary tools and materials.
2. Student shows interest and initiative.
3. Student goes to work immediately, and completes assignments.
4. Student uses free time resourcefully.

Honor Roll

The high school shall post an Honor Roll. All courses except Pass/Fail shall be counted in computing eligibility for the Honor Roll. To qualify for the Honor Roll, a student must receive no current grade below a C and have a grade point average of 3.3 or better.

Pass/Fail Grading

Students shall be graded Pass/Fail for study skills classes or classes in which they serve as student aides, unless predetermined goals and objectives related to specific subject knowledge are on file and have been approved by the principal or designee.

No Grade (NG)

Students may be given a No Grade for a class that cannot be completed due to extenuating circumstances. No Grade designation results in zero grade points and requires approval from both the counselor and principal.

Repeated Classes

With the approval of the principal or designee, a student may repeat a course in order to raise his/her grade. The student shall receive credit only for taking the course once.

The highest grade received will be the permanent grade on the student's transcript.

Withdrawal from Classes

A student who drops a course during the first two weeks of the semester may do so without any entry on his/her permanent record card. A student who drops a course after the first two weeks of the semester shall receive a W/F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

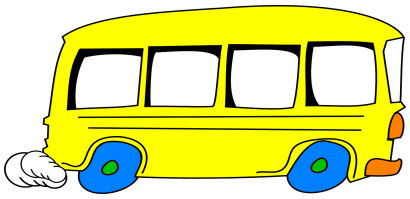
Selection of the Alaska Scholars

All students in the top 10% of the class, based on GPA, are eligible for the Alaska Scholars Program. This is only eligible for students attending one of the three campuses of the University of Alaska. At the close of their Junior (11th grade) year, the top 10% of students, based on non-weighted GPA, will be submitted to the Alaska Scholars Program. Beginning with the Class of 2019, weighed GPA will be used to determine the top 10%.

Date: June 10, 2015

New K-2 Elementary Report Card!

November 2020



What is it?

The new report card, based on the Alaska (Common Core) Standards, is designed to be a better communication tool with parents.

Why are we switching?

The new report card will give families more accurate information about their child's progress toward the Alaska Standards. We believe this report card will more completely communicate what students are expected to know or be able to do.

What's the same?

- Families will still receive a report card on a student's progress three times each year.
- Teachers will still mark progress on academic standards and behavior expectations.
- Teachers will still share student work as evidence of progress.

What's different?

- Key standards will appear for Reading, Writing, and Mathematics, allowing families to see important skills and knowledge for the grade level.
- Markings will change: Student progress will be marked on a numerical scale instead of letter grades.
- Assessment data will appear on the report card allowing families to see everything on one document.
- Not every space will be marked. Blank spaces on the report card indicate the teacher hasn't yet assessed a standard.
- Attendance impact on learning will be marked. Students with great attendance will be marked as having "attendance that supports learning". If there is a concern this should trigger a conversation between parent and teacher regarding attendance goals.

What do the test scores on the report card mean?

- MAP Reading/Language/Math RIT: Student score in this section of the assessment - indicates student mastery of skills in the measured RIT range. Some of these skills are also reflected as Key Standards.
- MAP Reading/Language/Math NPR: Student national percentile rank in this section of the assessment - indicates student performance as compared to peers across the nation. An NPR score of 50 indicates that the student scored better than 50% of students and lower than 50% of students. A score less than the 40th percentile indicates that school staff should look more closely at the student's achievement to determine whether the student needs additional support. A score less than the 20th percentile indicates that school staff should look closely at whether the student needs more intense support.

Scoring Scale Descriptors (General)

4 Exceeding Standard: Able to teach or explain it to others correctly and consistently. In addition to the scoring scale of 3, student demonstrates in-depth understanding beyond what was taught.

3 Meeting Standard: Able to do what was taught, independently and consistently. Can do all parts independently.

2 Approaching Standard: With some help or support from (peers or adults). Able to perform some parts independently.

1 Far Below Standard: Needs significant support to perform any or most parts.

Marking a student a “3” means that the student has mastered what has been taught so far, even though they may not have achieved the end of year standard yet.

*Please be honest as this is very black and white and will help with retention questioning.

PETERSBURG
School District

Student:
Student Number: **483825**
Grade Level: **K**
Teacher Name: **Erin Willis**
School: **Petersburg School District**

Attendance	T1	T2	T3	YR
Days Absent	0.0	3.0	0.0	3.0
Days Tardy	2.0	0.0	0.0	2.0

Reporting Key Levels of Performance

Exceeding Standard	4
Meeting Standard	3
Approaching Standard	2
Far Below Standard	1

Writing	T1	T2	T3
Demonstrates adequate effort.	3		
Uses letter sounds to spell simple words and writes simple sentences that make sense.			
Participates in shared research and writing projects with guidance and support from adults.			
Uses a combination of drawing, dictation, and writing to express ideas.	3		
Uses grade level conventions (spelling, punctuation, capitalization).			

Reading	T1	T2	T3
Demonstrates adequate effort.	3		
Asks and answers questions about stories and text to demonstrate understanding with support.	3		
Engages in group reading activities with purpose and understanding.	3		
Demonstrates understanding of basic book and print concepts.	3		
Demonstrates understanding of spoken words, syllables, and sounds (rhyming, blending, and segmenting).			
Identifies and produces letter sounds.	3		
Reads high frequency words by sight.			
Recognizes and names all upper and lowercase letters of the alphabet.	3		

Mathematics	T1	T2	T3
Demonstrates adequate effort.	3		
Counts objects to tell how many with up to 20 objects in a variety of arrangements.	3		
Recognizes and writes numerals to match sets of objects 0-20.			
Counts to 100 by ones and by tens.			
Counts on from any given number.			
Solves addition and subtraction word problems using numbers 0-10.			
Composes and decomposes numbers from 11-19 into tens and ones.			
Compares numbers and quantities of objects.			
Identifies, describes, and compares 2D and 3D shapes.			

Social Studies	T1	T2	T3
Demonstrates adequate effort.	3		
Demonstrates understanding of content	3		
Me / Myself and Family / Culture	3		

Science	T1	T2	T3
Demonstrates adequate effort.	3		
Demonstrates understanding of content	3		

Listening and Speaking	T1	T2	T3
Expresses ideas clearly.	3		
Listens and responds appropriately in collaborative conversations.	3		
Uses new vocabulary.	3		

Behavior Key Levels of Performance

Always	4
Consistently	3
Inconsistently	2
Rarely	1

Behaviors	T1	T2	T3
Listens to and follows directions.	3		
Works appropriately in groups.	3		
Interacts cooperatively with others.	3		
Respects the rights/ property of others.	3		
Actively participates in a variety of learning and cultural environments.	3		
Follows classroom and school rules.	3		
Demonstrates self-control.	3		
Demonstrates organizational skills.	3		
Uses time wisely.	3		

Trimester 1 Comments

is a pleasure to have in class. He is helpful, well-mannered, and enthusiastic. ' is learning to consistently write and form his numbers 1-10 correctly. He completes table work in the time allotted by managing his time well. participates by expressing his ideas clearly in whole group and small group instruction. He is eager to learn, expresses great pride in his accomplishments, and has shown growth in all areas. is beginning to show signs of independence during work time. He also implements decoding strategies when reading and writing and has strong number sense.

Trimester 2 Comments

Trimester 3 Comments

Teacher Signature: **Date:**

PETERSBURG
School District

Student:
Student Number: **477349**
Grade Level: **1st**
Teacher Name: **Kerri Curtiss**
School: **Petersburg School District**

Attendance	T1	T2	T3	YR
Days Absent	3.0	3.5	0.0	6.5
Days Tardy	0.0	0.0	0.0	0.0

Reporting Key Levels of Performance

Exceeding Standard	4
Meeting Standard	3
Approaching Standard	2
Far Below Standard	1

Writing	T1	T2	T3
Demonstrates adequate effort.	3		
Writes real or imagined narrative (beginning, middle, end).	2		
Writes information pieces which include (topic, facts, and closure).	2		
Writes opinion pieces which include (topic, facts and closure).			
Participates in shared research and writing projects.			
Writes legibly and neatly.	3		
Uses grade level conventions (spelling, punctuation, capitalization).	2		

Reading	T1	T2	T3
Demonstrates adequate effort.	2		
Knows and applies grade level phonics.	3		
Reads grade level sight words	2		
Asks and answers questions about key details in a text.	3		
Demonstrates understanding of spoken words, syllables, and sounds (rhyming, blending, and segmenting).	2		
Reads grade level text with accuracy and fluency.	2		
Retells stories using key details.	2		
Identifies the main topic and retell key details of a text.			

Mathematics	T1	T2	T3
Demonstrates adequate effort.	3		
Adds numbers within 20.	3		
Subtracts numbers within 20.	2		
Uses place value understanding to add a 1-digit number to a 2-digit number up to 100.			
Models and identifies place value positions of 2-digit numbers.			
Tells and writes time to half hour.			
Identifies values of coins.	2		
Measures and compares three objects using standard and non-standard units.	3		
Compares two 2-digit numbers with the symbols >, =, <.	3		
Builds, draws, and reasons with shapes and their attributes.			

Social Studies	T1	T2	T3
Demonstrates adequate effort.	3		
Demonstrates understanding of content	3		
Friends, Family and School	3		

Science	T1	T2	T3
Demonstrates adequate effort.	3		
Demonstrates understanding of content	3		

Listening and Speaking	T1	T2	T3
Expresses ideas clearly.	3		
Listens and responds appropriately in collaborative conversations.	3		
Uses new vocabulary.	3		

Behavior Key Levels of Performance

Always	4
Consistently	3
Inconsistently	2
Rarely	1

Behaviors	T1	T2	T3
Listens to and follows directions.	3		
Works appropriately in groups.	3		
Interacts cooperatively with others.	3		
Respects the rights/ property of others.	3		
Actively participates in a variety of learning and cultural environments.	3		
Follows classroom and school rules.	3		
Demonstrates self-control.	3		
Demonstrates organizational skills.	3		
Uses time wisely.	3		
Completes and returns homework	3		

Trimester 1 Comments

- is off to a great start in first grade. He is a hard worker and puts in the greatest effort in areas he enjoys most. Motivating him to work hard at tasks that he is not excited about, like reading, has proven to be my biggest challenge, however he usually comes around. is very organized, and follows classroom and school rules well. He is also a great helper when a new skill comes easily to him, he jumps at the opportunity to help others that may be struggling, the trait of a leader. I often challenge to slow down and show me his best work, when he puts his mind to it he really does shine. is just on the cusp of taking off in his reading skills, a very exciting time in first grade. I look forward to seeing his continued progress in the remaining trimesters of first grade.
, you are a pleasure to have in class, and I really appreciate all the work you put in at school and at home to be a successful student. Keep up the good work! ~Ms. C

Trimester 2 Comments

Trimester 3 Comments

Teacher Signature: **Date:**

PETERSBURG
School District

Student
Student Number: **468099**
Grade Level: **2nd**
Teacher Name: **Michelle Brock**
School: **Petersburg School District**

Attendance	T1	T2	T3	YR
Days Absent	4.5	19.0	0.0	23.5
Days Tardy	0.0	0.0	0.0	0.0

Reporting Key Levels of Performance

Exceeding Standard	4
Meeting Standard	3
Approaching Standard	2
Far Below Standard	1

Writing	T1	T2	T3
Demonstrates adequate effort.	3		
Focuses on a topic and strengthens writing by revising and editing with guidance from adults and peers.	3		
Uses narrative writing to retell real or imaginative events in a logical sequence with added details.	3		
Writes opinion pieces with a topic, reasons, linking words, and a concluding sentence.			
Writes informative text with a topic, facts, and a concluding sentence.	3		
Uses grade level conventions (spelling, punctuation, capitalization).	3		
Uses standard grammar.	3		

Reading	T1	T2	T3
Demonstrates adequate effort.	3		
Analyzes content and structure of text.	3		
Knows and applies grade level phonics and word recognition skills.	4		
Determines the author's purpose or main topic of a text.	3		
Reads with sufficient accuracy and fluency to support comprehension in grade level text.	4		
Asks and answers questions to demonstrate understanding using key details from text.	3		
Compares and contrasts two versions of the same story or two important points of the same topic.	3		
Uses strategies to determine or clarify the meaning of an unknown word.	3		

Mathematics	T1	T2	T3
Demonstrates adequate effort.	3		
Fluently adds and subtracts numbers within 20	4		
Fluently adds numbers within 100	4		
Fluently subtracts numbers within 100	4		
Uses place value understanding to add and subtract numbers up to 1000			
Represents and solves addition and subtraction word problems up to 100.	4		
Works with equal groups of objects to understand multiplication as repeated addition.	4		
Measures and estimates length using standard units of measure.			
Identifies and draws shapes having specified attributes.	4		
Divides circles and rectangles into equal shares and describes using halves, thirds, fourths, etc.	3		

Social Studies	T1	T2	T3
Demonstrates adequate effort.	3		
Demonstrates understanding of content	3		

Science	T1	T2	T3
Demonstrates adequate effort.			
Demonstrates understanding of content			

Listening and Speaking	T1	T2	T3
Expresses ideas clearly.	3		
Listens and responds appropriately in collaborative conversations.	3		
Uses new vocabulary.	3		

Behavior Key Levels of Performance

Always	4
Consistently	3
Inconsistently	2
Rarely	1

Behaviors	T1	T2	T3
Listens to and follows directions.	2		
Interacts cooperatively with others.	3		
Respects the rights/ property of others.	3		
Actively participates in a variety of learning and cultural environments.	3		
Follows classroom and school rules.	3		
Demonstrates self-control.	2		
Accepts responsibility for actions.	2		
Demonstrates organizational skills.	3		
Uses time wisely.	2		
Completes and returns homework.	3		

Trimester 1 Comments

is a bright, happy, confident boy who works diligently and excels in all areas of the curriculum. gets along well with his peers and does tend to socialize quite a bit and at times has difficulty with this. We are working on responding respectfully and taking ownership for his actions. is an avid reader. He is able to read beginning 4th grade books at 59 words per minute. For Accelerated Reading his average book level was 3.1 and his comprehension was 94%. earned 28 points for AR where students are only expected to earn 8 points! His comprehension did get lower as the reading level increased. Even though he is capable of reading higher levels, it is beneficial for him to read a bit lower so he is able to understand what he's reading. He has done amazing on spelling tests getting 109% with bonus words! understands math lessons and is able to work with a partner, in a group, or independently utilizing math concepts learned. does well in writing and uses a lot of voice in his writing, which makes it very fun and entertaining to read. We continue to work on writing conventions, such as complete sentences and punctuation.
I am so glad to have you in class this year !

Trimester 2 Comments

Trimester 3 Comments

Teacher Signature: **Date:**

PETERSBURG
School District

Student:
Student Number: **445794**
Grade Level: **3rd**
Teacher Name: **Mary Midkiff**
School: **Petersburg School District**

Attendance	T1	T2	T3	YR
Days Absent	0.0	1.0	0.0	1.0
Days Tardy	0.0	0.0	0.0	0.0

Reporting Key Levels of Performance

Exceeding Standard	4
Meeting Standard	3
Approaching Standard	2
Far Below Standard	1

Mathematics	T1	T2	T3
Demonstrates adequate effort.	4		
Uses strategies or algorithms to fluently add and subtract numbers.	3		
Fluently multiplies numbers up to 100	2		
Fluently divides numbers up to 100			
Solves problems using addition, subtraction, multiplication, and division strategies	2		
Constructs, compares, and expresses fractions as numbers.			
Understands concepts of area measurement.			
Relates area to multiplication and addition.	3		
Categorizes shapes by different attributes.	2		

Reading	T1	T2	T3
Demonstrates adequate effort.	4		
Analyzes content and structure of text.	3		
Knows and applies grade level phonics and word recognition skills.	2		
Reads with sufficient accuracy and fluency to support comprehension in grade level text.	4		
Asks and answers questions to demonstrate understanding using key details from text.	3		
Compares and contrasts the themes of stories or important points of two texts of the same	3		
Determines the author's purpose or main idea with supporting details from the text.	3		
Uses strategies to determine or clarify the meaning of an unknown word.	3		

Listening and Speaking	T1	T2	T3
Expresses ideas clearly.	4		
Listens and responds appropriately in collaborative conversations	3		
Uses new vocabulary.	3		

Writing	T1	T2	T3
Demonstrates adequate effort.	3		
Develops and strengthens writing through planning, revising, and editing with guidance from adults and peers.	3		
Uses narrative writing to develop real or imaginary characters, experiences, or events in a logical sequence with added details.			
Writes opinion pieces supporting a point of view with facts or text evidence.			
Writes informative/explanatory text to examine a topic and convey ideas and information clearly.	3		
Conducts short research projects that build knowledge about a topic.	3		
Uses grade level conventions (spelling, punctuation, capitalization).	3		
Uses standard grammar.	3		

Science	T1	T2	T3
Demonstrates adequate effort.	3		
Demonstrates understanding of content	3		

Social Studies	T1	T2	T3
Demonstrates adequate effort.	3		
Demonstrates understanding of content	2		

Behavior Key Levels of Performance

Always	4
Consistently	3
Inconsistently	2
Rarely	1

Behaviors	T1	T2	T3
Listens to and follows directions.	3		
Interacts cooperatively with others.	3		
Respects the rights/ property of others.	3		
Actively participates in a variety of learning and cultural environments.	4		
Follows classroom and school rules.	4		
Demonstrates self-control.	3		
Accepts responsibility for actions.	3		
Demonstrates organizational skills.	4		
Uses time wisely.	4		
Completes and returns homework.	3		

Trimester 1 Comments

is a conscientious student who comes to school prepared to do her best. She is a solid reader with excellent comprehension. She is starting to challenge herself with longer chapter books. has a good understanding of place value, addition and subtraction. She is learning multiplication and lots of geometry vocabulary! She is a competent writer with good voice.. works hard and is a pleasure to have in class. Keep up the good work Jaycee!

Trimester 2 Comments

Trimester 3 Comments

Teacher Signature: **Date:**

Name	[redacted]
Teacher	Kowalski, Gregg A.
Year	2022-2023
Principal	Heather Conn

Fourth Grade Progress Report
Rae C. Stedman Elementary School
P.O. Box 289
Petersburg, Alaska 99833
(877) 526-7656 ext. 2



ATTENDANCE	1	2	3	Total
Days Present	48.5	50.5		99
Days Absent	2.5	7.5		10
Times Tardy	0	2		2.0

Student Evaluation Key

Performance

A - Excellent	E - Excellent
B - Above Average	S - Satisfactory
C - Average	N - Needs Improvement
D - Below Average	N/A - Not Applicable
F - Failing	

Student Behavior/Work Habits	
X - Satisfactory	- Needs Improvement

Subject Areas	1	2	3
Reading*	C-		
Spelling*	D-		
Language Arts	C		
Penmanship	S+		
Math*	D		
Social Studies	C-		
Science/Health	B		
Music	E		
Art	S		
Technology	S+		

1	2	3	
X			Assignments in on time
X			Assignments completed
X+			Assignments neat
X			Seeks help when needed
X			Organized
X			Listens
X			Follows directions
X			Stays on task
X+			Cooperates
X-			Participates
X+			Respects property
X+			Respects peers
X+			Respects adults
X+			Obeys school/class rules

Our Mission: Provide a safe educational environment where all students are challenged to become lifelong learners

Comments 1st Trimester

needs to read at home. During this trimester, she only read three books independently, earning only 1.5 points toward a goal of 20 points, and achieving only 73% on comprehension according to Accelerated Reading. Reading fluently and competently is such a huge component across the curriculum that no other subject can compare. This is because it provides the foundation to the Language Arts structure in which all other subjects are covered. Reading is the driving force of all academic success as it feeds mind with greater vocabulary, expanded imagery, various styles of voice according to different authors, new subjects of interest, word usage and fluency. Reading is the master link between Writing, Spelling, Speaking and every subject in the curriculum. Additionally, as reaches higher grade levels, most content will be delivered in textual form, placing an additional emphasis on reading fluency, comprehension and ability. Lastly, total memorization of multiplication skills is necessary for the upcoming curriculum, here in elementary school as well as 5th grade. Little by little, bit by bit should start to master these skills.

Comments 2nd Trimester

Comments 3rd Trimester

Cole, Sabrein Elisa has been assigned to

_____ grade next year.

Date _____ Teacher _____

Name	...
Teacher	Miller, Vanessa
Year	2022-2023
Principal	Heather Conn

Fifth Grade Progress Report
Rae C. Stedman Elementary School
P.O. Box 289
Petersburg, Alaska 99833
(877) 526-7656 ext. 2



ATTENDANCE	1	2	3	Total
Days Present	50.0	58.0		108
Days Absent	1.0	0.0		1
Times Tardy	0	0		0.0

Student Evaluation Key	
Performance	Effort
A - Excellent B - Above Average C - Average D - Below Average F - Failing	E - Excellent S - Satisfactory N - Needs Improvement N/A - Not Applicable

Student Behavior/Work Habits	
X - Satisfactory	- Needs Improvement

Subject Areas	1	2	3
Reading	B / E	/	/
Spelling/Vocabulary	B / E	/	/
Language Arts	B / E	/	/
Exploratory	E		
Math	B / E	/	/
Social Studies	B / S	/	/
Science/Health	A- / E	/	/
Music	E		
Art	E		
Technology	E		

1	2	3	
X+	X+		Assignments in on time
X	X+		Assignments completed
X+	X+		Assignments neat
X+	X+		Seeks help when needed
X+	X+		Organized
X+	X+		Listens
X+	X+		Follows directions
X	X		Stays on task
X+	X+		Cooperates
X+	X+		Participates
X+	X+		Respects property
X+	X+		Respects peers
X+	X+		Respects adults
X+	X+		Obeys school/class rules

Our Mission: Provide a safe educational environment where all students are challenged to become lifelong learners

Comments 1st Trimester

is a happy, kind student with a funny sense of humor. He works diligently everyday and is proud of both his Spanish skills and artwork. He loves to draw!. is making new friends and feeling more confident in class. At the beginning of the year, he tested below grade level in reading, writing, and math. Despite these tests, he is making tremendous growth this trimester. In math, he is working on mastering his multiplication math facts to 12 enjoys writing stories and is working on spelling, grammar and punctuation. He is working on past and present tense; sometimes he forgets how to express these correctly. He needs to read for 30 minutes at home each night to increase his fluency and comprehension. He plans to reach his reading goal next trimester! Excelente Trabajo !

Comments 2nd Trimester

Comments 3rd Trimester

Astorga Sosa, Edahi has been assigned to

_____ grade next year.

Date _____ Teacher _____

BP 6146.1 HIGH SCHOOL GRADUATION REQUIREMENTS

Note: *Transfer students who have earned 13 unit credits in another district may, at the district's discretion, be excused from the district's subject area units-of-credit requirements. 4 AAC 06.075.*

Note: *~~The following sample policy reflects the minimum graduation requirements specified in 4 AAC 06.075 and should be revised to reflect district philosophy and needs.~~ Effective July 1, 2014, the requirement that no secondary student be issued a diploma unless he or she has passed the High School Graduation Qualifying Exam was repealed. ~~That requirement was replaced with the requirement that a secondary student take a college and career readiness assessment or receive a waiver in order to receive a diploma.~~ At the request of a student, the district shall retroactively issue a high school diploma to a student who did not receive one because of failure to pass all or a portion of the HSGQE and instead received a certificate of achievement. AS 14.03.075. The district is to mail a notice of this option to each such student who qualifies for a diploma to the student's last known address.*

The Superintendent or designee shall prepare for School Board approval a plan consisting of district graduation requirements. Students shall receive diplomas of graduation from high school only after meeting the following district graduation ~~requirements,~~requirements. ~~as well as taking a college and career readiness assessment or receiving a waiver from the School Board.~~

Subject	**Units of Credit**	
Language Arts	4	(1 credit each year for 4 years.)
Social Studies	3*	(1 credit each for US History and World History, ½ credit for Alaska History and ½ credit for American Government)
Mathematics	3	(in grades 9, 10, 11 recommended)
Science	~~2~~3*	~~(1 credit each year 9, 10 including Physical Science and Biology recommended)~~(1 credit each year 9, 10 Biology and Intro to Chemistry recommended: with one additional science elective)
Health	½	
Physical Education	1	(1/2 credit allowed for participation in district approved ~~extra curricular~~extracurricular sport or approved dance program beginning in grade 10. Participation in two such activities will be required to earn ½ credit.)
Electives	~~10 ½~~9 1/2	~~-~~Freshman Success is a required 9th grade elective; not required for non freshman transfer students
TOTAL CREDITS	24	

Note: *The three units of credit in social studies must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. This requirement will not apply to a student who (1) transfers into your school after the student's second year of high school; or (2) has already successfully completed a high school state history course in another state. 4 AAC 06.075.*

Note: the graduation requirement for 3 science credits will begin with the Class of 2027, all other graduating classes will be grandfathered into the 2 science credit requirement.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6164.2 - Guidance and Counseling Services)

(cf. 6146.3 - Competency Testing)

(cf. 6184 - Virtual/Online Courses)

Legal References:

ALASKA STATUTES

14.03.075 College and career readiness assessment; retroactive issuance of diploma

ALASKA ADMINISTRATIVE CODE

4 AAC 06.075 High school graduation requirements

~~4 AAC 06.721 College and career readiness assessment waivers~~

4 AAC 06.755-790 State wide assessment program for students with disabilities

PSD approved 12-12-06

PSD approved 06-17-08

AASB revised 3/2015

PSD approved 10-13-15

ADOPTED: June 21, 2005

REVISED: December 12, 2006; June 17, 2008; October 13, 2015

Freshman Success Course Description

Freshman Success will be required for all 9th graders to take. This one semester course will rotate with 9th grade PE, which is also one semester. Health class will move to the sophomore year for every student.
The curriculum for Freshman Success will be centered around the School Connect–Boosting Social, Emotional and Academic Skills curriculum. Staff received training by one of the authors, R. Keeth Matheny, M.S., in the Fall of 2021.

https://school-connect.net/sc3-module-descriptions

School Connect Portal Login–email jturner@pcsd.us for login credentials

Course Topics:

Module 1: Creating a Supportive Learning Community

Module 2: Developing Self-Awareness and Self-Management

Module 3: Building Relationships and Resolving Conflicts

Module 4: Preparing for College and the Workforce

This is the description for the Intro to Chemistry class that can be shared to students, parents and community members:

The Introduction to Chemistry class will open students' eyes to how things work at a chemical level in the world around them. Every day students interact with the world of chemical reactions from the phones they carry, to the food they eat, to the ocean we live around and derive sustenance from. Introduction to Chemistry will employ place-based learning and historical connections for students to grasp how our understanding of chemistry developed and helped us build the modern world we live in today. Students will learn through hands-on experimentation, modeling, and inquiry-based projects how the elements of their own worlds and our local community rely on knowledge and application of chemistry ideas.

SCIENCE CLASSES 4 YEAR PLAN

MS sci classes

	6th	**7th**	**8th**
22-23	Life	Earth	Phy Sci
23-24	Life	Earth	Phy Sci
24-25	Life	Earth	Phy Sci
25-26	Life	Earth	Phy Sci

HS 4 year plan for sci classes

*Students should complete a 4-year plan as a 8th Grader/freshman

Alice-

22-23	**23-24**	**24-25**	**25-26**
Bio-10	Bio- 9/10	Bio- 9	Bio- 9
Bio-10	Bio- 9/10	Bio- 9	Bio- 9
Aqua/Adv Aqua	Bio- 9/10	Aqua/Adv Aqua	Aqua/Adv Aqua
Mar Sci	Aqua/Adv. Aqua	Mar Sci	Mar Sci
AP Bio	Mar Sci	AP Bio	Anat
Anat/RASOR	Anat/RASOR/AP Bio	Anat/RASOR	RASOR

Ioana

22-23	**23-24**	**24-25**	**25-26**
Phy. Sci- 9	Physics	Intro Chem- 10	Intro Chem-10
Phy. Sci- 9	Physics	Intro Chem- 10	Intro Chem-10
Chem- 11/12	Food Sci	Chem 2- 11/12	Physics
Chem- 11/12	Culinary 1	Chem 2- 11/12	Physics
Food Sci	Culinary 2	Food Sci	Food Sci
Culinary	Chem 2/MS Culinary	Culinary	Culinary

	6th	7th	8th	9th	10th	11th
19-20	phys	life	earth			
20-21	life	earth	earth			
21-22	life	earth	life	phys		
22-23	life	earth	phys	phys	bio	
23-24	life	earth	phys	bio	bio	
24-25				bio	Chem 1	optional?
25-26					Chem 1	1 more required
						1 more required

Personnel Action Report for 2022-2023

4-11-2023

EMPLOYMENT OF CERTIFIED PERSONNEL

Thomas Hambley
4th grade 23-24SY

Sharon Paulson
4th Grade 23-24 SY

Jolie Norman
1st Grade 2023-24 SY

Rosal Concepcion
MS SPED teacher

RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

Ambler Moss
End of Contract
June 9, 2023

EMPLOYMENT OF CLASSIFIED PERSONNEL

None

RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL

Karen Morrison
Resigning June 30, 2023

Dan Yuen
Resign effective immediately

EXTRA DUTY CONTRACTS

High School Prom
Ioana Ward

Senior Class ½ Split
Tim Shumway & Alice Cumps

Garden Coordinator(s)
Lee Ann Jenkins, Ioana Ward, Hannah Smith

Middle School Track
Alice Cumps

2022-2023 School Year

Teachers	43.00
Classified	37.00
Principals	2.00
District Administration/Exempt (Superintendant, Finance, Maintenance, Food Service, Board Admin, Special education director,)	6.00
Total Employees	**89.00**

Superintendent School Board Report
April 11, 2023

The legislative session is underway. On the docket:
SB 52- Increases the BSA by $1,000 in FY24

- Increase the BSA by an additional $348 in FY25
- Increases the BSA by a percentage equal to the average percentage of increase over the preceding four calendar years in all items of the Consumer Price Index for all urban consumers for urban Alaska starting in FY 26

HB65- Increase Base Student Allocation by $6640 in FY24 & $6760 in FY25 ($800 over 2 years)

SB88- An Act relating to the Public Employees' Retirement System of Alaska and the teachers' retirement system; providing certain employees an opportunity to choose between the defined benefit and defined contribution plans of the Public Employees' Retirement System.

Recruitment and retention of qualified teachers and administrators in our state is at a crisis level.

Karen and I presented our budget request to the Borough Assembly on Monday, April 3. We described the funding situation with regard to the loss of the hold harmless provision, end of federal Covid money, unpredictable student enrollment, rising fixed costs, and inflation. We are requesting an additional $1 million dollars for the upcoming school year, for a total of $3 million.

Student attendance continues to be a significant issue with regard to academic performance, engagement in school, and peer/social interactions. We will continue to discuss possible policy and procedural changes, as well as an emphasis on parent and community outreach regarding this important issue. Any changes will be reflected in student handbooks for next year.

The district is continuing its work on a three-year school improvement process for Stedman Elementary after receiving a Targeted Assistance designation for low academic performance in the Alaska Native/American Indian subgroup. The plan will be presented to the school board during the May meeting.

Elementary Report
Tuesday, April 11th @6:00pm

1. Shout Outs!
2. What has happened?
    - Raptor Center
    - Started State Testing Sub Group = Special Education
3. Current Enrollment: 227
    - Pre-K 13
    - K 40
    - 1st 28
    - 2nd 42
    - 3rd 35
    - 4th 30
    - 5th 39
4. SPED Numbers
    - IEP's: 46
    - Referrals: 9
5. Project 23-24 Enrollment
    - Pre-K=10, K =36, 1=40, 2=28, 3=42, 4=35, 5=30 Total=221
6. Attendance
    - Tardies and Attendance continue to be an issue
    - March Total School: 345.50 absences / 17 school days = 20.32 Average absences a day
    - March By Grade: PreK=2, K=47, 1=40.5 , 2=79 , 3=50 , 4=48 , and 5=79
    - February Total School: 422 absences / 19 school days = 22 Average absences a day
    - February By Grade: PreK=21, K=67, 1=50 , 2=94 , 3=59 , 4=48 , and 5=83
    - January Total School: 466 absences / 19 school days = Average 25 absences a day
      January By Grade: PreK=9, K=77, 1=65 , 2=105 , 3=72 , 4=58 , and 5=80
    - December Total School: 492.5 absences / 12 school days = Average 41 absences a day
      December By Grade: PreK=61, K=83.5, 1=61.5 , 2=85 , 3=52.5 , 4=59.5 , and 5=89.5
    - November Total School: 509 absences / 19 school days = Average 26.8 absences a day
      November By Grade: PreK=15, K=107 , 1=97 , 2=104 , 3=94 , 4=81 , and 5=118
    - October Total School: 408 absences / 20 school days = Average 20.4 absences a day
      October By Grade: PreK=4, K=17, 1=19, 2=23, 3=20, 4=21, and 5=17
    - SeptemberTotal School: 265.5 absences / 22 school days = Average 12 absences a day
      September absence By Grade: PreK=4, K=35.5, 1=49, 2=44.5, 3=36.5, 4=30.5, and 5=65.5
7. After School Programs Offered
    - Going Well
    - 4 Square canceled until icy conditions let up.
    - After-School Recess is canceled until March. - Haven't been able to find staffing.
8. Focus
    - Attendance (trip slips, attendance in handbook, homework)
        i. Seek Policy on length of absence and unenrolled length of time OR
        ii. Seek Policy on district attendance for letter, phone call?
    - Standard-Based Grading (revising report cards, grade 4 standards)
    - AK Reads Act (RTI model)
    - Ak Reads Act Leadership Course for Certification
    - ELA Curriculum Grant
    - MTSS/RTI Refresh Grant
    - Standard Based Grading
    - School Improvement Plan
9. What is to come?
    - State Testing
    - Spring Assessments
    - Public Library "Stream of Dreams" Grant Program May 22, 23rd, 24th

From: Ambler Moss
Date: 4/11/2023
Re: April Board Report

1. **Testing Season:** We are in the thick of it and it doesn't let up for another month! ACT, AK STAR, and AP testing underway or on the horizon. MAP is already complete.
2. **Curriculum revisions:** Kudos in order to Mr. Crump, Ms. Smith, Mr Dino Brock, and Sam Marifern for going the extra mile to assure our students have optimal learning experiences moving forward.

3. **Master Schedule 2023-24:** Final iteration postponed possibly pending teacher recruitment. Students have selected their classes and we can project what each student has but have not yet shared this with them. Schedule includes more room for popular electives and also more support for the most at risk students.

Activities/Athletics Report for School Board

April 11, 2023

PHS Basketball, Cheer, Pep Band

PHS Winter activities are complete! PHS Girls Basketball Congrats on their season, PHS Cheer Region 5 Champions, PHS Boys Basketball received the At-Large bid to state and finished 5th. Also received the Academic Award at State with the highest team overall GPA.

PHS/MMS Theatre

Rehearsals are underway with our Theater group. Performance Dates: April 19 & 20. Doors open at 6:30 PM & show begins at 7:00 PM.

PHS Baseball

Just returned from Sitka from the Sitka Jamboree. Home games this weekend with Sitka. Friday 4:00PM and Saturday 1:00pm and 4:00pm.

PHS Track & Field

Track is underway and will be heading to Juneau for their first Track Meet.

MMS NYO

Just returned from the 2023 Traditional Games. MS students finished 1st place with the highest overall team score. It was a great experience for all. Thank you to Coach Dea Ayriss and Erica Thompson for assisting this season.

MMS Track & Field

Start Date April 17, 2023

MMS Volleyball

Just completed our Home Tournament that had 6 schools and 16 teams attending. Thank you all that helped!

REMINDERS

Check in on your planetHS forms as the Spring Season of Activities & Athletics are around the corner!

PHS GEAR

Get Viking Gear at the Viking Store online. Link can be found on any of the PHS Activities & Athletics webspages.

Where to find information for activities

- Best location for activities & athletics information is our website. You can find information on schedules, updates, and all other information for both PHS and MMS.
- ***Update Links to Activities Schedules on PHS website.***

FACILITY/MAINTENANCE UPDATE!

We survived winter!! No new leaks and the roof repairs have held up very well.

- Stedman Elementary
    - We have contracted LCG Lantech to engineer and design the canopy over the elementary ramp by the cafeteria.
        - Once completed we will get quotes for construction.
- District Office
    - Roof extension over heat pumps and back entrance.
        - LCG is engineering and designing the roof extension.
            - Once completed we will get quotes for construction.
- High School/Middle School
    - LCG Lantech has finished their condition survey, 35% design phase and cost estimates from HMS. Please see attached documents.
        - David Landis (SERCC) and I met on April 5th.
            - We feel that we have all we need to start the CIP application and next steps are to update the Maintenance Narrative, ASHRAE compliance checklist and value analysis.
            - David is creating a folder to submit all documents to support our application to DEED.



Middle School/High School Roof Condition Survey

Petersburg, Alaska

April 2023

Prepared by LCG Lantech for Petersburg School District

Facility Overview

School District:	Petersburg School District
Facility:	Middle School/High School
Inspection Date(s):	August 30 - September 1, 2022

Dates of Construction and Additions

[redacted]	Date	GSF
Original Construction:	1951	21,894
Addition:	1975	29,525
Addition:	1984	43,069
[redacted]	Total:	94,488

*Confirm dates and GSF with DEED Facility Database

Renovations and System Replacement

Date	Description (including renovations as part of above additions)
1997	Soffit/Fascia Repair and Roof Study
2005	Partial Reroof
2009	Partial Reroof
2011	Partial Reroof
2022	Emergency Roof Repair

Survey Team

Name	Firm
Urszula Dlugosz	Architect, LCG Lantech
Dale McCoy	Structural/Civil Engineer, LCG Lantech

Notes

LCG Lantech met with Aaron Buller, District's maintenance personnel on site. Team walked through the building and attic spaces extensively and observed ongoing leaks. Construction documents of the facility were available on site and referenced to access all attic areas and understand the historical progression of the construction and improvements to the roof.

Regulatory Data

Codes Utilized

IBC 2021
IEBC 2021
Alaska School Design & Construction Standards 1st Edition
ASHRAE 90.1-2018

Code Analysis

No major code change or analysis is required for the upgrades to the facilities roofing.

ASHRAE 90.1-2018 lists roof insulation value minimums for Zone 7 (Wrangler-Petersburg). The 2018 version, while not adopted by the State Planning department, it is likely to be the standard for the 2024 construction season anticipated for this project.

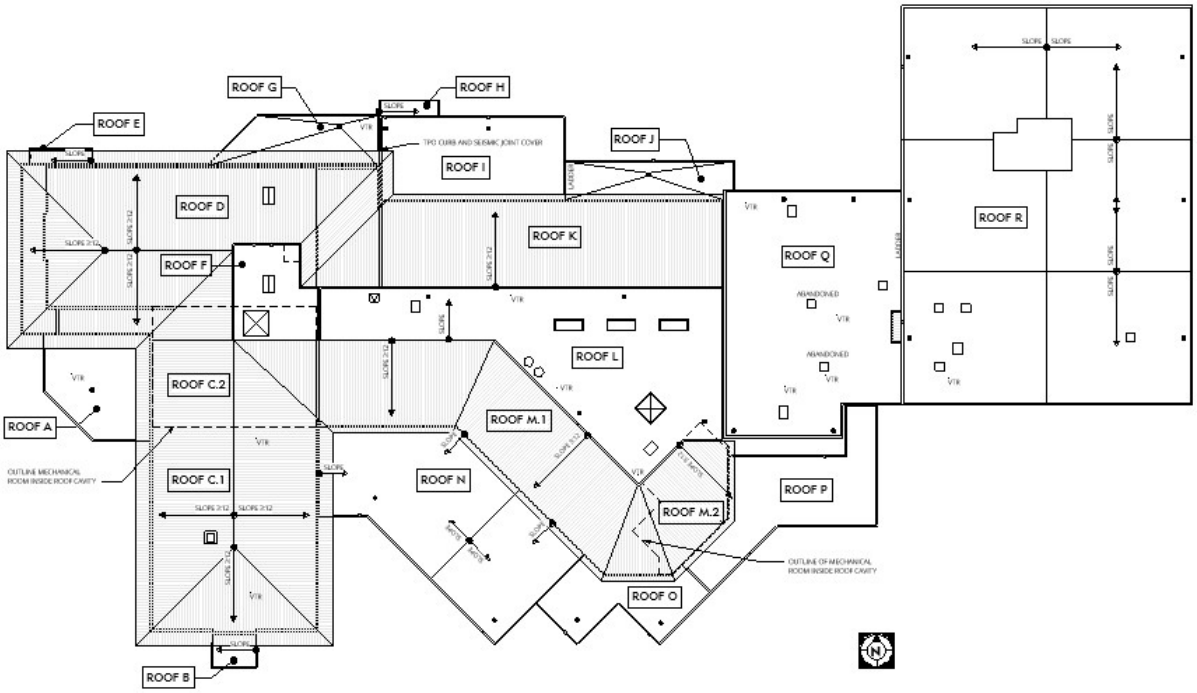
- Insulation entirely above deck = R-35 continuous insulation
- Attic and other = R-49

Table C-A402.2 Opaque Thermal Element Requirements [a]

Climate Zone	6		7		8		9	
	All Other	Group R	All Other	Group R	All Other	Group R	All Other	Group R
Roofs								
Insulation entirely above deck	R-30ci	R-30ci	R-35ci	R-35ci	R-35ci	R-35ci	R-40ci	R-40ci
Metal buildings (with R-5 thermal blocks)[a, b]	R-25 + R-11LS	R-25 + R-11LS	R-30 + R-11LS	R-30 + R-11LS	R-30 + R-11LS	R-30 + R-11LS	R-19 + R-21LS	R-19 + R-21LS
Attic and other	R-49	R-49	R-49	R-49	R-49	R-49	R-60	R-60
Walls, Above Grade								
Mass	R-15.2ci	R-15.2ci	R-20ci	R-20ci	R-25ci	R-25ci	R-30ci	R-30ci
Metal building	R-13 + R-13ci	R-13 + R-13ci	R-19 + R-10ci	R-19 + R-10ci	R-21 + R-10ci	R-21 + R-10ci	R-21 + R-15ci	R-21 + R-15ci
Metal framed	R-13 + R-7.5ci	R-13 + R-7.5ci	R-13 + R-11.4ci	R-13 + R-15.6	R-13 + R-17.5ci	R-13 + R-17.5ci	R-13 + R-20.1ci	R-13 + R-20.1ci
Wood framed and other	R-11 + R-10.4ci	R-11 + R-10.4ci	R-11 + R-11.4ci	R-11 + R-11.4ci	R-13 + R-15.6ci	R-13 + R-15.6ci	R-13 + R-22.8ci	R-13 + R-22.8ci
Walls, Below Grade								
Below grade wall[c]	R-10ci	R-10ci	R-12.5ci	R-12.5ci	R-15ci	R-15ci	R-20ci	R-20ci
Floors								
Mass	R-14.6ci	R-14.6ci	R-16.7ci	R-16.7ci	R-18.8ci	R-18.8ci	R-20.9ci	R-20.9ci
Joist/framing[d]	R-30/38	R-30/38	R-30/38	R-30/38	R-38/43	R-38/43	R-43/50	R-43/50
Slab-on-Grade Floors								
Unheated slabs	R-15 for 24" below	R-15 for 24" below	R-15 for 24" below	R-15 for 24" below	R-15 for 48" below	R-15 for 48" below	NR[e]	NR[e]
Heated slabs[c]	R-20 for 48" below	R-20 for 48" below	R-20 for 48" below	R-20 for 48" below	R-20 for 48" below	R-20 for 48" below	NR[e]	NR[e]
Opaque Doors								
Swinging	U-0.37	U-0.37	U-0.37	U-0.37	U-0.37	U-0.37	U-0.37	U-0.37
Roll-up or sliding	R-4.75	R-4.75	R-4.75	R-4.75	R-4.75	R-4.75	R-4.75	R-4.75

Roof Systems

Synopsis



The Petersburg High/Middle school roof is experiencing an overall comprehensive roofing envelope failure. This failure cannot be attributed to one building element or material but is a result of multiple system-wide deficiencies. The building geometry, installation and construction details, and nature are all contributing to the numerous, year-round, leaks. This report looks at all the roof deficiencies and explores several possible solutions, including redesign efforts.

Over the three-day inspection period, the team observed a number of active roof leaks. Overall, thirty-one active or recent leaks were noted. The active leaks observed were clearly a result of rainwater penetration (not condensation or snowmelt) and were present hours after rain subsided. They could not be traced to a simple 'hole in the roof'.

Extensive roof leak mitigation efforts are evident throughout the building and on the roof surface. Flat roofs have been repaired/replaced multiple times over the years with EPDM membrane (2005, 2009), PVC membrane (2011), and TPO membrane (2012, 2022). The current metal roofs are original to 1984/85 construction. Inspection of the existing roofing components and systems was based on visual, nondestructive methods. Concealed construction was not inspected unless specifically noted otherwise.

Causes of Roof Failure

Membrane roofs:

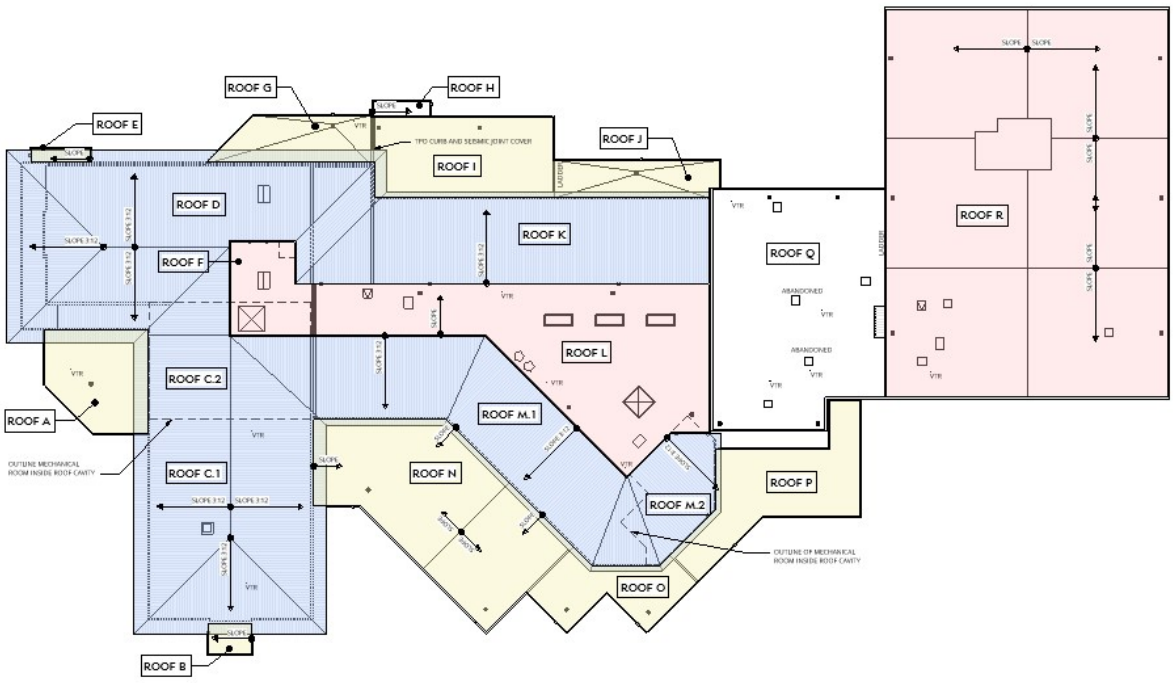
- **Bird activity**. Three different types of roofing membranes are installed on the building (EPDM, PVC, TPO). All areas with EPDM roofing (installed in 2005 and 2009) have evidence of bird activity and have extensive bird pecking damage, concentrated on the highest roofs (F, L and R). Birds have pecked holes in the membrane exposing fasteners and pecked holes in EPDM patches. Bird droppings, seashells and small animal bones were found on Roofs F, L and R.
- **Parapet cap installation.** All but two membrane roofs have a metal parapet cap which is flat and not sloped to shed water. The parapet caps were installed by fastening through the top, creating holes in a horizontal surface and a path for water to enter the building. The inspection team was able to push on the top of parapet cap and observe water squeezing out.
- **Impact of snow and ice shedding from metal roofs.** Membrane roofs located below metal roofs absorb impact falling ice and snow. This falling ice carries enough power to puncture the membranes and provide a path for water penetration.

Metal roofs:

- **Metal roof panel installation directly over roof decking.** Roofing panels were installed directly on top of metal decking. There is no sheathing backing between the two metal surfaces. As a result, when water penetrates the roofing panel, it enters the metal decking channel and travels to a low spot, joint, or penetration before emerging as a leak.
- **Building heat escaping into attic spaces.** Attic of Roof C contains extensive uninsulated air supply ductwork. It was noted in the 1997 USKH report that this ductwork is hot to the touch during winter months. The inspection team also noted holes cut in the attic walls and ceilings in several areas (insulation and vapor barrier removed) which allows the warm interior air to flow freely into cold attic spaces.
- **Deep overhangs prone to ice damming.** The roofs have extremely deep overhangs (24”- 60”) which effectively direct rainwater away from the exterior walls and pathways. This is an appropriate design approach for wet climates. Unfortunately, the overhangs create a problem during the winter months when, on account of the heat loss incurred, snow on the roof melts and water flows down along the cold building overhangs and freezes. Exacerbating this condition, the snow retention clips installed at eaves hang on to the ice and create even more extensive ice dams.
- **No roof panel closure strips in the valleys.** Metal roof panel ends are open and allow water to backflow into the channels of the roof decking when ice dams form in the valleys.
- **Membrane roof scuppers draining near roof vents.** Roofs F and L scuppers discharge water near roof vents providing a means for water infiltration.
- **Upper vents discharging hot air right onto the roof.** Roof vents are low to the roof and discharge warm air directly onto the roof, aiding in melting snow, which then has a chance to become an ice dam.

It needs to be noted that failure of the roof is complex, and elements are intertwined. For example, the failure of the sloped metal roof is causing one type of failure of the membrane roofs. Failure of the high roof parapet caps can be attributed to leaks under the metal roofs. Detailed descriptions of each roof are included in further sections of the report.

The drawing and photographs below categorize roofs in accordance with most problematic features. Red roofs are high roofs where bird damage is most extensive. Yellow roofs are low membrane roofs where falling ice damage is the biggest problem. Blue roofs are sloping metal roofs where ice damming and roofing material failure are the biggest issues. Parapet cap problems are present in all but three membrane roofs.




Bird damage at seismic joint


Bird damage at roof insulation fastener



Parapet cap installation



Screws missing from top of parapet cap



Roof valley and snow clips



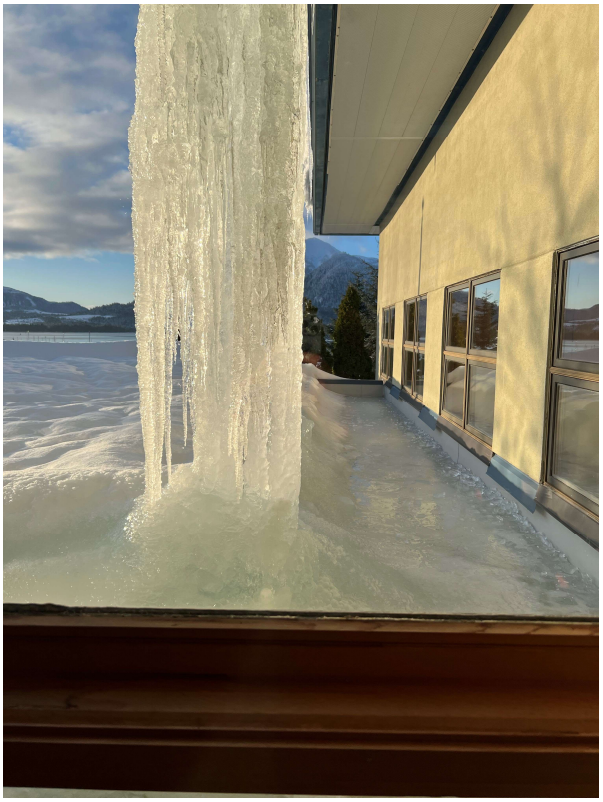
Water damage at roof deck joint



Metal roof valley



Past attempts at mitigating water penetration



Ice waterfall and ice dam



EPDM puncture caused by falling ice

Corrective measures, Options and Costs

Structural considerations:

The existing roof structural system was evaluated during the conceptual design phase in order to guide the architectural roof repairs and determine the allowable material weight that could be added to the roof. As-built drawings of the existing building were used for the review. It was observed that the framing and roof structure was designed to support the loads outlined in the as-builts, but with very little capacity for additional weight. The review also identified that the original snow loading design criteria used in those documents incorporated a value much lower than what is required by the building code.

The State-adopted 2021 version of the International Building Code (IBC) requires the ground snow load for Petersburg to be **150 pounds per square foot (psf)**. The code allows for load reductions under provisions for roof slope and temperature, among other factors, this results in the design value for snow loading of approximately **116 psf**. The design criteria delineated in the building's as-built drawings list the snow load design at only **60 psf**, well under half of the currently required value.

Through research and correspondence with the local university (UAA) as well as the Petersburg Borough, a recent study was provided which recommends revising the ground snow load in Petersburg to **95 psf**, a substantial decrease to the original requirement of **150**. While this revised load requirement has not yet been officially adopted, it is likely that in the near future a local amendment to the IBC will be adopted by the Borough as well as a revision made to the future versions of IBC. With the reductions as noted above,

a new snow load requirement for the roof would be approximately **74 psf.** This revised value is still more than a 20% increase over what the existing roof structure is designed to support.

Since the code-required snow load greatly exceeds what the existing school was designed for, no modification to the roof structure or additional material weight is recommended. In addition, it is recommended that the existing structure be upgraded to account for the actual code-prescribed snow loads, whether it be the future local amendment, or the future State adopted IBC value. When making these modifications, increased dead loads can be incorporated to allow for architectural retrofit that includes additional material weight for the overall roof repair recommendations.

Until the roof structure can be modified and accommodate the code-required snow load values, a maintenance plan should be implemented to ensure snow loading on the roof structure is kept to a management value throughout the winter months. This is the only proactive way to reduce the **potential life/safety risk** from the structural members being overloaded and failing. The maintenance plan will need to include removing snow when it is in excess of 30-inches in depth. This depth is the approximate snow weight that the structure was designed to support. Any ice accumulation in excess of 6 or more inches should also be removed. This is particularly important in areas that are also loaded with snow accumulation. When removing snow and ice, careful attention needs to be provided to the distribution of loads across the roof. Removal must be uniform across the roof structure so that one area is not asynchronously overloaded. As a course of the maintenance activities, care should be taken to ensure that the roofing membranes and finishes are not damaged during removal activities.

Membrane roofs recommendations:

- **All parapet caps need to be replaced.** This is a mandatory fix. New sloping parapet caps, fastened only on vertical surface, need to be installed. All parapet walls will need to be inspected for water damage during construction. It is estimated that about 25% of parapet walls will need to be reconstructed because of years of water penetration.

- **Membrane replacement.**
  Option 1 Replace all EPDM/PVC membranes with TPO membranes. TPO membranes appear to not attract birds. Manufacturers make the claim that TPO is not a bird attractant and on-site observation noted that no TPO members were damaged by birds. All rigid insulation to remain (assumed R-23), water damaged insulation would be replaced. Lower roofs would need additional impact protection in areas affected by falling ice.
  Pros: Membrane and adhesives used with TPO roofs are not known to attract birds.
  Cons: TPO membranes are relatively new. Their long-term performance is still being discovered, particularly in Alaska. They are more prone to impact damage than EPDM roofs. TPO membrane is also very slippery.

  Option 1 is the preferred option purely for the benefit of bird damage control.

  Option 2 Replace all damaged EPDM membranes with new 90 mil EPDM membranes. Roof rigid insulation to remain (assumed R-23), water damaged insulation would be replaced. Lower roofs would need additional impact protection in areas affected by falling ice.
  Pros: The 90 mil EPDM has shown to perform better at deterring bird damage.
  Cons: EPDM is not perfect since birds appear to be attracted to tar-based mastics, sealants, and voids under the membrane.

Metal roofs recommendations:

- **Replace metal roofing in-kind.** The intent is to leave the current design approach as it is and not add any additional weight to the roof. Ductwork in the attic of Roof C1 would be insulated and building-to-attic penetrations sealed. Snow guards would be eliminated to not aid in ice damming. Snow melt/ heat trace will be installed in most vulnerable areas to reduce ongoing formation of ice waterfalls.
  Pros: This option is cost effective and new materials and better detailing will eliminate many leaks.
  Cons: This option does not address the destructive issue of existing attic heat loss and existing roof assembly which makes the leaks hard to locate. The lower roofs might still be in danger of damage from falling snow.

Cost Estimate and 35% drawings are attached at the end of this document. The cost of replacement of the roof was estimated to be **$3,364,486.**

Detailed Roof Overview

TPO Membrane Roof A

Description of Existing Systems

Roof A is a low sloping unvented roof over a side entry to the school and serves as a main entry to the auditorium. The roofing membrane was replaced in 2012 with TPO roofing but the existing parapet cap was reused. The roof slopes to a single roof drain with no overflow or redundancy. Portions of Roof C and Roof D drain onto Roof A. Roof A also takes an impact of ice buildup and snow falling off these two roofs. The roof drain of Roof A discharges water from itself and tributary areas of Roofs C and D.

Existing Conditions

Roof A is new and in good shape but it supports a lot of moss growth. The roof has sustained a lot of abuse during the 2021/22 winter. An ice waterfall formed from the valley of metal roofs above and reached all the way to Roof A. The windows above Roof A had to be blocked with plywood as the ice waterfall was backing up snow and water against the building. The roof drain basket is knocked off the base and needs to be reinstalled to prevent clogging of the drain.



Roof A



Plywood used to protect windows from ice



Roof C and D shedding on Roof A



Low VTR serving as overflow drain

Code Deficiencies

The VTR located in roof A is cut too low to the roof an essentially serves as an overflow and not vent. A secondary drain is required. (IBC 1503.4)

Recommendations

Remove moss growth from the roof. Reinstall the roof drain cover. Resolve roof VTR issue and overflow. Roofing to remain as is. Install new parapet cap.

PVC Membrane Roof B

Description of Existing Systems

Roof B is an uninsulated canopy roof over a side entry to the school. The roof drains to a single scupper. Roof B was replaced in 2011 with a PVC membrane. A portion of Roof C drains onto Roof B.

Existing Conditions

The roof appears in good shape. Vegetation growth is visible from the ground. Branches from the nearby tree lay on top of the membrane. Roof B has a metal parapet cap which is not fastened in from the top as in the other parapet locations.



Roof B from below



Scupper and vegetation of Roof B



Tree leaning on roof membrane

Code Deficiencies

Add secondary drain (IBC 1503.4)

Recommendations

Cut back low hanging vegetation. Replace the roof with a proposed assembly and a new parapet cap to match entire facility.

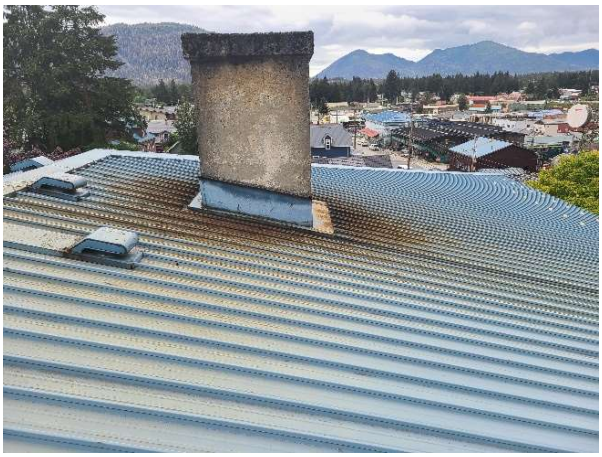
Metal Roof C

Description of Existing Systems

Roof C is a sloping vented metal roof. The roof was installed as part of 1984/85 renovation. A steel sloping roof structure was added on top of the original flat roof of 1951 building. The roof features deep overhangs with vented soffit and roof vents below the ridge. The roof has no gutter and sheds onto the ground or roofs below. Roof C is divided into Roof C1 and C2. Roof C1 has a tall open attic with easy access to underside of the roof. Roof C2 contains the mechanical room. In the Roof C2 area, a drywall ceiling is attached to the underside of the roof framing members and insulation is located between framing members with small air cavity above.

Existing Conditions

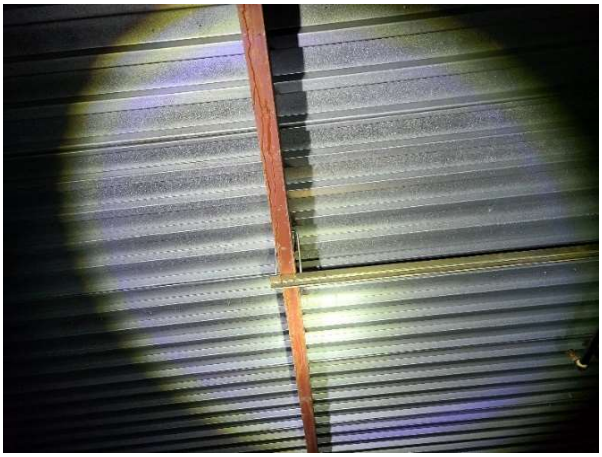
The roof panels are past their usable life. Several leaks on the underside of the Roof C1 were noted during the inspection. Water was observed traveling along the beams and down columns and dripping onto the 1951 outside wall structure. The Attic of Roof C1 contains uninsulated supply and return air ductwork. During winter months the ductwork heats the attic space and contributes to roof snow melt and ice damming. Inspection revealed that two attic access openings were cut in the walls of the mechanical room to access the attic of Roof K and Roof M and the wall insulation was removed. It is not known when those opening were cut, but this created direct access for hot air from the mechanical room into the attic areas which by design need to remain cold. These openings need to be patched and insulated immediately. There are existing access panels into Roofs K and M and openings are not needed.



Boiler stack



Roof C shedding onto Roof N



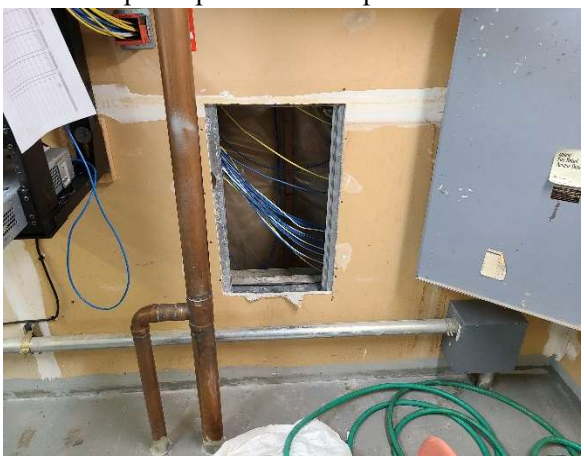
Water traveling along the steel beam



Past attempts to prevent water penetration



Opening from Mechanical Room into Attic



Opening from Mechanical Room into Attic



Uninsulated attic ductwork

Code Deficiencies

None.

Recommendations

As a temporary fix before full roof renovation: Patch wall openings from the mechanical room and reinsulate the wall.

Replace metal roofing panels with proposed assembly. Insulate all attic ductwork.

Metal Roof D

Description of Existing Systems

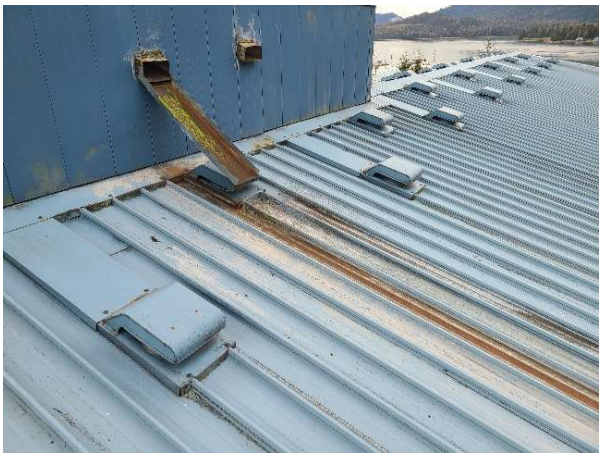
Roof D is a sloping vented metal roof. The roof was constructed as part of 1984/85 renovation. A steel sloping roof structure was added on top of the original flat roof of 1951 building and 1985 addition. The roof features deep overhangs with vented soffit and roof vents below the ridge. The roof has no gutter and sheds onto the ground or roofs below. The interior ceiling of Roof D, located above the auditorium, is sloped. A drywall ceiling is attached to the underside of the roof framing members and insulation is located between framing members with air cavity above. Two smoke vent hoods are located in the roof above the stage. Roof F scuppers drain onto Roof D and their discharge is almost directly above Roof D air vents.

Existing Conditions

Roof metal panels are past its usable life. Inspection revealed openings cut in the drywall ceiling and wall above the auditorium. The openings were cut in the attempt to locate and stop leaks and created a direct path for heat to enter the cold attic, likely contributing to severe ice damning on the roof. A lot of equipment is suspended from the roof structure of the auditorium. The equipment mountings penetrate the ceiling assembly and create small holes through the drywall ceiling with their natural swaying movement. These penetrations contribute to heat loss into the cold attic space.



Smoke vent



Roof L scupper/drain



Opening cut into the wall



Ceiling opening into cold attic space



Evidence of past water leaks

Code Deficiencies

Smoke hood can be removed as they are not required under current code.

Recommendations

As a temporary fix before full roof renovation: Patch ceiling openings (patch vapor barrier and replace insulation). Where possible caulk around equipment mounting penetrations to prevent heat and vapor transfer.

Replace metal roofing with proposed assembly.

PVC membrane Roof E

Description of Existing Systems

Roof E is a PVC roof installed in 2011 over the side exit out of the Auditorium. The roof drains to a single scupper.

Existing Conditions

This roof is not readily accessible due to its height and location. The membrane and parapet were visually inspected from an adjacent roof. Large quantities of moss were observed on the membrane. The parapet cap is dented and misshapen from the impact of ice and snow falling from Roof C. This will contribute to leaks along the parapet wall into the inside of the building. The single scupper drains on the wall below creating unsightly staining which over time will result in water damage and mold issues.



Dented parapet cap



Water damage at scupper discharge



Water damage along the wall

Code Deficiencies

Add secondary drain (IBC 1503.4)

Recommendations

Replace the roof with a proposed assembly and a new parapet cap. Add a downspout to direct water away from the outside wall.

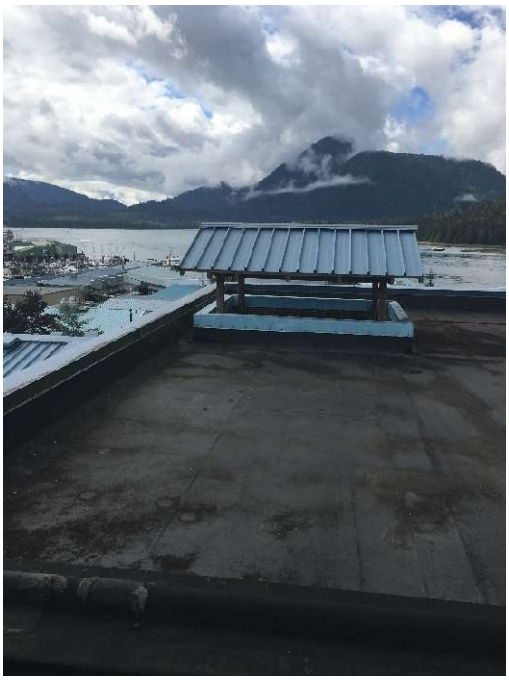
EPDM Membrane Slope Roof F

Description of Existing Systems

Roof F is a fully-adhered EPDM roof with mechanically attached insulation sloping to two scuppers. The EPDM membrane was installed in 2009 and the existing parapet cap was reused. The roof scuppers drain onto Roof D metal roofing directly above a roof vent. A mechanical ventilation pit, tsunami warning system and a smoke vent hood from the auditorium stage area are located on the roof. The mechanical ventilation pit has an internal drain.

Existing Conditions

The roof shows evidence of a lot of bird activity and bird related damage. Bird excrement was found on the roof. Birds have pecked through the EPDM membrane exposing metal fasteners and pecked at the membrane leaving holes in EPDM membrane patches.



Mechanical ventilation pit



Stage smoke hood/tsunami warning



Bird damage



Scupper/primary roof drain discharge

Code Deficiencies

Smoke hood can be removed as they are not required under current code. Tsunami warning system tower needs to be removed and reengineered.

Recommendations

Replace roofing membrane with a proposed assembly and a new parapet cap.

TPO Membrane Roof G

Description of Existing Systems

Roof G is an unvented low sloping TPO roof. The roof has one drain and an overflow scupper. The roofing membrane was installed in 2022 following an extreme weather event and severe water leaking into the building. Ice damning and ice falling off Roof D had severely damaged the previous roofing membrane. An ice dam formed on the roof and caused a water and snow to back-flow against the building. Water damage from that event is still visible along the back wall.

Existing Conditions

The roof is in great shape. While the roofing membrane was replaced the existing parapet cap was reused and it is not sloped to shed water. The impact of snow and ice falling off Roof D, even with projected Roof D improvements, is still an issue. Roof D has no gutter and will always shed onto Roof H.





Code Deficiencies

None.

Recommendations

Replace parapet cap.

PVC Membrane Roof H

Description of Existing Systems

Roof H is an uninsulated canopy roof over a side entry to the school. The roof drains to a single scupper. Roof H has a PVC membrane installed in 2011. A gutter was installed below the scupper in an attempt to direct water shed and control its discharge.

Existing Conditions

Since Roof H is a canopy roof and nothing sheds onto it, it is in good shape. The underside of the canopy, however, shows evidence of leaks around the perimeter parapet. Soffit panel paint is blistered and peeling. Since the roofing membrane appears in good shape most likely source of the water penetration is at the parapet cap.



Roof H



Blistering soffit paint

Code Deficiencies

No secondary drain.

Recommendations

Replace roofing with a proposed assembly and install a new parapet cap.

TPO Membrane Roof I

Description of Existing Systems

Roof I is a low-sloping TPO roof. The roof has two drains and two overflow scuppers. The roofing membrane was installed in 2022 following an extreme weather event and severe water leaking into the building. Ice damning and ice falling off Roof D had severely damaged the previous roofing membrane. This has caused an ice dam to form on the roof and back-up water and snow against the building. Water damage from that emergency membrane replacement event is still visible along the back wall.

Existing Conditions

The roofing is in great shape. While the roofing membrane was replaced the existing parapet cap was reused and it is not sloped to shed water. The impact of snow and ice falling off Roof K even with projected Roof K improvements is still an issue. Roof K has no gutter and will always shed onto Roof I. Two of the classroom windows located on the back wall of Roof I are very close to the roofing membrane level and subject to leaking at the sill and along the wall when snow accumulates on the roof.



Low windows



Bank of raised windows



Wall damage due to ice dam



Roof drain and overflow scupper

Code Deficiencies

None.

Recommendations

Windows sitting too close to the membrane level should be replaced and windows sills raised. Replace parapet cap.

TPO Membrane Roof J

Description of Existing Systems

Roof J is an unvented low-sloping TPO roof. The roof has one drain and one overflow scupper. The roofing membrane was installed in 2022 following an extreme weather event and severe water leaking into the building. Ice damming and ice falling off Roof D had severely damaged the previous roofing membrane. This has caused an ice dam to form on the roof and back-up water and snow against the building. Water damage from that emergency membrane replacement event is still visible along the back wall.

Existing Conditions

The roof is in great shape. While roofing membrane was replaced, the existing parapet cap was reused, and it is not sloped to drain water. The impact of snow and ice falling off Roof K even with

projected Roof K improvements is still an issue. Roof K has no gutter and will always shed onto Roof J.



Wall damage due to ice dam



Roof J

Code Deficiencies

None.

Recommendations

Replace parapet cap.

Metal Roof K

Description of Existing Systems

Roof K is a sloping vented metal roof. The Roof was constructed as part of 1984/85 renovation. The roof features deep overhangs with vented soffit and roof vents below the ridge. Currently Roof K has no gutter and sheds onto the roofs below. The original roof construction included a built-in internal gutter. Various roof issues prompted an inspection and architect's report in 1997. That report recommended the removal of the gutter and sited issues with gutter freezing full and not being sloped correctly (resulting in standing water and corrosion).

Existing Conditions

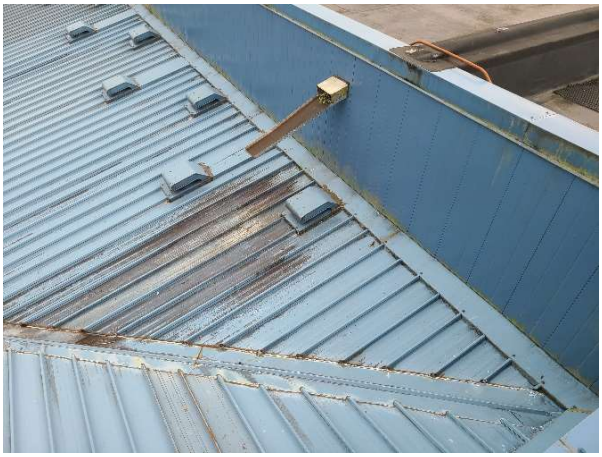
The roof metal panels are past its usable life. Roof K experienced severe ice damming over 2021/22 winter. Roof leaks of roof K have been ongoing and even prompted an installation of internal water diverter/makeshift attic gutter to deal with stubborn leaks for which source could not be located. Wall openings from a mechanical room under Roof C has been heating up the cold attic of Roof K contributing to ice damming. Active rainwater leaks were observed during inspection. The cold attic 'floor' is composed of a layer of drywall on light gage metal frame suspended on cables from the framing members. This assembly results in difficult and dangerous access to the underside of the roof. As a result, leaks cannot be traced properly, and insulation and the vapor retarder are not reinstalled properly after repairs are done from the room below.



Cold attic



Water pooling on top of vapor barrier



Scupper depositing water near roof vent



Valley



Water pooling on parapet cap

Code Deficiencies

None.

Recommendations

Replace roofing with proposed assembly.

EPDM Membrane Roof L

Description of Existing Systems

Roof L was installed in 2009 and is a fully adhered EPDM roof with mechanically fastened insulation sloping to four drains and five overflow scuppers. The scuppers drain onto metal Roof K and M. The roof contains four skylights, a roof access hatch and four roof top mechanical units.

Existing Conditions

The roof experiences a lot of bird activity and bird related damage. Bird excrement was found on the roof. Birds have pecked through the EPDM membrane exposing metal fasteners and pecked at the membrane leaving holes in EPDM membrane patches. Seashells were found inside enclosure of two of the mechanical units. Evidence of past bird control efforts are evident on mechanical units and around the parapet cap (strings strung across the roofing membrane at parapet level, bouncy wires on top of the mechanical units). The overflow scupper in the corner of the roof by the roof access hatch was installed after 1984/85 construction to mitigate lack of roof drainage in that area. This scupper drains large volume of water onto Roof K below.



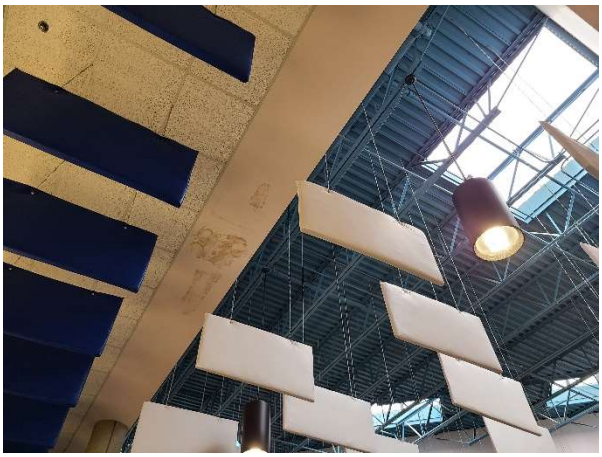
Roof L access hatch



Roof L



Brid damage in recent patch



Parapet leak on the interior

Code Deficiencies
None.

Recommendations
Replace roofing with a proposed assembly and install a new parapet cap.

Metal Roof M

Description of Existing Systems
Roof M is a sloping vented metal roof. The roof was constructed as part of 1984/85 renovation. The roof features deep overhangs with vented soffit and roof vents below the ridge. Currently Roof M has no gutter and sheds onto the roofs below. The original roof construction included a built-in internal gutter. Various roof issues prompted an inspection and architect's report in 1997. This report recommended the removal of the gutter and sited issues with gutter freezing full and not being sloped correctly (resulting in standing water and corrosion).

Roof M is divided into Roof M1 and M2. Roof M1 has an open cold attic. The cold attic 'floor' is composed of a layer of drywall on light gage metal frame suspended on cables from the framing members. This assembly results in a difficult and dangerous access to underside of the roof. As a result, leaks cannot be traced properly, and the insulation and vapor retarder are not reinstalled properly after repairs are done from the room below. Roof M2 is where the mechanical room is located. A drywall ceiling is attached to the underside of the roof framing members and insulation is located between framing members with smaller air cavity above.

Existing Conditions
The roof metal panels are past its usable life. Roof M has ongoing leaks whose origin cannot be accurately traced. Ongoing rainwater roof leaks were observed during the inspection. These occurred in the Roof M1 portion of the roof. The ceiling of the mechanical room inside roof cavity M1 is severely water damaged. Access to the ceiling and the roof is extremely limited in the mechanical room due to the room height and the amount of equipment suspended from the ceiling.


Roof M


Attic insulation moved for leak repair



Mechanical room ceiling



Mechanical room ceiling



Ongoing roof leak



Soffit staining caused by roof leaks

Code Deficiencies
None.

Recommendations
Replace metal panels with proposed roof assembly.

EPDM Membrane Roof N

Description of Existing Systems
Roof N is a fully adhered EPDM roof with mechanically fastened insulation sloping to two drains and two overflow scuppers. This is a low roof with Roof C and M draining onto it causing damage to the membrane. A ten-foot-wide portion of the membrane along the building wall required emergency replacement during the 2021/22 winter. Impact of snow and ice falling off the roofs above caused punctures in the membrane and severe interior leaks. The contractor found water-soaked insulation which also required replacement.

Existing Conditions
After the recent repairs the roofing membrane is in good shape. The existing parapet cap was reinstalled in the last repair and is contributing to ongoing interior leaks. The impact of snow and ice

falling off Roof M and C, even with projected roof improvements. is still an area of concern. The roofing membrane must be protected to reduce impact damage.



Roof N



Roof N



Parapet cap water pooling



Wall damage due to ice dam



Soffit damage near roof drain

Code Deficiencies

None.

Recommendations
Replace roofing with a proposed assembly and install a new parapet cap.

EPDM Membrane Roof O

Description of Existing Systems
Roof O is an EPDM roof sloping to two drains and two overflow scuppers. This is a low roof with Roof M draining onto this roof causing impact damage to the membrane. Portions of the membrane along the building wall required emergency replacement during the 2021/22 winter. The impact of snow and ice falling off the roof caused punctures in the previous membrane as well as severe interior leaks. The contractor found water-soaked insulation which also required replacement.

Existing Conditions
After repairs, roofing membrane is in good shape. The existing parapet cap was reinstalled in the last repair, and it is contributing to ongoing interior leaks. The impact of snow and ice falling off Roof M, even with projected roof improvements, is still an area of concern. The roofing membrane must be protected to reduce impact damage.


Parapet water pooling

Code Deficiencies
None.

Recommendations
Replace roofing with a proposed assembly and install a new parapet cap.

EPDM Membrane Roof P

Description of Existing Systems
Roof P is an uninsulated entry canopy roof covered with an EPDM membrane and sloping to two scuppers. This is a low roof. Roof M drains onto this roof causing impact damage to the membrane.

Existing Conditions
Roof P shows evidence of severe leaking. The roofing is bouncy and squishy indicating water-soaked rigid insulation below. Evidence of leaks is present on the underside of the canopy. The impact of snow and ice falling off Roof M, even with projected roof improvements, will still be an issue. The roofing membrane must be protected to reduce impact damage. The roof's two scuppers are in a

problematic location and were retrofitted with a gutter to direct water away from main entry and side of the building.





Code Deficiencies
None.

Recommendations
Redesign roof drainage. Replace roofing with a proposed assembly and install a new parapet cap.

EPDM Membrane Roof Q

Description of Existing Systems
Roof Q is a fully adhered EPDM roof with mechanically attached insulation over a part of the High School constructed in 1975. The EPDM membrane was installed in 2005. Roof Q does not have the problem metal parapet cap located elsewhere. On Roof Q, the EPDM membrane wraps the roof parapet, and a metal fascia attaches to the outside of the parapet.

Existing Conditions
The membrane experienced a recent failure around two roof drains and was partially replaced. Some bird damage was evident on the roof around roof patches, where birds pecked at roofing leaving small punctures.



Roof Q



Roof Q



Wall penetration



2022 partial membrane repair

Code Deficiencies

None.

Recommendations

As a temporary fix before full roof renovation: Seal holes around wall penetrations at the roof level. Replace roofing with a proposed assembly.

EPDM Membrane Roof R

Description of Existing Systems

Roof R is a fully adhered EPDM roof with mechanically attached insulation. This part of the High School was constructed in 1975. The EPDM membrane was installed in 2005. Roof R does not have the problem metal parapet cap located elsewhere. On Roof R the EPDM membrane wraps the roof parapet and a metal fascia attaches to the outside of the parapet.

Existing Conditions

The surface of the roof membrane is covered with patches to repair bird damage. Damage is especially concentrated around insulation mechanical attachment, metal washers and screws, telegraphing through the membrane.



Bird damage



Bird damage patches



Bird damage patches



Bird damage patches

Code Deficiencies
None.

Recommendations
As a temporary fix before full roof renovation: Continue to monitor patches and damage caused by birds.
Replace roofing with a proposed assembly.

Gutters & Downspouts

Description of Existing Systems
The Petersburg Middle/High School roof does not contain many gutters or downspouts. All gutters (three locations) are a retrofit to the 1984/85 design in an attempt to direct scupper water away from the buildings and walkways. All gutters serve flat roofs.

Recommendations
Gutters and downspouts to remain as is. New downspout to be installed at Roof E to direct the water away from the exterior wall.

Estimates

Roof Accessories Overview

Skylights

Description of Existing Systems
Roof L contains four polycarbonate skylights. One square 8'x8' skylight, and three barrel 10'x4' skylights. All skylights were installed as part of the 1984/85 renovation and addition.

Existing Conditions
All the skylights are fogged up and their thermal seal is broken.







Code Deficiencies
None.

Recommendations
All the skylights should be replaced.

Estimates

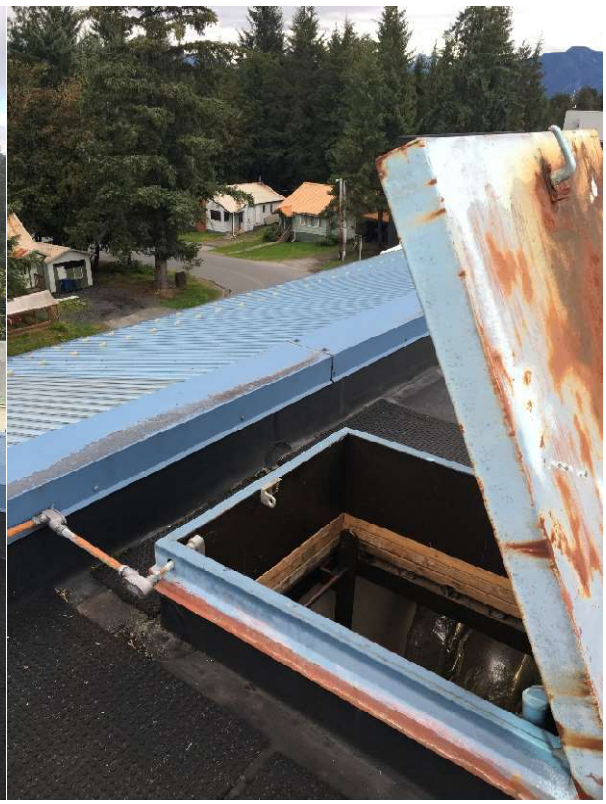
Roof Hatches

Description of Existing Systems
The building contains two roof hatches – one on Roof L and one on Roof R.

Existing Conditions
The Roof L hatch lid is rusting and has a low profile close to the roofing membrane. Additionally, there is no ladder extension pole to grab onto which is an OSHA requirement. The Roof R hatch is in good shape and has the required ladder extension pole.



Roof L



Roof L



Roof R

Code Deficiencies

No ladder extension pole. No fall protection at Roof L hatch.

Recommendations

Replace roof hatch on Roof L. Add fall protection around the hatch.

Estimates

Fall Protection

Description of Existing Systems

There are no existing fall protection systems on any of the roofs.

Code Deficiencies

Fall protection is required for points of roof access and equipment located close to the edge of the roof.

Recommendations

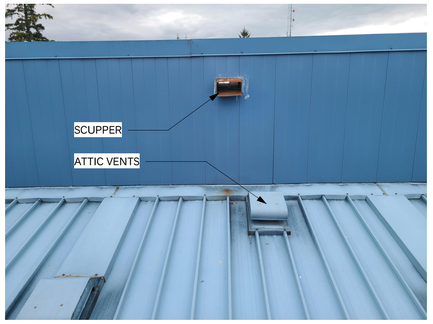
Install fall restraints and guardrails at mechanical units and hatches located near the edge of the roof.

Estimates













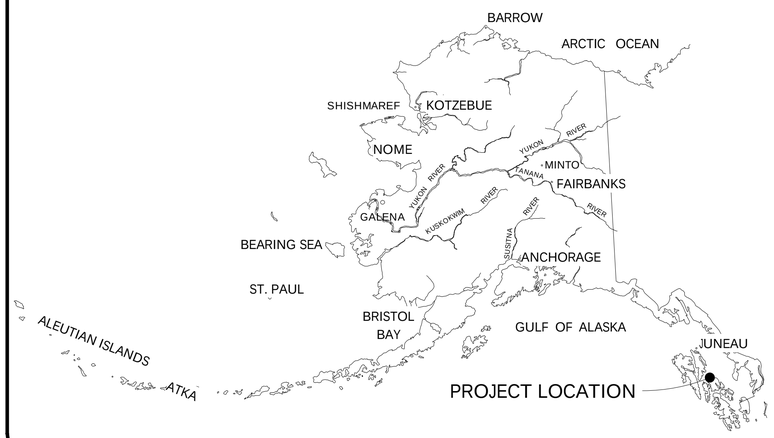
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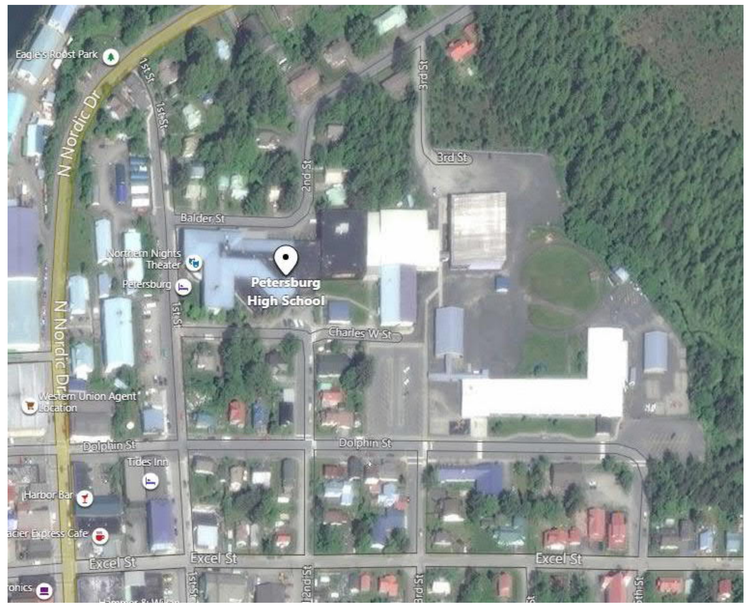
PETERSBURG SCHOOL DISTRICT

109 CHARLES W ST., PETERSBURG AK

35% SCHEMATIC DESIGN

3/6/23





SITE PLAN- NTS

DRAWING LIST

ARCHITECTURAL DRAWINGS

A1	ROOF DEMOLITION
A2	ROOF PLAN
A3	ENLARGED PLANS
A4	ENLARGED PLANS
A5	ROOF DETAILS

PROJECT DESCRIPTION

ROOF REPLACEMENT ON A 94,488 SF MIDDLE/HIGH SCHOOL.
REPLACEMENT OF 23,580 SF OF METAL ROOF WITH NEW METAL ROOF.
REPLACEMENT OF 35,989 SF OF EPDM MEMBRANE WITH TPO MEMBRANE.
REPLACEMENT OF PARAPET CAP ON MEMBRANE ROOFS. INCIDENTAL PARAPET WALL, ROOF DRAIN, AND STRUCTURAL DECK REPAIR WHERE DAMAGED BY WATER PENETRATION. ATTIC DUCTWORK INSULATION.

PROJECT TEAM

ARCHITECTURE, SURVEY, CIVIL AND STRUCTURAL ENGINEERING

LCG Lantech Inc
architecture • engineering • surveying

250 H Street
Anchorage, AK 99501
P (907) 243-8985
F (907) 243-5629
www.lcgak.com

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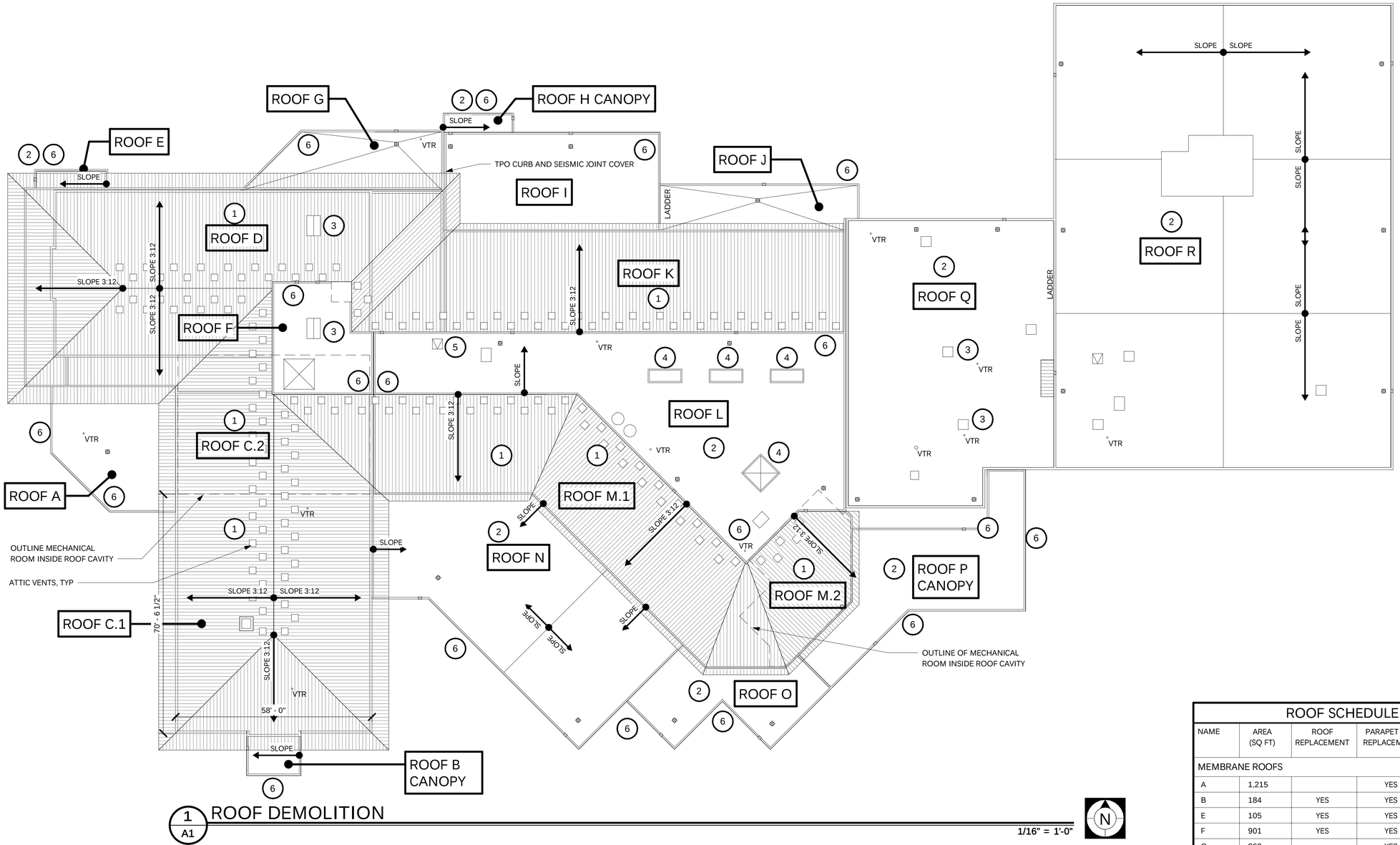
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MITKOF MS/ PETERSBURG HS REROOF

1417.01

G1

30" x 21" BORDER



1 / A1 ROOF DEMOLITION

1/16" = 1'-0"

N

DEMOLITION NOTES

1. DEMO EXISTING METAL ROOFING, ATTIC VENTS AND ASSOCIATED FLASHING.
2. DEMO EXISTING EPDM MEMBRANE AND COVERBOARDS. INSPECT RIGID INSULATION AND ROOF DECK FOR WATER DAMAGE.
3. DEMO ABANDONED SMOKE VENT. DEMOLISH ALL ITEMS ASSOCIATED WITH THE UNIT ON THE INSIDE OF THE BUILDING.
4. DEMO EXISTING SKYLIGHTS.
5. DEMO EXISTING ROOF HATCH.
6. DEMO ALL PARAPET CAPS AND INSPECT WALLS FOR STRUCTURAL DAMAGE.

NOTE:
ALL DRAWINGS AND DIMENSIONS ARE BASED ON ORIGINAL CONSTRUCTION DOCUMENTS. EXISTING CONDITIONS MAY VARY.

ROOF SCHEDULE

NAME	AREA (SQ FT)	ROOF REPLACEMENT	PARAPET CAP REPLACEMENT	SOFFIT REPLACEMENT/ REPAIR
MEMBRANE ROOFS				
A	1,215		YES	
B	184	YES	YES	
E	105	YES	YES	
F	901	YES	YES	
G	860		YES	
H	192	YES	YES	YES
I	1,849		YES	YES
J	796		YES	YES
L	4,962	YES	YES	
N	3,710	YES	YES	YES
O	1,065	YES	YES	
P	1,796	YES	YES	YES
Q	4,866	YES		
R	13,488	YES		
METAL ROOFS				
C	7,077	YES		
D	6,492	YES		
K	4,161	YES		YES
M	5,850	YES		YES

NOTE:
AREA OF METAL ROOFS WAS MEASURED HORIZONTALLY

35% SCHEMATIC DESIGN

1" ONE INCH

NO	DATE	BY	REVISION

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MITKOF MS/ PETERSBURG HS REROOF

ROOF DEMOLITION

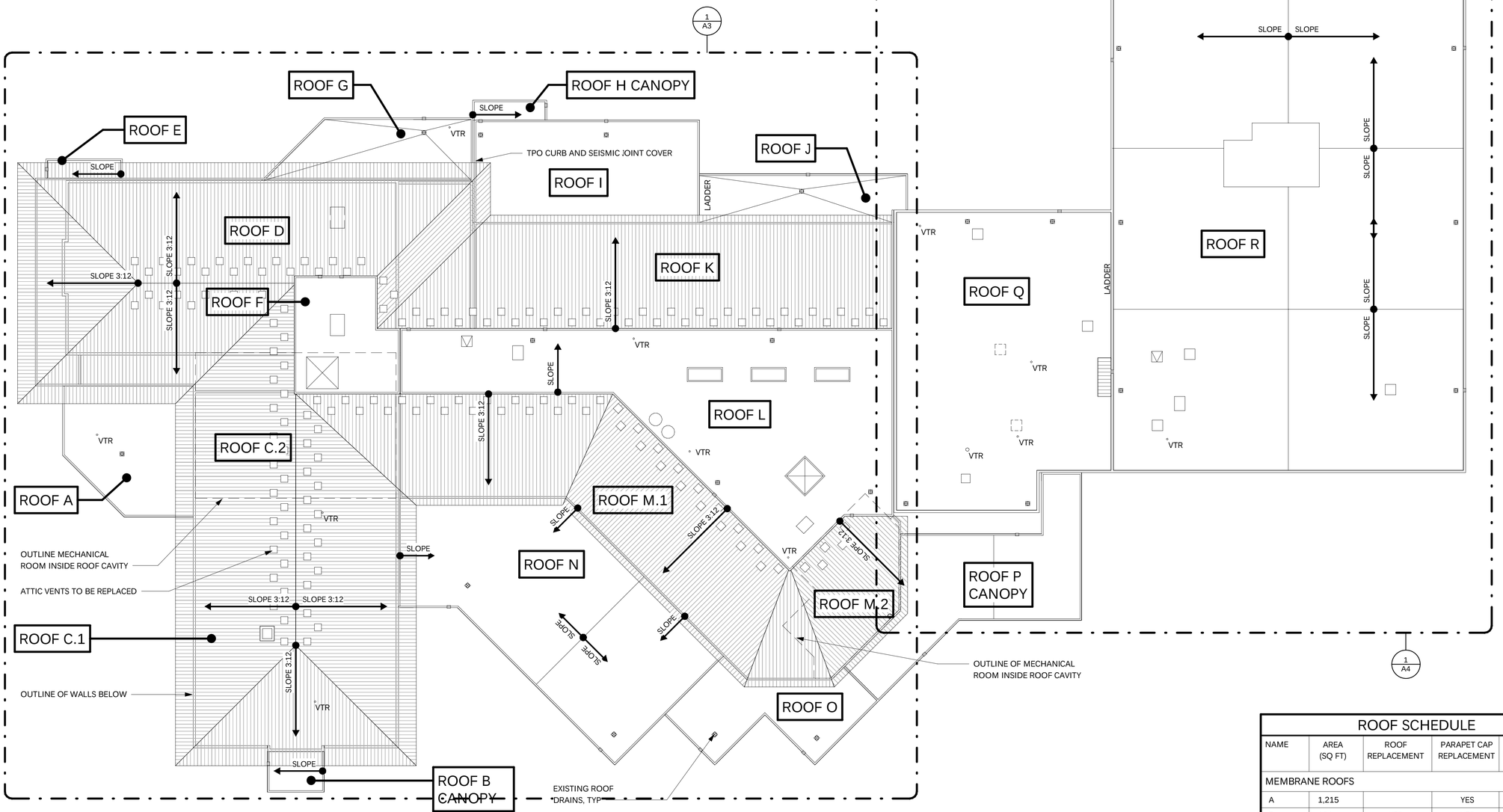
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DRAWN BY:	UMD
CHECKED BY:	UMD
DATE:	3/6/23
FILE NO.	1417.01

SHEET NUMBER
A1 OF 5

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1" ONE INCH

30" x 21" BORDER



1 / A2 ROOF LEVEL

1/16" = 1'-0"

1/4" = 1'-0"

3/16" = 1'-0"

35% SCHEMATIC DESIGN

SHEET NOTES

1. PATCH ROOF PENETRATION. INSTALL NEW ROOF ASSEMBLY. PATCH CEILING.
2. REUSE CURB FOR INSTALLATION OF NEW TSUNAMI WARNING SYSTEM TOWER.
3. INSTALL NEW SKYLIGHTS. SIZE AND SHAPE TO MATCH EXISTING POLYCARBONATE UNITS.
4. INSTALL NEW ROOF HATCH WITH LADDER EXTENSION AND FALL PROTECTION.
5. INSPECT PARAPET WALLS AND REPLACE WATER DAMAGED FRAMING IN LOCATIONS WHERE STRUCTURAL INTEGRITY OF THE MATERIAL IS COMPROMISED. ASSUME 30% OF PARAPET WALLS WILL NEED RECONSTRUCTION.
6. INSPECT ALL EXPOSED ROOF DECK AND REPLACE AREAS WERE STRUCTURAL INTEGRITY OF MATERIAL IS COMPROMISED. ASSUME 10x10 AREAS AT EACH ROOF SCUPPER/ DRAIN MIN.
7. REPLACE ALL PARAPET CAPS AT MEMBRANE ROOFS.
8. TAPER INSULATION ONLY AT ROOF CANOPIES.
9. INSULATE ATTIC AIR SUPPLY DUCTWORK. SEE 1/A5
10. INSTALL FALL PROTECTION RAILING ON ROOF L AROUND THE ROOF HATCH AND MECHANICAL UNITS.
11. INSTALL TPO WALKWAY MAT AROUND ALL MECHANICAL UNITS ON TPO ROOFS.

MEMBRANE ROOF ASSEMBLY

EXISTING ASSEMBLY:
- EPDM MEMBRANE - DEMO
- COVERBOARD - DEMO
- RIGID INSULATION - INSPECT FOR WATER SATURATION
- 1/2" GYP SHEATHING - INSPECT FOR WATER SATURATION
- 1 1/2" 20 GA STRUCTURAL DECK - INSPECT FOR STRUCTURAL DAMAGE NEAR DRAINS AND PARAPET WALLS
- STRUCTURAL FRAMING

NEW ASSEMBLY:
- NEW 60-MIL TPO ROOF
- NEW COVERBOARD
- RIGID INSULATION
- 1/2" GYP SHEATHING
- 1 1/2" 20 GA STRUCTURAL DECK
- STRUCTURAL FRAMING

SLOPED METAL ROOF ASSEMBLY

- SLOPE 3:12.

EXISTING ASSEMBLY:
- METAL ROOF - DEMO
- STRUCTURAL DECK
- STRUCTURAL FRAMING
- AIR CAVITY
- R38 BATT INSULATION
- VAPOR BARRIER
- STRUCTURAL SHEATHING/ 5/8" GWB

NEW ASSEMBLY:
- NEW 22 GA CONCEALED FASTENED METAL ROOF WITH GLUE DOWN SNOW GUARDS
- STRUCTURAL DECK
- STRUCTURAL FRAMING
- AIR CAVITY
- R38 BATT INSULATION
- VAPOR BARRIER
- STRUCTURAL SHEATHING/ 5/8" GWB

ROOF SCHEDULE

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METAL ROOFS				
C	7,077	YES		
D	6,492	YES		
K	4,161	YES		YES
M	5,850	YES		YES

NOTE:
AREA OF METAL ROOFS WAS MEASURED HORIZONTALLY

1" ONE INCH

NO	DATE	BY	REVISION

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Anchorage, AK 99501
P: (907) 243-8985
F: (907) 243-5629
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MITKOF MS/ PETERSBURG HS REROOF

ROOF PLAN

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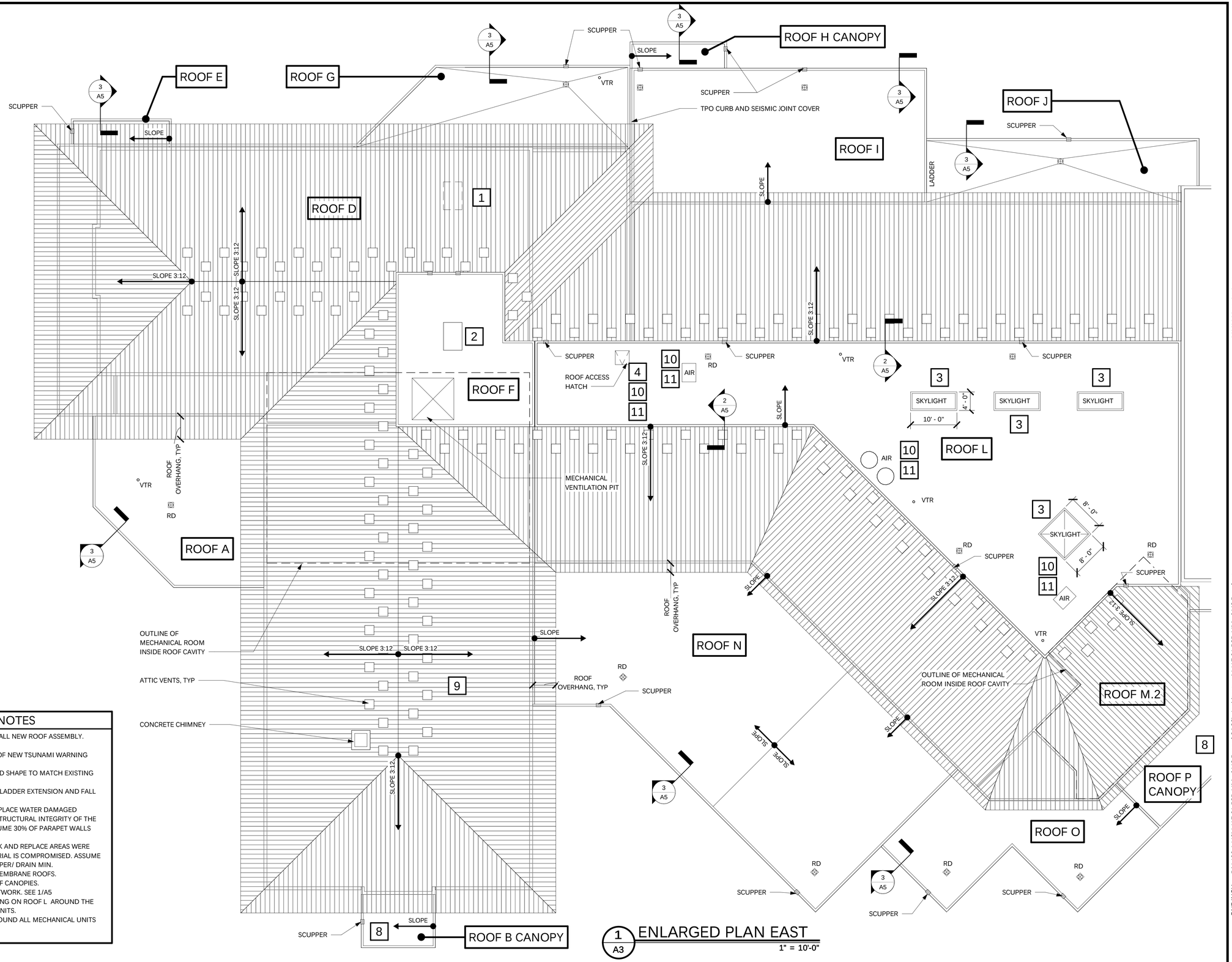
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DESIGNED BY:	WS
DRAWN BY:	UMD
CHECKED BY:	WS
DATE:	3/6/23
FILE NO.	1417.01

SHEET NUMBER

A2 OF 5

30" x 21" BORDER



SHEET NOTES

1. PATCH ROOF PENETRATION. INSTALL NEW ROOF ASSEMBLY. PATCH CEILING.
2. REUSE CURB FOR INSTALLATION OF NEW TSUNAMI WARNING SYSTEM TOWER.
3. INSTALL NEW SKYLIGHTS. SIZE AND SHAPE TO MATCH EXISTING POLYCARBONATE UNITS.
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9. INSULATE ATTIC AIR SUPPLY DUCTWORK. SEE 1/A5
10. INSTALL FALL PROTECTION RAILING ON ROOF L AROUND THE ROOF HATCH AND MECHANICAL UNITS.
11. INSTALL TPO WALKWAY MAT AROUND ALL MECHANICAL UNITS ON TPO ROOFS.

1 A3 ENLARGED PLAN EAST
1" = 10'-0"

35% SCHEMATIC DESIGN

1" ONE INCH

NO	DATE	BY	REVISION

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Anchorage, AK 99501
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MITKOF MS/ PETERSBURG HS REROOF

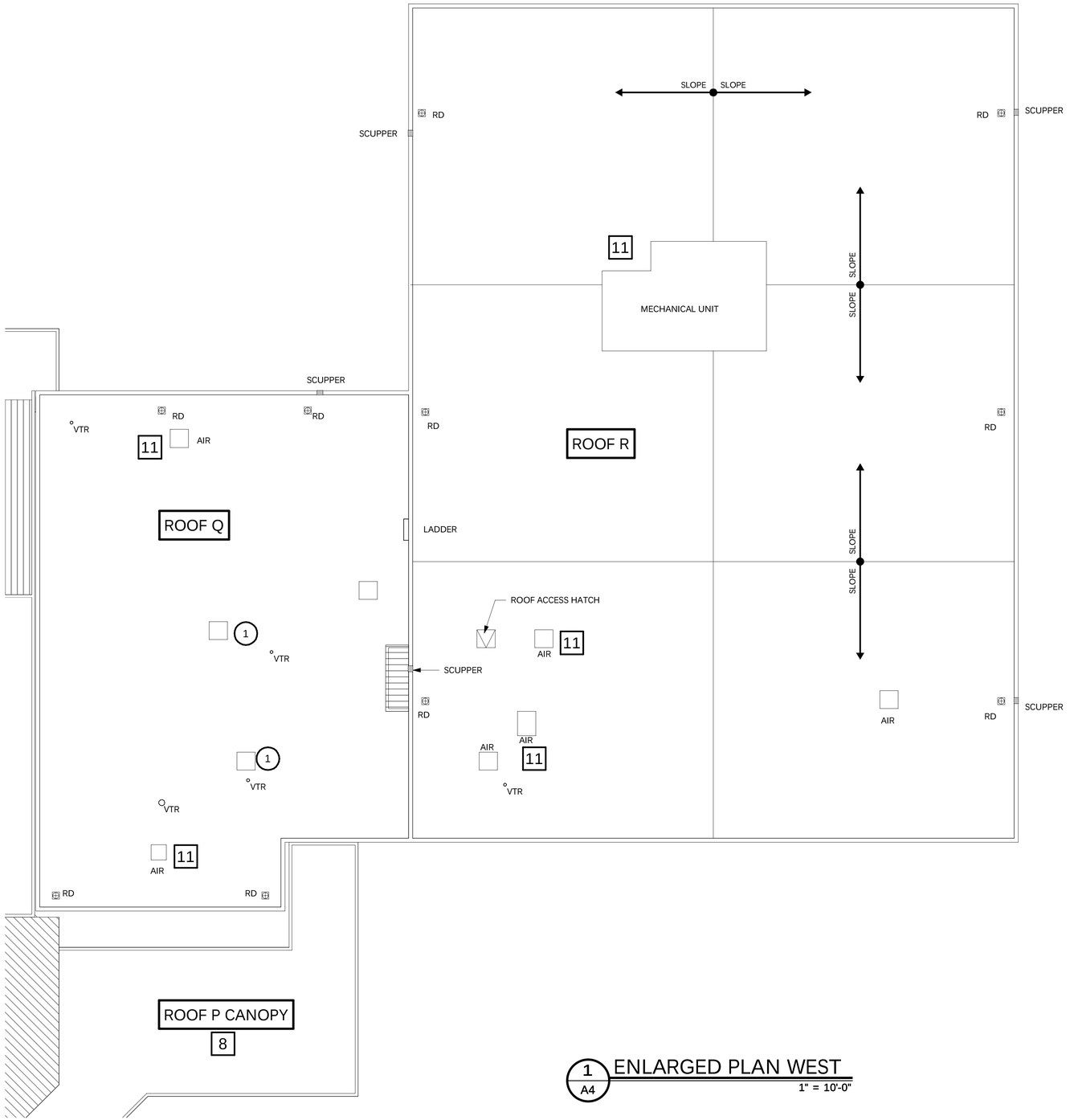
ENLARGED PLANS

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ONE INCH 1"

SHEET SIZE:	34x22
DESIGNED BY:	WS
DRAWN BY:	UMD
CHECKED BY:	WS
DATE:	3/6/23
FILE NO.	1417.01
SHEET NUMBER	
A3	OF 5

30" x 21" BORDER



1 A4 ENLARGED PLAN WEST

1" = 10'-0"

SHEET NOTES

1. PATCH ROOF PENETRATION. INSTALL NEW ROOF ASSEMBLY. PATCH CEILING.
2. REUSE CURB FOR INSTALLATION OF NEW TSUNAMI WARNING SYSTEM TOWER.
3. INSTALL NEW SKYLIGHTS. SIZE AND SHAPE TO MATCH EXISTING POLYCARBONATE UNITS.
4. INSTALL NEW ROOF HATCH WITH LADDER EXTENSION AND FALL PROTECTION.
5. INSPECT PARAPET WALLS AND REPLACE WATER DAMAGED FRAMING IN LOCATIONS WHERE STRUCTURAL INTEGRITY OF THE MATERIAL IS COMPROMISED. ASSUME 30% OF PARAPET WALLS WILL NEED RECONSTRUCTION.
6. INSPECT ALL EXPOSED ROOF DECK AND REPLACE AREAS WERE STRUCTURAL INTEGRITY OF MATERIAL IS COMPROMISED. ASSUME 10x10 AREAS AT EACH ROOF SCUPPER/ DRAIN MIN.
7. REPLACE ALL PARAPET CAPS AT MEMBRANE ROOFS.
8. TAPER INSULATION ONLY AT ROOF CANOPIES.
9. INSULATE ATTIC AIR SUPPLY DUCTWORK. SEE 1/A5
10. INSTALL FALL PROTECTION RAILING ON ROOF L AROUND THE ROOF HATCH AND MECHANICAL UNITS.
11. INSTALL TPO WALKWAY MAT AROUND ALL MECHANICAL UNITS ON TPO ROOFS.

35% SCHEMATIC DESIGN

1" ONE INCH

NO	DATE	BY	REVISION

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250 H Street
Anchorage, AK 99501
P: (907) 243-8985
F: (907) 243-5629
W: LCGAK.com

LCG Lantech Inc
architecture · engineering · surveying

PETERSBURG SCHOOL DISTRICT

MITKOF MS/ PETERSBURG HS REROOF

ENLARGED PLANS

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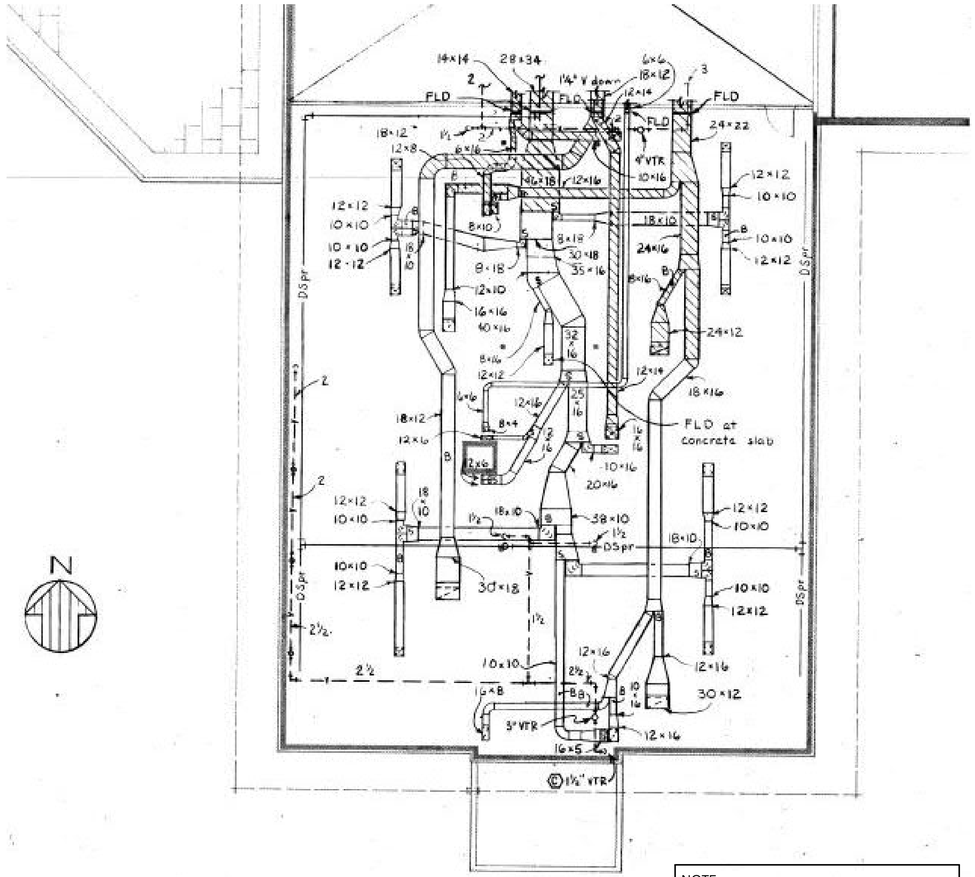
ONE INCH 1"

SHEET SIZE:	34x22
DESIGNED BY:	WS
DRAWN BY:	UMD
CHECKED BY:	WS
DATE:	3/6/23
FILE NO.	1417.01

SHEET NUMBER

A4 OF 5

30" x 21" BORDER

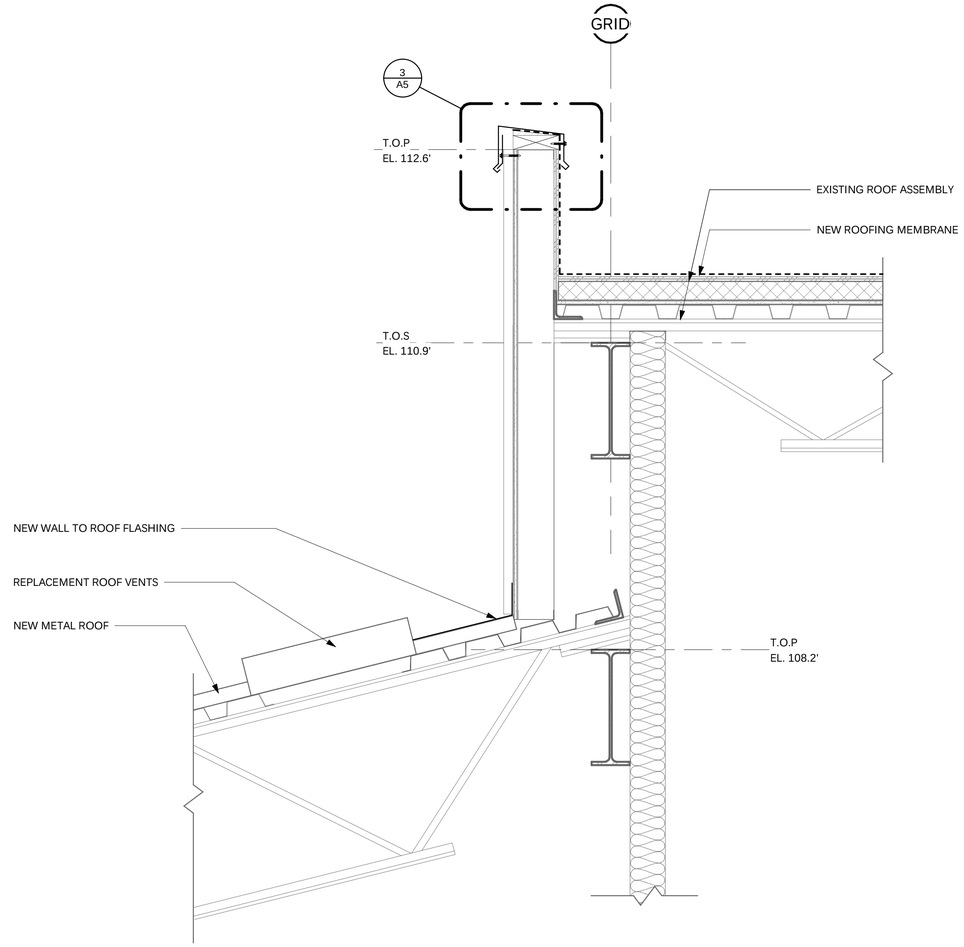


NOTE:
INSULATE ALL ATTIC DUCTWORK. AREA OF ATTIC 78' - 6" x 58'. DRAWING IS FROM 1985 CONSTRUCTION DOCUMENTS.

ATTIC PLAN
⅛"=1'-0"

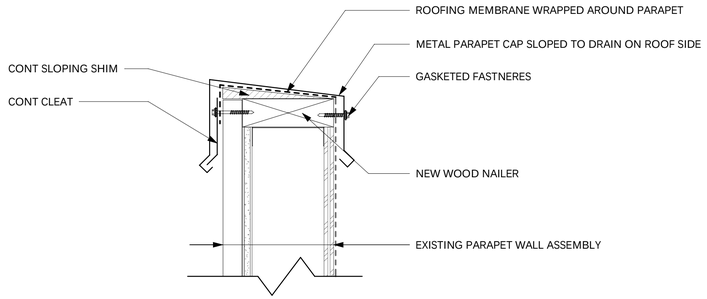
1 A5 ROOF C1 ATTIC AIR DUCTWORK PLAN

NTS



2 A5 PARAPET DETAIL

1 1/2" = 1'-0"



3 A5 TYPICAL PARAPET CAP FLASHING

3" = 1'-0"

35% SCHEMATIC DESIGN

1" ONE INCH

NO	DATE	BY	REVISION

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ICG Larsen Inc
architecture · engineering · surveying
250 H Street
Anchorage, AK 99501
P: (907) 243-8985
F: (907) 243-5629
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1" ONE INCH

PETERSBURG SCHOOL DISTRICT

MITKOF MS/ PETERSBURG HS REROOF

ROOF DETAILS

SHEET SIZE:	34x22
DESIGNED BY:	WS
DRAWN BY:	UMD
CHECKED BY:	WS
DATE:	3/6/23
FILE NO.	1417.01

SHEET NUMBER

A5 OF 5

HMS Project No. 23041

35% DESIGN SUBMITTAL
CONSTRUCTION COST ESTIMATE (REVISION 1)

MITKOF MIDDLE SCHOOL/PETERSBURG HIGH SCHOOL
ROOF REPLACEMENT
PETERSBURG, ALASKA

PREPARED FOR:

LCG Lantech, Inc.
250 H Street
Anchorage, Alaska 99501

March 22, 2023

4103 Minnesota Drive • Anchorage, Alaska 99503 p: 907.561.1653 • f: 907.562.0420 • e: mail@hmsalaska.com

NOTES REGARDING THE PREPARATION OF THIS ESTIMATE

DRAWINGS AND DOCUMENTS

Level of Documents:	(6) 35% design drawings
Date:	March 6, 2023
Provided By:	LCG Lantech, Inc. of Anchorage, Alaska

RATES

Pricing is based on current material, equipment and freight costs.

Labor Rates:	A.S. Title 36 working 60 hours per week
Premium Time:	16.70%
Subcontractor's Mark-Up:	35.00%
Note:	Roofing contractor will be prime

BIDDING ASSUMPTIONS

Contract:	Standard construction contract without restrictive bidding clauses
Bidding Situation:	Competitive bids assumed
Bid Date:	Spring 2025
Start of Construction:	June 2025
Months to Complete:	Within (2) months

EXCLUDED COSTS

1. A/E design fees
2. Administrative and management costs
3. Furniture, furnishings and equipment (except those specifically included)
4. Remediation of contaminated soils or abatement of any hazardous materials, if found during construction

NOTES REGARDING THE PREPARATION OF THIS ESTIMATE (Continued)

GENERAL

When included in HMS Inc.'s scope of services, opinions or estimates of probable construction costs are prepared on the basis of HMS Inc.'s experience and qualifications and represent HMS Inc.'s judgment as a professional generally familiar with the industry. However, since HMS Inc. has no control over the cost of labor, materials, equipment or services furnished by others, over contractor's methods of determining prices, or over competitive bidding or market conditions, HMS Inc. cannot and does not guarantee that proposals, bids, or actual construction cost will not vary from HMS Inc.'s opinions or estimates of probable construction cost.

Due to the lingering effects of the COVID-19 pandemic on the global supply chain and labor market, as well as ongoing geopolitical impacts to energy prices, HMS Inc. has included an additional contingency titled '**Unique Market Risk**'. This amount provided for in the estimate will be adjusted as the situation continues to change and the effect on construction pricing becomes better understood.

This estimate assumes escalation based on the most recent 3-month rolling average of the U.S. Consumer Price Index. HMS Inc. will continue to monitor this, as well as other international, domestic and local events, and the resulting construction climate, and will adjust costs and contingencies as deemed appropriate.

HMS Project No.: 23041

35% DESIGN COST SUMMARY

	Material	*Labor*	*Total*
01 - SITE WORK	$ 25,591	$ 282,300	$ 307,891
02 - SUBSTRUCTURE	0	0	0
03 - SUPERSTRUCTURE	53,194	12,167	65,361
04 - EXTERIOR CLOSURE	0	0	0
05 - ROOF SYSTEMS	633,398	535,630	1,169,028
06 - INTERIOR CONSTRUCTION	0	0	0
07 - CONVEYING SYSTEMS	0	0	0
08 - MECHANICAL	9,000	21,006	30,006
09 - ELECTRICAL	0	0	0
10 - EQUIPMENT	0	0	0
11 - SPECIAL CONSTRUCTION	0	0	0
SUBTOTAL:	*$ 721,183*	*$ 851,103*	*$ 1,572,286*
12 - GENERAL REQUIREMENTS			591,739
SUBTOTAL:			*$ 2,164,025*
13 - CONTINGENCIES			1,200,461
TOTAL ESTIMATED CONSTRUCTION COST:			***$ 3,364,486***

ELEMENTAL SUMMARY

Element	*Material*	*Labor*	*Total Material/Labor*	*Total Cost*
01 - SITE WORK				*$ 307,891*
011 - Demolition	$ 13,500	$ 263,956	$ 277,456	
012 - Site Preparation	12,091	18,344	30,435	
013 - Site Improvements	0	0	0	
014 - Site Mechanical	0	0	0	
015 - Site Electrical	0	0	0	
02 - SUBSTRUCTURE				*$ 0*
021 - Standard Foundations	$ 0	$ 0	$ 0	
022 - Slab on Grade	0	0	0	
023 - Basement	0	0	0	
024 - Special Foundations	0	0	0	
03 - SUPERSTRUCTURE				*$ 65,361*
031 - Floor Construction	$ 0	$ 0	$ 0	
032 - Roof Construction	53,194	12,167	65,361	
033 - Stair Construction	0	0	0	
04 - EXTERIOR CLOSURE				*$ 0*
041 - Exterior Walls	$ 0	$ 0	$ 0	
042 - Exterior Doors and Windows	0	0	0	
05 - ROOF SYSTEMS				*$ 1,169,028*
051 - Roofing	$ 614,998	$ 531,658	$ 1,146,656	
052 - Skylights	18,400	3,972	22,372	
06 - INTERIOR CONSTRUCTION				*$ 0*
061 - Partitions and Doors	$ 0	$ 0	$ 0	
062 - Interior Finishes	0	0	0	
063 - Specialties	0	0	0	
07 - CONVEYING SYSTEMS	*$ 0*	*$ 0*		*$ 0*

ELEMENTAL SUMMARY

Element	*Material*	*Labor*	*Total Material/Labor*	*Total Cost*
08 - MECHANICAL				*$ 30,006*
081 - Demolition	$ 0	$ 0	$ 0	
082 - Plumbing	0	0	0	
083 - HVAC	9,000	21,006	30,006	
084 - Fire Protection	0	0	0	
085 - Special Mechanical Systems	0	0	0	
09 - ELECTRICAL				*$ 0*
091 - Demolition	$ 0	$ 0	$ 0	
092 - Service and Distribution	0	0	0	
093 - Lighting and Power	0	0	0	
094 - Special Electrical Systems	0	0	0	
10 - EQUIPMENT				*$ 0*
101 - Fixed and Movable Equipment	$ 0	$ 0	$ 0	
102 - Furnishings	0	0	0	
11 - SPECIAL CONSTRUCTION	*$ 0*	*$ 0*		*$ 0*
SUBTOTAL DIRECT WORK:	***$ 721,183***	***$ 851,103***		***$ 1,572,286***
12 - GENERAL REQUIREMENTS				*$ 591,739*
121 - Mobilization			$ 23,450	
122 - Operation Costs			291,586	
123 - Profit			276,703	
13 - CONTINGENCIES				*$ 1,200,461*
131 - Estimator's Contingency	30.00%		$ 649,208	
131 - Unique Market Risk	5.00%		140,662	
132 - Escalation Contingency	13.90%		410,591	
TOTAL ESTIMATED CONSTRUCTION COST:				***$ 3,364,486***

01 - SITE WORK ***011 - Demolition***	*QUANTITY*	*UNIT*	*MATERIAL*		*LABOR*		*TOTAL UNIT RATE*	*TOTAL MATERIAL/LABOR*
			RATE	*TOTAL*	*RATE*	*TOTAL*		
			$	*$*	*$*	*$*	*$*	*$*
Demolish attic vent	146	EA			10.00	1,460	10.00	1,460
Demolish roof hatch	1	EA			70.00	70	70.00	70
Demolish skylight	4	EA			70.00	280	70.00	280
Demolish smoke vent	4	EA			70.00	280	70.00	280
Demolish parapet cap and cant strip	2,015	LF			2.30	4,635	2.30	4,635
Demolish roof to wall flashing	680	LF			2.25	1,530	2.25	1,530
Demolish scupper and roof drain flashing	46	EA			65.00	2,990	65.00	2,990
Demolish VTR flashing	10	EA			37.00	370	37.00	370
Demolish EPDM at roof deck	31,269	SF			1.00	31,269	1.00	31,269
Demolish cover board at roof deck	31,269	SF			1.00	31,269	1.00	31,269
Demolish saturated insulation at roof deck (allowance 20%)	6,254	SF			1.00	6,254	1.00	6,254
Demolish saturated gyp sheathing at roof deck (allowance 20%)	6,254	SF			1.00	6,254	1.00	6,254
Demolish compromised structural decking (allowance 15%)	4,691	SF			2.00	9,382	2.00	9,382
Demolish EPDM at parapet/walls	4,220	SF			1.00	4,220	1.00	4,220

01 - SITE WORK ***011 - Demolition***	*QUANTITY*	*UNIT*	*MATERIAL*		*LABOR*		*TOTAL*	*TOTAL*
			RATE *$*	*TOTAL* *$*	*RATE* *$*	*TOTAL* *$*	*UNIT RATE* *$*	*MATERIAL/LABOR* *$*
Demolish cover board at parapet/walls	4,220	SF			1.00	4,220	1.00	4,220
Demolish compromised framing at parapet/walls (allowance 30%)	1,266	SF			1.55	1,962	1.55	1,962
Demolish metal roofing	26,325	SF			3.50	92,138	3.50	92,138
Demolish soffit	8,700	SF			1.00	8,700	1.00	8,700
Load and haul debris	54	LD	250.00	13,500	350.00	18,900	600.00	32,400
SUBTOTAL:				*$ 13,500*		*$ 226,183*		*$ 239,683*
Labor Premium Time	16.70%					37,773		37,773
TOTAL ESTIMATED COST:				***$ 13,500***		***$ 263,956***		***$ 277,456***

01 - SITE WORK ***012 - Site Preparation***	*QUANTITY*	*UNIT*	*MATERIAL*		*LABOR*		*TOTAL*	*TOTAL*
			RATE *$*	*TOTAL* *$*	*RATE* *$*	*TOTAL* *$*	*UNIT RATE* *$*	*MATERIAL/LABOR* *$*
Temporary weather protection	57,594	SF	0.12	6,911	0.20	11,519	0.32	18,430
Temporary fall protection railings	1,400	LF	3.70	5,180	3.00	4,200	6.70	9,380
SUBTOTAL:				*$ 12,091*		*$ 15,719*		*$ 27,810*
Labor Premium Time	16.70%					2,625		2,625
TOTAL ESTIMATED COST:				***$ 12,091***		***$ 18,344***		***$ 30,435***

HMS Project No.: 23041

03 - SUPERSTRUCTURE ***032 - Roof Construction***	*QUANTITY*	*UNIT*	*MATERIAL*		*LABOR*		*TOTAL UNIT RATE*	*TOTAL MATERIAL/LABOR*
			RATE	*TOTAL*	*RATE*	*TOTAL*		
			$	*$*	*$*	*$*	*$*	*$*
1 1/2" Type B galvanized metal decking	4,756	SF	10.00	47,560	1.30	6,183	11.30	53,743
Replacement metal framing at parapets	1,266	SF	3.05	3,861	1.60	2,026	4.65	5,887
New treated 2"x4" lumber to cap parapet wall	2,015	LF	0.88	1,773	1.10	2,217	1.98	3,990
SUBTOTAL:				*$ 53,194*		*$ 10,426*		*$ 63,620*
Labor Premium Time	16.70%					1,741		1,741

TOTAL ESTIMATED COST:	***$ 53,194***	***$ 12,167***	***$ 65,361***

05 - ROOF SYSTEMS ***051 - Roofing***	*QUANTITY*	*UNIT*	*MATERIAL*		*LABOR*		*TOTAL*	*TOTAL*
			RATE *$*	*TOTAL* *$*	*RATE* *$*	*TOTAL* *$*	*UNIT RATE* *$*	*MATERIAL/LABOR* *$*
New EPDM at roof deck	31,269	SF	2.42	75,671	2.20	68,792	4.62	144,463
New cover board at roof deck	31,269	SF	1.14	35,647	1.10	34,396	2.24	70,043
New insulation at roof deck	6,254	SF	8.20	51,283	3.20	20,013	11.40	71,296
New tapered insulation at roof deck P	1,796	SF	1.60	2,874	0.90	1,616	2.50	4,490
New gyp sheathing at roof deck	6,254	SF	0.85	5,316	1.00	6,254	1.85	11,570
New EPDM at parapet/walls	4,220	SF	2.42	10,212	2.50	10,550	4.92	20,762
New cover board at parapet/walls	4,220	SF	1.14	4,811	1.20	5,064	2.34	9,875
New concealed fastener metal roofing	26,325	SF	12.50	329,063	9.50	250,088	22.00	579,151
New attic vent	146	EA	25.00	3,650	20.00	2,920	45.00	6,570
New 3'0"x3'0" roof hatch	1	EA	2050.00	2,050	267.00	267	2317.00	2,317
New access ladder	1	EA	3100.00	3,100	420.00	420	3520.00	3,520
Safety railing system at roof L	1	EA	960.00	960	260.00	260	1220.00	1,220
Roof to wall flashing	680	LF	3.70	2,516	2.60	1,768	6.30	4,284
New parapet cap	2,015	LF	13.60	27,404	5.30	10,680	18.90	38,084
New cant strip	2,015	LF	2.05	4,131	1.25	2,519	3.30	6,650

05 - ROOF SYSTEMS ***051 - Roofing***	*QUANTITY*	*UNIT*	*MATERIAL*		*LABOR*		*TOTAL*	*TOTAL*
			RATE *$*	*TOTAL* *$*	*RATE* *$*	*TOTAL* *$*	*UNIT RATE* *$*	*MATERIAL/LABOR* *$*
New flashing at roof drain/scupper	46	EA	110.00	5,060	85.00	3,910	195.00	8,970
New VTR flash	10	EA	85.00	850	120.00	1,200	205.00	2,050
Rubber walkway pads around mechanical units	600	SF	4.25	2,550	3.00	1,800	7.25	4,350
Soffit replacement	8,700	SF	5.50	47,850	3.80	33,060	9.30	80,910
SUBTOTAL:				*$ 614,998*		*$ 455,577*		*$ 1,070,575*
Labor Premium Time	16.70%					76,081		76,081

TOTAL ESTIMATED COST:	***$ 614,998***	***$ 531,658***	***$ 1,146,656***

05 - ROOF SYSTEMS ***052 - Skylights***	*QUANTITY*	*UNIT*	*MATERIAL*		*LABOR*		*TOTAL*	*TOTAL*
			RATE *$*	*TOTAL* *$*	*RATE* *$*	*TOTAL* *$*	*UNIT RATE* *$*	*MATERIAL/LABOR* *$*
New skylight	184	SF	100.00	18,400	18.50	3,404	118.50	21,804
SUBTOTAL:				*$ 18,400*		*$ 3,404*		*$ 21,804*
Labor Premium Time	16.70%					568		568

TOTAL ESTIMATED COST:	***$ 18,400***	***$ 3,972***	***$ 22,372***

08 - MECHANICAL ***083 - HVAC***	*QUANTITY*	*UNIT*	*MATERIAL*		*LABOR*		*TOTAL*	*TOTAL*
			RATE	*TOTAL*	*RATE*	*TOTAL*	*UNIT RATE*	*MATERIAL/LABOR*
			$	*$*	*$*	*$*	*$*	*$*
2" duct insulation (3,000 SF allowance)	1	LOT	9000.00	9,000	18000.00	18,000	27000.00	27,000
SUBTOTAL:				*$ 9,000*		*$ 18,000*		*$ 27,000*
Labor Premium Time	16.70%					3,006		3,006
TOTAL ESTIMATED COST:				***$ 9,000***		***$ 21,006***		***$ 30,006***

12 - GENERAL REQUIREMENTS	*QUANTITY*	*UNIT*	*MATERIAL*		*LABOR*		*TOTAL*	*TOTAL*
			RATE	*TOTAL*	*RATE*	*TOTAL*	*UNIT RATE*	*MATERIAL/LABOR*
			$	*$*	*$*	*$*	*$*	*$*
MOBILIZATION								
Mobilization/demobilization and set-up	1	LOT	2000.00	2,000	5000.00	5,000	7000.00	7,000
Ocean barge freight	20	TONS	725.00	14,500	60.00	1,200	785.00	15,700
Miscellaneous air freight	500	LBS	1.25	625	0.25	125	1.50	750
OPERATION COSTS								
Project manager (part time)	40	HRS			115.00	4,600	115.00	4,600
Supervision/quality control (entire contract)	3	MOS	200.00	600	16500.00	49,500	16700.00	50,100
Field engineering	10	HRS			150.00	1,500	150.00	1,500
Expediting (part time)	2	MOS	150.00	300	3200.00	6,400	3350.00	6,700
Scheduling and estimating (part time)	2	MOS	150.00	300	2000.00	4,000	2150.00	4,300
Site offices, storage, and equipment	2	MOS	1150.00	2,300	350.00	700	1500.00	3,000
Consumables	2	MOS	500.00	1,000			500.00	1,000
Clerical/time keeper (minimal)	2	MOS	75.00	150	550.00	1,100	625.00	1,250
Construction equipment and tools	2	MOS	3800.00	7,600	350.00	700	4150.00	8,300
Fuel for equipment (300 gallons per month)	2	MOS	2800.00	5,600			2800.00	5,600

12 - GENERAL REQUIREMENTS	*QUANTITY*	*UNIT*	*MATERIAL*		*LABOR*		*TOTAL*	*TOTAL*
			RATE	*TOTAL*	*RATE*	*TOTAL*	*UNIT RATE*	*MATERIAL/LABOR*
			$	*$*	*$*	*$*	*$*	*$*
OPERATION COSTS (Continued)								
Temporary utilities, power, and lighting	2	MOS	500.00	1,000	200.00	400	700.00	1,400
Communications	2	MOS	600.00	1,200			600.00	1,200
Daily loading/unloading	2	MOS	100.00	200	1250.00	2,500	1350.00	2,700
Dumpster (1)	2	MOS	500.00	1,000			500.00	1,000
Porta cans and maintenance (2)	2	MOS					Assumed Not Required	
Temporary barriers, protection, signage, etc.	1	LOT	300.00	300	600.00	600	900.00	900
As-builts, schedules, submittals, etc.	1	LOT	400.00	400	2500.00	2,500	2900.00	2,900
Regular clean-up	2	MOS	100.00	200	400.00	800	500.00	1,000
Regular debris disposal	2	MOS	300.00	600	500.00	1,000	800.00	1,600
Final clean-up, punch list and trade damage repairs	1	LOT	2500.00	2,500	7500.00	7,500	10000.00	10,000
Miscellaneous materials testing	1	LOT	2500.00	2,500			2500.00	2,500
Premium time (general contractor)							With Direct Work	
Per diem (90% imported crew)	204	MD	305.00	62,220			305.00	62,220
Travel costs from Anchorage	12	RT	650.00	7,800			650.00	7,800

12 - GENERAL REQUIREMENTS	*QUANTITY*	*UNIT*	*MATERIAL*		*LABOR*		*TOTAL*	*TOTAL*
			RATE	*TOTAL*	*RATE*	*TOTAL*	*UNIT RATE*	*MATERIAL/LABOR*
			$	*$*	*$*	*$*	*$*	*$*
OPERATION COSTS (Continued)								
State of Alaska Department of Labor filing fee	1	LOT	5000.00	5,000			5000.00	5,000
SUBTOTAL:				*$ 119,895*		*$ 90,125*		*$ 210,020*
Home Office	3.50%							62,381
Overhead and Profit	15.00%							276,703
Bonds	0.85%							18,032
Insurances	1.15%							24,603

TOTAL ESTIMATED COST:	***$ 591,739***

13 - CONTINGENCIES	*QUANTITY*	*UNIT*	*MATERIAL*		*LABOR*		*TOTAL*	*TOTAL*
			RATE	*TOTAL*	*RATE*	*TOTAL*	*UNIT RATE*	*MATERIAL/LABOR*
			$	*$*	*$*	*$*	*$*	*$*
131 - ESTIMATOR'S CONTINGENCY								
The estimator's allowance for architectural and engineering requirements that are not apparent at this level of design documentation	30.00%							$ 649,208
Unique market risk	5.00%							$ 140,662
132 - ESCALATION CONTINGENCY								
The allowance for escalation from the date of estimate to the proposed bid date of spring 2025 at the rate of 6.67% per annum (25 months)	13.90%							$ 410,591

TOTAL ESTIMATED COST: ***$ 1,200,461***

Secondary Health Curriculum Review

Samantha Marifern,
Hannah Smith, and
Tyler Thain



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Introduction

Required by law:

- **Every year 7-12, Alaska Safe Children's Act is required to be taught**
  - **Erin's Law is taught K-12**
  - **Bree's Law is 7th-12th**
- **PSD school board policy-BP 6142.1 Family Life/Sex Education**
  - **Supports instruction about family life and human sexuality.**

6th grade

- Taught in “Intro to Middle School”
  - Quarter class at the start of 6th grade
- Content
  - Healthy relationships (AK Safe Children’s Act), Body Changes, Anti-Bullying

7th grade

- Taught during read block class
  - Throughout the year
- Content
  - Healthy and unhealthy relationships (AK Safe Children's Act)



8th grade

- Taught during health class
  - Semester course
- Content
  - Mental Health
  - Sleep
  - Nutrition
  - Relationships
  - Alcohol, Tobacco, and Other Drugs (ATOD)

Letters

- Sent home before sexual education lessons are taught (8th grade)
- Sent home before AK Safe Children's Act content is taught (6th-8th)



Permission Letters Sent Home

AK Safe Childrens Letter

Mitkof Middle School
109 Charles W. St.
P. O. Box 289
Petersburg, Alaska 99833-0289

Dear Parent/Guardian:

The Alaska Safe Children's Act (House Bill 44) requires public schools to provide child sexual abuse, assault awareness, and prevention training (grades K-12), plus teen dating violence awareness and prevention training (grades 7-12).

In compliance with state law, the Petersburg City School District has adopted classroom learning objectives and curriculum materials to provide age-appropriate information to students in grades K-12. Middle School students will be participating in the Safer, Smarter Teens: Be The Change curriculum, a five-lesson unit on personal safety. The program uses videos, class discussions, and activities to help students learn important information about personal safety, rights, and responsibilities. The Safer, Smarter Teens curriculum (https://safersmarterteens.org/) will cover the following topics:

- Personal Rights and Responsibilities (Lesson 1)
- Healthy vs. Unhealthy Relationships (Lesson 2)
- The Problem of Sexual Abuse (Lesson 3)
- Dating Violence and Harassment (Lesson 4)
- Advocacy in Action (Lesson 5)

These lessons will be delivered during 8th-grade health from ___insert dates_____.

While the law requires public schools to teach the curriculum, it also allows you, as the parent or guardian, the right to excuse your child from these lessons. Please sign and return the bottom section of this letter if you **do not** wish for your child to participate in these lessons and complete an alternative assignment during this time.

Sincerely,

I hereby request that my child, _____ opt-out of participation in the Alaska Safe Children's Act Program (Erin's Law/Bree's Law) for the _____ school year.

Parent/Guardian signature:_____ Date:_____

Parent/Guardian name:_____

Sexual Education Permission Form

Mitkof Middle School
109 Charles W. St.
P. O. Box 289
Petersburg, Alaska 99833-0289

Dear Parent/Guardian of an Eighth Grade Student:

Your student is enrolled in our Health Education class at Mitkof Middle School. Health is a required course for all eighth grade students, and the district believes this unit is an important component in the education of our young adults.

One unit of the semester is Healthy Relationships. Topics discussed in the Healthy Relationships unit include building healthy relationships, communication, consent, and dating. A component of that unit is sexual education which includes male and female anatomy, contraceptives, and sexually transmitted infections. The district goal for students is promoting abstinence with an emphasis on skill development including decision-making and refusal skills. To achieve that goal, we may utilize films, activities, speakers, and discussions. Anatomy, abstinence, contraceptives, disease (STI's and STD's), and pregnancy will be covered at the beginning of the unit and will last two days.

While the district requires sexual education to be taught in 8th grade health, you, as the parent or legal guardian, have the right to excuse your student. If you **do not** wish for your child to be a part of the sexual education lessons, you may submit a request in writing, indicating you do not wish for your child to participate in it, and they will be given an alternative assignment. **Written or emailed requests must be received by _____.** Please email me or return this letter with a written request to excuse your student.

If you would like to see any of the materials that will be used or have any questions, please feel free to contact me directly.

Sincerely,

Hannah Smith
Mitkof Middle School
1-877-526-7656
hsmith@pcsd.us

Curriculum Purchases

Middle School

-Updated Digital/Print Michigan Model for Health: Grade 7-8

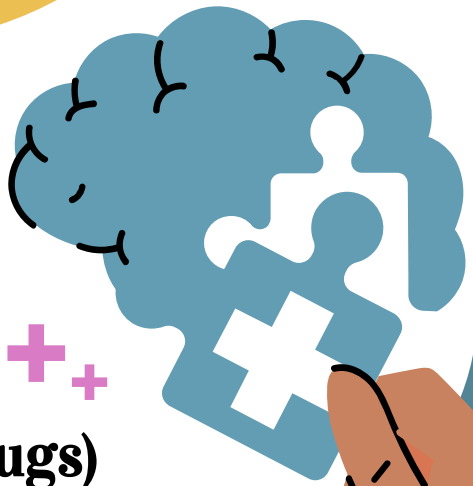
- Nutrition/Physical Activity-$145
- Alcohol & Other Drugs=$145
- Support Materials $345



High School

Units Covered

- Physical Health
- Mental Health
- Nutrition
- ATOD (Alcohol, Tobacco, other Drugs)
- Healthy Relationships
- Sex Education



HS Parent/Student Communications

Sex Education Letter

Letter to Parents

Sent 2 weeks prior to Unit

Syllabus

Health Syllabus

Sent first day of the Course

Health Contract

Health Contract

Sent first day of the Course

Curriculum Purchases

High School

Updated Digital/Print Michigan Model for Health

- Grades 9-12 Sex Education & HIV Prevention ($228)
- Grades 9-12 Skills for Health & Life ($275)
- Support Materials ($100)





Questions?

Middle School Health Curriculum Plan *Bree's Law document 6-8 progression document *Erin's Law document 6-8 progression document				
6th grade (taught in 6th grade "Intro to Middle School")				
Unit/Topic	**Standard**	**Activities**	**Assessments**	**Community Resources**
-Healthy Friendships -Body Changes -Bullying		-Second Step lessons on healthy relationships and anti-bullying	n/a	Petersburg Medical Center-Ashley Kawashima, LPSW (Mental Wellness talk) Petersburg Medical Center/School Nurse-Laura Holder, RN
7th grade (taught through read block times)				
Unit/Topic	**Standard**	**Activities**	**Assessments**	**Community Resources**
-Healthy/Unhealthy Relationships -Bullying	A1, A4 B1 C4, C5	-AK Safe Children's Act (Erin's & Bree's Law) lessons taught with state curriculum	n/a	Petersburg Medical Center-Ashley Kawashima, LPSW (modified Signs of Suicide) Petersburg Medical Center/School Nurse-Laura Holder, RN
8th grade (taught in required health class)				
Topic and Outcome	**Standard**	**Activities**	**Assessments**	**Community Resources**

Topic: Mental Health **Outcome:** 1. Understand the qualities of a teenage brain, the function of each lobe, the role of the amygdala and hippocampus. 2. Understand what makes their brain different than an adults; 3. Supporting students in identifying threats to mental health early, and taking measures to increase factors that protect mental health. 4. Introducing students to the experiences of others in order to develop awareness and empathy, reduce stigma, and provide facts on the prevalence and symptoms of mental health conditions. 5. Fostering a mental health mindset and introducing mental wellness activities to help students develop feelings of self-efficacy and skills that promote and model advocacy for self and others.	A1	-Who am I? -Mental Health Basics -Understanding Mental Health Challenges -Mental Health Coping Strategies -Seeking/Offering Support -Teen Brain	Teen Brain Choice Board Mental Health Ad to Teens (Flipgrid)	Petersburg Medical Center-Ashley Kawashima, LPSW (modified Signs of Suicide) Petersburg Medical Center/School Nurse-Laura Holder, RN
Topic: Sleep **Outcome:** 1. Understand the importance of sleep for teenagers brain and development and how their sleep patterns are different from adults 2. Understand how the human	A2	-Sleep discussion & research	Research Project: Should Schools Change Sleep Time OR Sleep Disorder Research Project	

body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;				
Topic: Nutrition **Outcome:** 1. Describe how public policy affects the well-being of families and communities; 2. Grow food (or understand the process) to grow food locally in the community garden	D3	-Food deserts -Community garden	Grow food & cook a meal with it	School/Community Garden
Topic: Relationships **Outcome:** (see standards) 1. Understand the physical and behavioral characteristics of human sexual development and maturity (A1) 2. Demonstrate a variety of communication skills that contribute to well-being (B2) 3. Resolve conflicts responsibly; 4. Communicate effectively within relationships (C1) 5. Evaluate how similarities and differences among individuals contribute to relationships (C2) 6. Understand how respect for the rights of self and others contributes to relationships (C3) 7. Understand how attitude and behavior affect the well-being of self and others (C4) 8. Assess the effects of culture, heritage, and traditions on well-being (C5)	A7, B2 C1-5 D4	-Healthy Relationships (SecondStep) -The Fourth R -Consent (Drinking tea video) -Who's Who -Male/Female Reproductive Anatomy Slides + Notes -STI's/STD's and contraceptives (worksheet) -Unhealthy relationships -AK Safe Children's Act	Healthy vs Unhealthy relationship infographic	Safer, Smarter Teens-Working Against Violence for Everyone (WAVE) -Lesson 2 -Lesson 4 In Their Shoes-WAVE Public Health Nurse-Erin Michael, RN

9. identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities (D4)				
Topic: Alcohol, Tobacco and Other Drugs **Alcohol and Other Drugs Outcome:** 1. demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences (B1) 2. make responsible decisions as a member of a family or community (D1) 3. take responsible actions to create safe and healthy environments (D2) **Vaping Outcomes** 4. Understand that e-cigarettes can deliver as much or more nicotine than cigarettes and that regardless of delivery mechanism, nicotine is addictive. 5. State the health risks associated with using e-cigarettes due to their chemical ingredients and delivery mechanism. 6. Describe the strategies used by e-cigarette manufacturers to appeal to their current and prospective users. 7. Understand that you are empowered to make healthy	B1 D1, D2,	-Vaping: everfi online modules & discussion -Alcohol: what is it, what does it do to your body (video), refusal skills, peer pressure, alcohol research (laws, BAC, binge drinking, how to care for a drunk person, effects on the body, FAS), -Drugs: opioid epidemic, drug research project	Anti-Vaping School Campaign	

and informed choices, to help others make those choices. 8. Demonstrate how to seek out, recommend, and utilize the support services and resources that are available in school, local community, or nationally, to help you or someone else quit using.				

Resources Used:
Second Step, School Connect, Safer, Smarter, Teens, TedEd: Sleep is Your Superpower (video), Who's Who (worksheet), Male/Female Reproductive Anatomy Slides + Notes, In Their Shoes, AK Safe Childrens, Tea Consent (clean video), Friends Can Help Stop Sexual Health (video), Don't Let Pressure End Up As Sexual Abuse (video), Saying No To Prevent Sexual Abuse (video), Sexual Health (iknowmine.org), Love is Respect, Vaping: Know the Truth (Everfi), Song for Charlie

Documents Home:
Syllabus
Sex Ed Letter
AK Safe Children's Letter
Mental Health Presentation Letter
Crisis Line Resource Card
Local/National Resource Sheet

High School Health Curriculum Plan

9th and 10th Grade Health

Unit/Topic	Standard	Skills/Activities	Assessments	Community Resources
Social Emotional	A1, A4, A5, A8 B2, B4, B5, B6 C1, C2, C3, C4, C5, C6	- Maslow's pyramid - Self-esteem - Healthy communication - Stressed @ PHS project - Advocacy	Class Discussion, Journal responses, Unit project, Assignments, Unit test	Petersburg Medical Center- Ashley Kawashima, LPSW (Signs of Suicide)

	D1, D2, D4, D5, D6	- Anti bullying		
Nutrition	A2, A3, A5, A6, A8 B3, B4, B5 C6 D1, D2, D6	- Nutrients - Food groups - Eating disorders - Weight of the nation - Obesity - Global nutrition	Class Discussion, Journal responses, Assignments Unit test	School Nurse-Laura Holder, RN
Alcohol Tobacco Other Drugs	A2, A3, A5 B1, B2 D1, D2, D3, D4, D6	- Alcoholism - Drug addictions - Refusal skills - Decision making model	Class Discussion, Journal responses,Unit project, Assignments, Unit test	Petersburg Police Department-Eric Wolf
Healthy Relationships	A1, A4, A5, A7, A8 B1, B2, B3, B4, B6 C1, C2, C3, C4, C5, C6 D1, D2, D3, D4, D6	- What is a healthy relationship/abusive relationship - Concent - Reproductive parts + function - Conception + pregnancy - STD's - Birth control	Class Discussion, Teacher observation, Journal responses, Assignments, Unit test	Public Health Nurse-Erin Michael, RN School Nurse-Laura Holder, RN
Grades 10-12				
AK Safe Children's Act		-Erin's Law & Bree's Law -DEED Curriculum	-Discussions within curriculum	
Suicide Prevention		-FACTS & ACT model of suicide prevention -Signs of Suicide -Erika's Lighthouse	-Discussion	Petersburg Medical Center- Ashley Kawashima, LPSW (Signs of Suicide)
Resources: Dating Relationships & Sex Ed ppt				

Birth Control
STD Powerpoint
Suicide Prevention Slides

Documents:
High School Health Syllabus
Health contract
Letter to Parents
AK Safe Children's Act Lesson Notification 9-12
Signs of Suicide Notification Letter
Crisis Line Resource Card
Local/National Resource Sheet

Petersburg City School District

Skills for Healthy Living CURRICULUM



ELEMENTARY
(K-5)

ADOPTED: 2023

K-2 Skills for Healthy Living

Instructional Focus:
The Alaska State Standards for Skills for Healthy Living are embedded in many other curriculums and instruction that we offer at Stedman Elementary.

Standards & Objectives		
Objectives	**Skills/Activities/Resources**	**In which setting are these taught?**
Standard A: A student should be able to acquire a core knowledge related to well-being. A student who meets this conduct standard should:		
Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE
Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions.	See Curriculum Documents for Further Skills/Activities/Resources	2nd/3rd Grade Science
Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Recognize patterns of abuse directed at self or others and understand how to break these patterns.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling

Use knowledge and skills to promote the well-being of the family.	See Curriculum Documents for Further Skills/Activities/Resources	K-5 Social Studies Counseling
Use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE
Understand the physical and behavioral characteristics of human sexual development and maturity.	See Curriculum Documents for Further Skills/Activities/Resources	N/A
Understand the ongoing life changes throughout the lifespan and healthful responses to these changes.	See Curriculum Documents for Further Skills/Activities/Resources	2nd Grade Science
Standard B: A student should be able to demonstrate responsibility for the student's well-being. A student who meets this conduct standard should:		
Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE Counseling
Demonstrate a variety of communication skills that contribute to well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE Counseling
Assess the effects of culture, heritage, and traditions on personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	1st/2nd Grade Social Studies
Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures.	See Curriculum Documents for Further Skills/Activities/Resources	2nd Grade Social Studies Counseling

Evaluate what is viewed, read, and heard for its effect on personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling Library
Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Counseling/Library
Standard C: A student should understand how well-being is affected by relationships with others. A student who meets this conduct standard should:		
Resolve conflicts responsibly.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Communicate effectively within relationships**.**	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Evaluate how similarities and differences among individuals contribute to relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Understand how respect for the rights of self and others contributes to relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Understand how attitude and behavior affect the well-being of self and others.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Assess the effects of culture, heritage, and traditions on well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Standard D: A student should be able to contribute to the well-being of families and communities. A student who meets this		

conduct standard should:		
Make responsible decisions as a member of a family or community.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Take responsible actions to create safe and healthy environments.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Describe how public policy affects the well-being of families and communities.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Describe how volunteer service at all ages can enhance community wellbeing.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Use various methods of communication to promote community well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library

3-5 Skills for Healthy Living

Instructional Focus:
The Alaska State Standards for Skills for Healthy Living are embedded in many other curriculums and instruction that we offer at Stedman Elementary.

Standards & Objectives

Objectives	Skills/Activities/Resources	In which setting are these taught?
Standard A: A student should be able to acquire a core knowledge related to well-being. A student who meets this conduct standard should:		
Understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE
Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Recognize patterns of abuse directed at self or others and understand how to break these patterns.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Use knowledge and skills to promote the well-being of the family.	See Curriculum Documents for Further Skills/Activities/Resources	K-5 Social Studies Counseling
Use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE
Understand the physical and behavioral characteristics of human sexual development and maturity.	See Curriculum Documents for Further Skills/Activities/Resources	4th/5th "Puberty Talk"

Understand the ongoing life changes throughout the lifespan and healthful responses to these changes.	See Curriculum Documents for Further Skills/Activities/Resources	3rd Grade Science
Standard B: A student should be able to demonstrate responsibility for the student's well-being. A student who meets this conduct standard should:		
Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE Counseling
Demonstrate a variety of communication skills that contribute to well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Swim/PE Counseling
Assess the effects of culture, heritage, and traditions on personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	3rd/4th Grade Social Studies
Develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling
Evaluate what is viewed, read, and heard for its effect on personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	Counseling Library
Understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Counseling/Library
Standard C: A student should understand how well-being is affected by relationships with others. A student who meets this conduct standard should:		
Resolve conflicts responsibly.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE

		Counseling/Library
Communicate effectively within relationships**.**	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Evaluate how similarities and differences among individuals contribute to relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Understand how respect for the rights of self and others contributes to relationships.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Understand how attitude and behavior affect the well-being of self and others.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Assess the effects of culture, heritage, and traditions on well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Standard D: A student should be able to contribute to the well-being of families and communities. A student who meets this conduct standard should:		
Make responsible decisions as a member of a family or community.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Take responsible actions to create safe and healthy environments.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Describe how public policy affects the well-being of families and communities.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library

Identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Describe how volunteer service at all ages can enhance community wellbeing.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library
Use various methods of communication to promote community well-being.	See Curriculum Documents for Further Skills/Activities/Resources	All K-5 Classrooms Swim/PE Counseling/Library

Petersburg City Schools
Box 289
Petersburg, AK 99833

PHYSICAL EDUCATION CURRICULUM GUIDE INTRODUCTION

Physical education is a necessity for the health and well-being of every student. As a unique and essential part of the total education program, physical education can significantly enhance all aspects of development including health, physical fitness, movement knowledge, academic performance, goal setting, self-esteem, stress management, and social skills.

Evidence continues to mount that regular physical activity can prevent and manage coronary heart disease, which is the leading cause of death and disability in the United States. Unfortunately, few Americans engage in regular physical activity, despite the benefits. Research findings clearly demonstrate that daily exercise, from early childhood throughout life, is a primary factor in maintaining health and enriching the quality of life. People begin to acquire and establish patterns of health-related behavior during childhood and adolescence. Schools are an efficient vehicle for providing this physical education instruction.

Although many students participate in extra-curricular athletics, and these programs may meet the movement and exercise needs of the participants during their season of competition, such programs do not accommodate all students. Therefore, we believe that physical education is an integral part of a comprehensive education and must be included on a daily basis.

Finally, it should be understood that quality physical education is predicated upon having competent, dedicated, and knowledgeable teachers who utilize appropriate instructional techniques, strategies, and assessments.

PHYSICAL EDUCATION CURRICULUM GUIDE
PROGRAM STANDARDS

As educators, we are committed to the development and implementation of quality physical education instruction. Moving Into The Future – National Standards for Physical Education, a book developed by the National Association for Sport and Physical Education (copyright 2004), should be used as the guide to the delivery of Petersburg City Schools physical education program.

The following content standards in physical education, which identify what a student should know or be able to do, will be applied to instruction at all grade levels.

A physically educated person

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Motor Skills)
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. (Application)
3. Participates regularly in physical activity. (Active Living)
4. Achieves and maintains a health-enhancing level of physical fitness. (Physical Fitness)
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings. (Personal and Social Skills)
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Value of Exercise)

Moving Into The Future articulates the content and assessments for each standard at each grade level.

PHYSICAL EDUCATION CURRICULUM GUIDE
PROGRAM DELIVERY

Elementary:

The focus of the elementary physical education program is the introduction and exploration of physical education skills and concepts. As an important part of the elementary school program that uniquely contributes to the school's overall goals, physical education emphasizes the total development of the child (i.e., physical, motor, cognitive, social, and emotional development).

It is critical at the elementary level that students be guided through a series of developmentally appropriate experiences and activities that promote a desire to engage in physical activities, promote a sense of self worth, encourage cooperation and self-control, and lead to choices that promote a healthy life style.

NASPE's recent research recommends an increase in physical activity for children, ages 5 to 12 years of age, to a minimum of 60 minutes and up to several hours per day. To help deliver a quality physical education program, NASPE recommends a minimum of 30 minutes of structured physical education per day. This instruction is to include vigorous physical activity, diagnosis and learning of neuromuscular skills, information about physical activity and fitness, and time to enjoy the use of skills and knowledge. Even though recess is an important part of an elementary school, it should not be used as a substitute for physical education instruction.

Middle School:

The focus of the middle school physical education program is to provide a daily opportunity, or a minimum of 200 minutes per week, for students to participate in a wide variety of physical activities and experiences that promote the mastery of the core skills introduced at the elementary level. Middle school physical education will build a framework for lifetime activities and healthy living.

Middle school is a time of transition, which may bring about an upheaval in physical, emotional, social, and intellectual worlds. To successfully bridge this transition, students will explore and apply information, as well as participate in activities that empower them to assume responsibility for their own lifetime health, wellness, and fitness.

High School:

The focus of the high school physical education program is to promote healthy living and knowledge of lifetime activities. Students will take the responsibility for and apply their learning to their personal lifetime health and wellness. Freshman Physical Education is required for one semester for all 9th grade students and is a prerequisite for all other physical education courses at the high school level. To meet the National Standards and benchmarks and make fitness for life a priority, a minimum of two credits of physical education throughout their high school experience is recommended. Current PHS graduation requirements include one credit of physical education.[1]

[1] Introductory narrative borrowed with permission of Kenai Peninsula School District.

Lessons:

All lessons and activities are drawn from the following books and websites, and cover the Physical Education standards.

Books

Pangrazi, R. P., & Dauer, V. P. (1995). *Dynamic physical education for elementary school children.* 11th ed. Boston, Mass., Allyn and Bacon.

2) Lesson plans for dynamic physical education for elementary school children
Author: Pangrazi, Robert P.
Assessment Strategies for Elementary Physical Education Revised Edition

by Suzann Schiemer (Author)

Developing the physical education curriculum: an achievement-based approach
Author: Kelly, Luke E. (Luke Edward), 1952- Publisher: Waveland Press

1) Fitnessgram/Activitygram: test administration kit
Publisher: Human Kinetics
Strength Training for Young Athletes

Book by Steven J. Fleck and William J Kraemer, PH.D.

1) Quality lesson plans for secondary physical education
Author: Zakrajsek, Dorothy
Publisher: Human Kinetics

Foundations of Personal Fitness (NTC: Found of Personal Fitness)

by Don L. Rainey | Jan 1, 2005

Websites:

https://www.pecentral.org/

https://www.shapeamerica.org/

PE: Kindergarten, 1st Grade, 2nd Grade

Instructional Focus:
Children in grades K-2 are very active and enjoy learning and exploring new ways to move and be active. Physical education will support the development of a wide variety of fine and gross motor activities that involve locomotion, non-locomotion, and manipulation of objects. Students will be engaged in a variety of physical activities that emphasize social interaction, future participation, and enjoyment of life-long physical activity.

K-2 PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Perform various forms of loco-motor movement such as walk, run, slide, gallop, jump, hop, leap, and skip.	★ The student will demonstrate the ability to start and stop movements on a given signal ★ The student will move with locomotor skills using rhythmically accompaniment to an even beat (walking, running and jumping), & an uneven beat (galloping and skipping.)	Teacher Observation
Perform a variety of non-loco-motor skills such as balancing, bending, stretching, rocking, curling, twisting, turning, pushing, pulling, swinging, swaying.	★ Motor Skills unit will cover all of these non-locomotor skill ★ The gymnastics and rhythm and dance unit will also include most of these skills. Using the parachute and scooters will also reinforce these skills.	Teacher Observation
Dribble with hands and feet.	★ Basketball unit ★ Soccer unit	Teacher Observation

Dribble with short-handled and long-handled implements while stationary and moving.	★ Floor Hockey Unit	Teacher Observation
Jump and land in various combinations.	★ Jump Rope unit ★ Gymnastic unit ★ Rhythms and Dance unit	Teacher Observation
Demonstrate balance on the ground and on objects, using bases of support other than both feet.	★ Gymnastics Unit ★ Tripod ★ Bridge ★ Cartwheel	Teacher Observation
Repeatedly jump a turned rope.	★ Jump Rope Unit	Teacher Observation
Perform to music a grade-level appropriate individual or partner dance that utilizes three different patterns.	★ Rhythms and Dance unit	Teacher Observation
Perform a body roll (e.g., log roll, egg roll, shoulder roll, forward roll) followed by a weight transfer.	★ Gymnastics Unit	Teacher Observation
Strike a stationary object using hands or feet with force and accuracy.	★ Soccer Unit	Teacher Observation
Strike a stationary object using a variety of short-handled and long-handled implements.	★ Hockey Unit	Teacher Observation
Strike a moving object using hands and feet.	★ Soccer ★ Volleyball ★ Kickball Unit	Teacher Observation
Strike a moving object using short and long handled implements.	★ Hockey ★ Baseball Units	Teacher Observation
Step forward with the opposite	★ Throwing ★ Tossing	Teacher Observation

foot during a throw.	★ Baseball Units	
Throw or roll with force and accuracy a variety of objects.	★ Kickball Unit *throwing ★ Tossing Unit	Teacher Observation
Catch a variety of objects	★ Throwing ★ Tossing ★ Baseball Units	Teacher Observation
Volley a variety of objects using various body parts.	★ Volleyball Unit	Teacher Observation
Move with effort, time, force, and flow.	★ All Sports Units ★ All Individual Activities	Teacher Observation
Move in a variety of pathways (e.g. straight, curve, zig-zag).	★ Motor and Manipulative Skills Unit	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Define open space.	★ Every sport requires the “athletic position”	Teacher Observation
Explain the importance of a wide base of support in balance activities.	★ Throwing ★ Tossing ★ Baseball Unit	Teacher Observation
Identify opportunities to use underhand and overhand movement (throw) patterns.	★ Throwing ★ Tossing ★ Baseball Unit	Teacher Observation
Identify when to begin the kicking motion when kicking a slowly rolling ball.	★ Kickball ★ Soccer Units	Teacher Observation
Explain the purpose of using a side orientation when striking a ball from a batting tee.	★ Baseball Unit	Teacher Observation

Standard C: Participate regularly in physical activity		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Participate in physical activity outside of physical education class.	★ Parks n Rec Activities ○ Basketball ○ Soccer ○ Open Swim ★ Other Community Activities ○ Gymnastics ○ Norwegian Dancing ○ Swim Team ○ Petersburg Little League ★ Parent Supported Activities ○ Hiking ○ Snowshoeing ○ Biking ○ Jump roping ○ Kayaking ○ Walking	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom.
Identify appropriate physical activities for recess and outside of school.	★ After School Clubs ★ Organized team games and individual games ★ Kickball ★ Basketball ★ Baseball ★ Jump roping ★ 4 square, walking *playing on playground equipment ★ Playing catch with a football or soft baseball.	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Attempt to perform new movement skills and activities.	★ Competency does not apply outside of the classroom	
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Understand and demonstrate the importance of a proper warm-up prior to physical	★ Yoga ★ Counting heart rate ★ Stretching games	Teacher Observation

activity.		
Utilize age-appropriate stretching techniques to increase flexibility.	★ Manipulative Skills Unit *bending ★ Twisting ★ Turning ★ Stretching ★ Stretch Routine	Teacher Observation
Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing).	★ Direct instruction ★ Guided group activity ★ Finding one's resting heart rate and finding their heart rates after exercising	Teacher Observation
Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).	★ Mountain Climbers ★ Soldier salutes ★ Coffee grinders ★ Sit ups ★ Heels to the heavens ★ Crunchy frogs ★ Push ups ★ Dips ★ Superman bananas ★ The list is endless…	Teacher Observation
Discuss the benefits of fitness (e.g., being fit allows me to ride my bike, why it is fun to move).	★ Direct instruction…this unit is covered several times throughout the year. ★ Muscular endurance ★ Muscular strength ★ Cardiovascular endurance ★ Flexibility ★ Body composition	Teacher Observation
Discuss the benefits of healthy food and beverage choices.	★ Covered in health curriculum but also taught in PE through direct instruction. Class discussion & food guide pyramid.	Teacher Observation
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Encourage others by using verbal and nonverbal	★ Make a poster as a class to brainstorm	Teacher Observation

communication.	★ Relay activity to demonstrate these behaviors	
Apply established class rules, procedures, and safe practices.	★ Have the class come up with their own classroom expectations and consequences for breaking their 'rules.' During the first week of school spend most of the class establishing and going over these procedures.	Teacher Observation
Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.	★ Direct instruction. *have a lesson on how to include someone in your group if you see that person standing alone. Demonstrate what that looks like and how to take initiative and include that person in a group.	Teacher Observation
Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions).	★ Class discussion and demonstrations of proper classroom behavior	Teacher Observation
Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).	★ Team work activities character education unit	Teacher Observation
Accommodate individual differences. (e.g,. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	★ Native and Norwegian dancing differentiate lessons for children with special needs. Ex: visually impaired, use a yellow ball. Use larger balls for children who struggle with hand-eye coordination etc..	Teacher Observation
Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., bear or moose on playground).	★ During the first week explain and have the children perform the emergency evacuation drills. ★ **For a lock down children enter the weight room in between the Parks n Rec gym and high school gym. In the pool the children enter the family**	Teacher Observation

	bathroom. *For a fire the children go to the track with the teacher.	
Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).	★ Covered in Swim curriculum ○ Layering Concepts ○ Wicking material ○ Insulation ○ Shell	Teacher Observation
Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).	★ Covered in health and swim curriculum as well. Stress the dangers of not wearing safety equipment ★ Giving current statistics or reading stories about people who have been seriously injured by not having the appropriate gear will help stress the importance of safety.	Teacher Observation
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Celebrate personal successes and achievements as well as those of others.	★ Celebrate personal successes and achievements as well as those of others.	*give some type of positive reinforcement for positive behaviors witnessed in class. *incorporating lots of team building and setting a positive tone in those first few weeks will really make a huge difference. Work hard on classroom climate during those first weeks.
Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)	★ Exhibit verbal and non-verbal indicators of enjoyment (cheering, smiling, giving high five)	Brainstorm with the class. Ask, “What should we do when we witness a classmate achieve success?” Have the class practice with each

		other while doing a fun activity. Practice “put-ups” not “put-downs.”
Name physical activities that are enjoyable.	★ Name physical activities that are enjoyable.	Teacher lead brainstorm. Write ideas on a poster board.
Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad).	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Attempt new activities.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Continue to participate when not successful on the first try.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Try new movements and skills willingly.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation

PE: 3rd Grade, 4th Grade, 5th Grade

Instructional Focus:
In grades 3-5, students will attain mature motor skills, use movement patterns, learn movement concepts and explore fitness concepts. Personal and social skills are emphasized through cooperative activities and the introduction of modified games.

3-5 PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Enter, jump, and exit a long (double) rope turned by others.	★ Long Jump Rope	Teacher Observation
Jump repeatedly a self-turned rope while performing different jumping skills.	★ Short Jump Rope	Teacher Observation
Dribble an object with a hand, foot, and long-handled implement in personal and shared space.	★ Basketball ★ Soccer ★ Hockey	Teacher Observation

Perform simple, small-group balance stunts by distributing weight and base of support.	★ Partner Walking ★ Wheelbarrow	Teacher Observation
Kick and punt a ball at targets from varying distances.	★ Kickball ★ Soccer	Teacher Observation
Design and perform a creative dance.	★ Line Dancing ★ Movement Patterns	Teacher Observation
Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.	★ Tumbling ★ Gymnastics ★ Movement Patterns ★ Line Dancing	Teacher Observation
Strike an object with varying force, short and long distance, using forehand, and introducing backhand strokes.	★ Hockey	Teacher Observation
Strike an object with an underhand and a side orientation.	★ Volleyball ★ Badminton	Teacher Observation
Throw overhand a ball to a target with force and accuracy.	★ Wiffle Ball ★ Kickball	Teacher Observation
Throw and catch an object with a partner while both partners are moving.	★ Basketball ★ Kickball	Teacher Observation
Volley a lightweight object repeatedly with a partner.	★ Volleyball ★ 2/4 Square	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Select and practice a skill in which improvement is needed.	★ Frisbee's ★ Jump Ropes ★ Dance/Rhythmic Movements ★ Tumbling/Gymnastics ★ Cooperative Games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball ★ Track and Field Skills	Teacher Observation
Use offensive and defensive skills to obtain and maintain possession of an object.	★ Basketball ★ Soccer ★ Volleyball ★ Floor Hockey	Teacher Observation
Use a variety of spatial relationships with others in order to play or design a small-group game.	★ Basketball ★ Soccer ★ Volleyball ★ Floor Hockey ★ Tag ★ Baseball ★ Wiffle Ball	Teacher Observation
Devise cooperative strategies to keep opponents from reaching a specified area, person or object.	★ Cooperative Games ★ Basketball ★ Soccer ★ Hockey ★ Volleyball	Teacher Observation
Use specific feedback to improve performance.	★ Frisbee's ★ Jump Ropes ★ Dance/Rhythmic Movements ★ Tumbling/Gymnastics ★ Cooperative Games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball	Teacher Observation

	★ Track and Field Skills and Strategies.	
Demonstrate basic competence in game strategies and concepts.	★ Cooperative games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball	Teacher Observation
Standard C: Participate regularly in physical activity		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.	★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer ★ Unstructured Activities	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Participate in local physical activity opportunities.	★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer ★ Unstructured Activities	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Choose to participate in structured and purposeful activity.	★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom
Monitor his or her physical activity using a variety of tracking tools (e.g. fitness logs, pedometers).	★ Pedometers ★ Checking heart rate ★ Calculating distances moved (e.g. Pace Trek)	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation
Compare target heart rate and perceived exertion during physical activity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion
Measure, record, and compare the heart rate before, during, and after participation in physical activity of various levels of intensity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements	Teacher Observation Class Discussion

	★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	
Engage in appropriate physical activity that results in the development of cardiovascular endurance.	★ Soccer ★ Hockey ★ Pace Trek ★ Basketball ★ Fitness Exercises	Teacher Observation
Recognize that physiological responses to exercise are associated with their own levels of fitness.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Class Discussions
Choose to participate in activities to increase muscular strength and endurance.	★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observations
Explain how improved flexibility increases the ability to perform skills.	★ Fitness exercises	Class Discussions
Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	★ Pace Trek ★ Fitness Exercises	Class Discussions Individual Assessments

Experience the protocols and mechanics of a nationally recognized fitness assessment tool (e.g. Fitnessgram or Brockport).	★ Fitnessgram	Fitnessgram Testing
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Demonstrate awareness and participate safely when involved in activity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation
Form groups quickly when asked.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation
Recognize the importance of individual responsibility in a group effort.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ Baseball ★ Wiffle Ball	Teacher Observation Class Discussion

	★ Kickball	
Encourage others by using verbal and nonverbal communication.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	★ Modified Game Activities (e.g. “bump”, “horse”, modified soccer games…)	Teacher Observation
Work productively with assigned or random groups without adult intervention.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation
Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Act in a safe and healthy manner when confronted with conflict during physical activity.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square	Teacher Observation Class Discussion

	★ Baseball ★ Wiffle Ball ★ Kickball	
Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the opponent's or partner's performance.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Develop self-confidence and a positive self-image in physical activity settings.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion

Choose motivators (e.g., music, friends) that will enhance fun and enjoyment in a physical activity setting.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion
Participate in physical activities which will allow students to set and achieve individual and team goals.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion
Participate with others in a variety of competitive and non-competitive physical activities.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling	Teacher Observation Class Discussion

	★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	

PE: Middle School

Middle School activities have been separated by grade levels in order to spend more time working on mastery of different units.

			6th	7th	8th
***Aerobic Activities**			x	x	x
***Archery**				x	x
***Badminton**				x	x
***Basketball**			x	x	x

***Dance Video's**			x	x	x
***Dance-Dance Revolution.**			x	x	x
***Dodgeball**			x	x	x
***Flag Football**				x	x
***Hockey**			x	x	
***Native Youth *Olympics**			x	x	x
***Orienteering**			x		
***Pickleball**			x	x	
***Snowshoeing**			x		
***Soccer**			x	x	x
***Softball**			x		x
***Speedball**			x		
***Strength training**			x	x	x
***Swimming**				x	
***Team Handball**				x	

***Ultimate Frizbee**					x
***Volleyball**			x	x	x
***Weightlifting**				x	x
***Wiffleball**			x		x
***Wrestling**			x	x	x
Full Game/Unit Activities			12	13	12
Total Units			17	18	17

Instructional Focus:
THE PETERSBURG MIDDLE SCHOOL PHYSICAL EDUCATION PROGRAM IS DESIGNED TO SERVE AS A BUILDING BLOCK IN THE GOAL OF DEVELOPING A STUDENTS LIFE LONG SELF-CONCEPT.

THIS SELF-CONCEPT, DESIGNED INDIVIDUALLY FOR EACH STUDENT, RELIES ON THE EXPECTATIONS AND ACCOMPLISHMENTS POSSIBLE FOR THAT STUDENT. THE FOUR AVENUES OF SELF-CONCEPT TO BE DEVELOPED ARE: MENTAL DEVELOPMENT, SKILL AWARENESS AND IMPROVEMENT, EMOTIONAL AND SOCIAL DEVELOPMENT, AND HEALTH DEVELOPMENT.
GRADING IS TO BE BASED ON THESE FOUR AREAS, WHICH CONCENTRATE LESS ON SKILL LEVEL AND MORE ON LIFE LONG PARTICIPATION AND UNDERSTANDING OF PHYSICAL EDUCATION AND HEALTH.

6th - 8th PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
A.1- Demonstrates competent skills for participation in modified team activities (e.g. basketball, volleyball, softball, ultimate Frisbee).	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball	*Rules Tests *Skill Assessment *Strategies discussions

	*Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Speedball	
A.2- Demonstrate competent skills for participation in individual and dual activities (golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympic games).	*Badminton *Pickleball *Native Youth Olympics *Wrestling	*Rules Tests *Skill Assessment *Strategies discussions
A.3- Demonstrate competent skills for participation in non-competitive individual activities (e.g. weight training/resistance training, swimming, exercise).	★ ★ *Individual Workout Programs ★ *Swimming ★	*Workout Sheets *Form Testing *Skill Observations
A.4- Demonstrate competency for participation in rhythmic activities (e.g. social, folk, Native dances).	★ ★ *Aerobic Activites ★ *Dance Video's ★	*Teacher Observations
A.5- Demonstrate competency for participation in adventure/outdoor activities (e.g. orienteering, snowshoeing, skating).	★ ★ *Orienteering ★ *Snowshoeing	*Orienteering Video's *Avalanche Safety Video's
A.6- Explore Alaskan cultural physical activities (e.g. Native Youth Olympics games and dances).	★ ★ *Alaska Native Olympics	*Rules Discussions *Skills Observations
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
B.1- Identify critical elements of skill for selected movement forms.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football	*Skill Observations *Discussions/practice on fundamentals for specific activities

	*Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics *Wrestling *Dance Video's *Aerobic Activities	
B.2- Detect and correct errors in personal performance in a variety of activities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics *Wrestling *Dance Video's *Aerobic Activities	*Rules Testing *Skill Assessment *Strategies Discussions *Fitness Testing
B.3- Explain at least two game tactics involved in playing team, dual and individual activities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling	*Discussions on strategies *Observe and discuss various activities
	★	*Discussions on strategies

B.4- Use offensive and defensive strategies while participating in modified team, individual and dual sports.	★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Badminton ★ *Pickleball ★ *Native Youth Olympics ★ *Wrestling ★	*Observe and discuss various activities
B.5- Design a game that incorporates skills and tactics that can be played by all students.	★ ★ *Modifications for all activities (i.e. “bump” for basketball or “One Bounce” volleyball) ★	*Teacher observations
B.6- Implement strategies and safety procedures for succcess while participating in physical activity (e.g. use a spotter when lifting weights, shift gears one at a time while climbing a hill on a bicycle).	★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Badminton ★ *Pickleball ★ *Native Youth *Olympics ★ *Wrestling ★ *Weightlifting ★	*Safety Discussions *Rules Testing *Spotters when lifting *Proper safety equipment
B.7- Identify major muscle groups utilized in a variety of movements.	★ ★ *Class Discussions and Assignments about the major muscle groups and their jobs.	*Tests on the muscles and the movements they perform.

Standard C: Participate regularly in physical activity		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
C.1- Recognize and understand the significance of physical activity in the maintenance of a healthy lifestyle.	*Class Discussions *Class Participation	*N/A
C.2- Set SMART goals, (specific, measurable, attainable, realistic, time sensitive) for participation in activities of own choosing.	*Class/Individual Discussions *Individual Fitness Journal with Goals/Outcomes	*Teacher assessment of journals
C.3- Maintain a physical activity log for a designated period of time (e.g. weight training charts, steps during the day, time engaged in physical activity).	★ ★ *Weight Lifting Charts ★ *Exercise Journals ★	*Weight Lifting Charts *Exercise Journals
C.4- Use current technology (e.g. pedometers, Wii Ftiness, Dance-Dance-Revolution) to monitor physical activity to meet personal goals.	★ ★ *Heart Rate Monitors ★ *Pedometers ★ *Dance-Dance Revolution.	*Teacher assessment
C5.- Identify, local, state, national, and international fitness and recreational organizations (e.g. YMCA, United States Cycling Federation, Special Olympics Alaska, Challenge Alaska, and Alpine Alternatives, CITC, Boys And Girls Clubs).	★ ★ *Discussions on local and national organizations and where you may find information on them.	*N/A
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
D.1- Monitor heart rate before, during, and after various intensity levels of personal fitness. .	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football	*Heart rate monitors *Individual monitoring *Exercise journals

	*Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling *Weightlifting *Cardiovascular Exercises	
D.2- Compare the fitness benefits of a variety of activities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling *Weightlifting *Cardiovascular Exercises	*Discussions at the beginning of units/activities as the differences between fitness value of specific movement of forms.
D.3- Improve and achieve age appropriate fitness standards defined in a selected program (e.g. Fitnessgram, Brockport, President's Fitness Test.	★ ★ *Fitnessgram	*Fitnessgram Testing
D.4- Demonstrate personal fitness by participating in activities to improve specific fitness components (cardiovascular fitness, muscular strength, muscular endurance, body composition, and flexibility).	★ ★ *Cardiovascular Workouts ★ *Game Activities ★ *Strength training ★ *Stretching exercises	*Teacher observations
D5.- Formulate meaningful personal fitness SMART goals based on the results of fitness testing.	★ ★ *Cardiovascular Workouts ★ *Game Activities ★ *Strength training	*Classroom discussions *Individual discussions *Workout journals

	★ *Stretching exercises	

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
E.1- Demonstrate appropriate behavior in physical activity settings.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics Wrestling *Weightlifting *Cardiovascular Exercises	*Classroom monitoring *Class discussions
E.2- Demonstrate concern for safety of self and others during games and activities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics Wrestling *Weightlifting *Cardiovascular Exercises	*Classroom monitoring *Class discussions

E.3- Demonstrate self-control and sportsmanship/etiquette during games and activities (e.g. accepting controversial decisions).	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth *Olympics Wrestling *Weightlifting *Cardiovascular Exercises	*Classroom monitoring *Class discussions
E.4- Accommodate individual differences (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	*Modified game/workout activities based on the different students within the class.	*Fitnessgram testing *Individual Observations *Individual discussions

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
F.1- Identify several reasons why participation in physical activities is enjoyable and desirable.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling	*Classroom/Individual discussions

F.2- Reflect on reasons for choosing to participate in selected physical activities (e.g. health, challenge, self-expression, social interaction, personal goal).	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling	*Classroom/Individual discussions
F.3- Enjoy working alone or with others in a sport or physical activity to achieve a goal.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Badminton *Pickleball *Native Youth Olympics *Wrestling	*Classroom/Individual discussions

PE: Freshman physical Education

Instructional Focus: FRESHMAN PHYSICAL EDUCATION EMPHASIZES THE EXPLORATION OF RECREATIONAL ACTIVITIES THAT THE STUDENT WILL CARRY INTO ADULT LIFE.
HIGH SCHOOL PHYSICAL EDUCATION INCLUDES COMPETITIVE UNITS. THE EMPHASIS OF THESE ACTIVITIES IS TO TEACH THE STUDENT PROPER GAME STRATEGIES AND TECHNIQUES NEEDED TO COMPETE IN ORGANIZED COMPETITION. THE STUDENT DEMONSTRATES THROUGH GAME SITUATIONS THE SKILLS NEEDED TO SUCCESSFULLY PLAY VARIOUS LIFETIME SPORTS. THE COMPETITIVE TOURNAMENT FORMAT ALLOWS FOR USE OF PROPER SPORTSMANSHIP AND TEAMWORK CONCEPTS THAT WERE STRESSED DURING THEIR EARLIER YEARS.
THE STUDENTS WILL ALSO PARTICIPATE IN A FITNESS PROGRAM, WHICH THEY MAY DESIGN. THIS WILL INCLUDE WEIGHT LIFTING AND CARDIOVASCULAR EXERCISES. THE PROGRAM IS DESIGNED TO GIVE STUDENTS THE NECESSARY KNOWLEDGE TO CONTINUE TRAINING INTO THEIR ADULTHOOD.

TECHNOLOGY WILL BE USED TO ENHANCE THE KNOWLEDGE OF STUDENTS IN BOTH RECREATIONAL ACTIVITIES AND FITNESS.

Freshman PE Standards & Objectives

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
A.1- Demonstrate competent skills while participating in modified team activities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee	*Rules Testing *Skills Assessment *Strategies Discussions
A.2- Demonstrate competent skills while participating in individual and dual activities.	*Badminton *Pickleball	*Rules Testing *Skills Assessment *Strategies Discussions
A.3- Demonstrate competent skills while participating in non-competitive individual activities.	★ ★ *Weightlifting ★ *Cardiovascular Fitness	*Workout Sheets *Fitnessgrams Testing *Safety Rules Testing *Skill Observations
A.4- Demonstrate competent skills while participating in rhythmic activities.	★ ★ *Dance Video's	*Teacher Observations
A.5- Demonstrate competent skills while participating in adventure/outdoor activities.	★ ★ *Orienteering	*Testing
Standard B: Apply movement concepts to the learning and performance of physical activities.		

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
B.2- Use a variety of complex movement patterns, independently and routinely, to improve skills.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness *Orienteering	*Skills Assessment *Fitness Testing *Orienteering and Rock *Climbing Video's
B.3- Acquire new skills while continuing to refine existing ones.	★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Orienteering ★	*Safety Rules *Proper Lifting Techniques *Skill Discussions for each sport
B.4- Identify basic biomechanical principles as they pertain to movements within a physical activity.	★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee	*Safety Rules *Proper Lifting Techniques *Skill Discussions for each sport

	★ *Weightlifting ★ *Cardiovascular Fitness ★ *Orienteering ★	
B.5- Recognize various levels of performance (novice, competent and proficient).	★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Orienteering ★	*Fitnessgrams Testing *Badminton/Picklelball Tournament *Teacher observation and skill assessment. As teams are assigned teacher is cognizant of different skill levels and adjusts teams to reflect equality as best possible.
B.6- Apply knowledge of major muscle groups to improve performance and/or create training plans.	*Weightlifting *Cardiovascular Fitness	*Weightlifting Assessments *Cardiovascular Programs
B.7- Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g. weightlifting, wearing a helmet while snowboarding).	★ ★ *Speedball ★ *Wiffleball ★ *Team Handball ★ *Soccer ★ *Flag Football ★ *Dodgeball ★ *Basketball ★ *Hockey ★ *Volleyball ★ *Softball ★ *Ultimate Frizbee ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Orienteering ★	*Class Discussions for each sport
Standard C: Participate regularly in physical activity		
Objectives	**Skills/Activities**	**Assessment**

(Learning Intentions)		(Success Criteria)
C.1- Use current technology (e.g. heart rate monitors, tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Fitnessgrams *Heart rate monitors *Individually designed workout programs
C.2- Maintain an outside-of-class physical activity journal based upon units of study.	★ ★ *Weight Lifting ★ *Cardiovascular Fitness	*Individual Fitness Journal
C.3- Identify local, state, national, and international fitness and recreational resources (e.g. trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability - NCPAD).	★ ★ *Discussion on annnouncements of local and state recreational fitness resources (e.g. local races, classes, and other local recreational opportunities)	*Class Discussions
C.4- Develop evidence-based personal activity plans that include self-selected physical activities and sports.	★ ★ *Weightlifting ★ *Cardiovascular Fitness ★ *Sports Skills	*Individual Fitness Journal with Goals/Outcomes

Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
D.1- Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g. Fitnessgram, President's Challenge, APEAS II – Adaptive Physical Education Assessment).	*Fitnessgrams Testing	*Fitnessgrams Testing

D.2- Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).	*Fitnessgram Testing *Moodle Assignment *Weight Liftings *Cardiovascular Workouts	*Fitnessgrams Testing *Moodle Assignments *Weightlifting Journals
D.3- Compare and identify fitness value of specific movement forms.	★ *Weight Lifting ★ *Cardiovascular Workouts	*Class/Individual discussions *Individual Weightlifting Programs
D.4- Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.	★ *Weight Lifting ★ *Cardiovascular Workouts	*Weightlifting Journals *Individual Weightlifting Programs

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.

Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
E.1- Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Teacher observation *Class discussion
E.2- Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball	*Teacher observation *Quizzes/assignments on rules/expectations while participating in various units/activities

	*Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	Participation points/grades are determined in part on sportsmanship/etiquette
E.3- Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher working with other resources/staff (e.g. special education department) to help accommodate for individual differences.
E.4- Exhibit sportsmanship/etiquette in all physical activity settings.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Teacher observation *Participation points/grades are determined in part on sportsmanship/etiquette

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
	*Speedball *Wiffleball	*Teacher observation *Class discussion

F.1- Enjoy the challenge of working hard and the satisfaction of improving skills.	*Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	
F.2- Seek personally challenging experiences in physical activity opportunities.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Teacher observation and discussion as to expanding beyond the students comfort zone, as well as learning new techniques and skills.
F.3- Recognize physical activity as a positive opportunity for social and group interaction.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey *Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher monitoring behavior of students to ensure that interactions between students are positive, as well as correcting behavior as needed.
F.4- Analyze selected physical activity experiences for social, emotional, and health benefits.	*Speedball *Wiffleball *Team Handball *Soccer *Flag Football *Dodgeball *Basketball *Hockey	*Class/Individual discussions

	*Volleyball *Softball *Ultimate Frizbee *Weightlifting *Cardiovascular Fitness	

PE: Fitness

Instructional Focus: Independent Fitness is a continuation of the fitness concepts developed in Freshman Physical Education. Students will design and implement a fitness program to meet their own needs. Weightlifting, cardiovascular improvement and skill development of individual activities will be implemented into the programs.

Fitness PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
A.1- Demonstrates competent skills while participating in modified team activities.	*Badminton *Volleyball *Basketball	*Skills Assessment
A.2- Demonstrate competent skills while participating in individual and dual activities.	*Badminton *Pickleball *Weightlifting	*Skills Assessment
A.3- Demonstrate competent skills while participating in non-competitive individual activities.	*Weightlifting *Cardiovascular Fitness *Individual Fitness Programs	*Workout Sheets *Fitnessgrams Testing *Safety Rules Testing *Skill Observations
A.4- Demonstrate competent skills while participating in rhythmic activities.	*Individual Workout Programs *Dance Video's *P90X *Insanity Video	*N/A

A.5- Demonstrate competent skills while participating in adventure/outdoor activities.	*Rock climbing *Orienteering	*Certification for Belaying *Orienteering and Rock Climbing Video's

Standard B: Apply movement concepts to the learning and performance of physical activities.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
B.1- Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills, tactics, strategies while participating in at least two lifetime activities.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Rules Tests *Skills Assessment *Strategies Discussions *Fitness Testing
B.2- Use a variety of complex movement patterns, independently and routinely, to improve skills.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Rules Tests *Skills Assessment *Strategies Discussions *Fitness Testing *Certification for Belaying *Orienteering and Rock Climbing Video's
B.3- Acquire new skills while continuing to refine existing ones.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Skills Assessment
B.4- Identify basic biomechanical principles as they pertain to movements within a physical activity.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Safety Rules *Proper Lifting Techniques *Skill Discussions for each sport
B.5- Recognize various levels of performance (novice, competent and proficient).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Fitnessgrams Testing *Belaying Certification *Badminton/Picklelball Tournament
B.6- Apply knowledge of major muscle groups to improve performance and/or create training plans.	*Weightlifting *Cardiovascular Fitness	*Weightlifting Assessments *Cardiovascular Programs

B.7- Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g. weightlifting, wearing a helmet while snowboarding).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Class Discussions

Standard C: Participate regularly in physical activity.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
C.1- Use current technology (e.g. heart rate monitors, tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Fitnessgrams *Heart rate monitors *Individually designed *workout programs
C.2- Maintain an outside-of-class physical activity journal based upon units of study.	*Weight Lifting *Cardiovascular Fitness	*Individual Fitness Journal
C.3- Identify local, state, national, and international fitness and recreational resources (e.g. trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability - NCPAD).	*Discussion on announcements of local and state recreational fitness resources (e.g. local races, classes, and other local recreational opportunities)	Discuss websites showing the different locations and options available to them.
C.4- Develop evidence-based personal activity plans that include self-selected physical activities and sports.	*Weightlifting *Cardiovascular Fitness *Sports Skills	*Individual Fitness Journal with Goals/Outcomes

Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
D.1- Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g. Fitnessgram, President's Challenge, APEAS II – Adaptive Physical Education Assessment).	*Fitnessgrams Testing	*Fitnessgrams Testing

D.2- Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).	*Fitnessgram Testing *Moodle Assignment *Weight Liftings *Cardiovascular Workouts	*Fitnessgrams Testing *Moodle Assignments *Weightlifting Journals
D.3- Compare and identify fitness value of specific movement forms.	*Weightlifting *Cardiovascular Workouts	*Discussions at the beginning of units/activities as the differences between fitness value of specific movement of forms.
D.4- Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.	*Weight Lifting *Cardiovascular Workouts	*Weightlifting Journals *Individual Weight lifting Programs

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
E.1- Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Classroom Monitoring *Weight Room Safety Test
E.2- Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Quizzes/assignments on rules/expectations while participating in various units/activities *Participation points/grades are determined in part on sportsmanship/etiquette

E.3- Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher working with other resources/staff (e.g. special education department) to help accommodate for individual differences.
E.4- Exhibit sportsmanship/etiquette in all physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Participation points/grades are determined in part on sportsmanship/etiquette

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
F.1- Enjoy the challenge of working hard and the satisfaction of improving skills.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Class discussion
F.2- Seek personally challenging experiences in physical activity opportunities.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation and discussion as to expanding beyond the students comfort zone, as well as learning new techniques and skills.

F.3- Recognize physical activity as a positive opportunity for social and group interaction.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher monitoring behavior of students to ensure that interactions between students are positive, as well as correcting behavior as needed.
F.4- Analyze selected physical activity experiences for social, emotional, and health benefits.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Class/Individual discussions

PE: High School Physical Education

Instructional Focus:
High School Physical Education is an elective class designed as a continuation of Freshman Physical Education. Game and Competitive units are incorporated, as well as student designed individual fitness programs.

High School Physical Education PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Objectives (Learning Intentions)	Skills/Activities	Assessment (Success Criteria)
A.1- Demonstrates competent skills while participating in modified team activities.	*Indoor Soccer *Gym Hockey *Volleyball *Whiffleball/Softball *Ultimate Frisbee *Kickball	*Teacher observation
A.2- Demonstrate competent skills while participating in individual and dual activities.	*Badminton *Pickle Ball	*Teacher observation
A.3- Demonstrate competent skills while participating in non-competitive individual activities.	*Walking *Running *Snowshoeing	*Teacher observation

A.4- Demonstrate competent skills while participating in rhythmic activities.	*See note below	
A.5- Demonstrate competent skills while participating in adventure/outdoor activities.	*Hiking on trails close to schools *Snowshoeing	*Teacher observation

Standard B: Apply movement concepts to the learning and performance of physical activities.		
Competencies	**Activities**	**Assessments**
B.1- Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills, tactics, strategies while participating in at least two lifetime activities.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Rules Tests *Skills Assessment *Strategies Discussions *Fitness Testing
B.2- Use a variety of complex movement patterns, independently and routinely, to improve skills.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Rules Tests *Skills Assessment *Strategies Discussions *Fitness Testing *Certification for Belaying *Orienteering and Rock Climbing Video's
B.3- Acquire new skills while continuing to refine existing ones.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Skills Assessment
B.4- Identify basic biomechanical principles as they pertain to movements within a physical activity.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Safety Rules *Proper Lifting Techniques *Skill Discussions for each sport
B.5- Recognize various levels of performance (novice, competent and proficient).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Fitnessgrams Testing *Belaying Certification *Badminton/Picklelball Tournament
	*Weightlifting *Cardiovascular Fitness	*Weightlifting Assessments *Cardiovascular Programs

B.6- Apply knowledge of major muscle groups to improve performance and/or create training plans.		
B.7- Explain to others the importance of strategies and safety procedures for success while participating in physical activity (e.g. weightlifting, wearing a helmet while snowboarding).	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Class Discussions

Standard C: Participate regularly in physical activity.		
C.1- Use current technology (e.g. heart rate monitors, tri-FIT, Dartfish, Wii Fitness) to monitor physical activity to meet personal goals.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Fitnessgrams *Heart rate monitors *Individually designed *workout programs
C.2- Maintain an outside-of-class physical activity journal based upon units of study.	*Weight Lifting *Cardiovascular Fitness	*Individual Fitness Journal
C.3- Identify local, state, national, and international fitness and recreational resources (e.g. trails, wilderness areas, rivers, lakes, National Center on Physical Activity and Disability - NCPAD).	*Discussion on announcements of local and state recreational fitness resources (e.g. local races, classes, and other local recreational opportunities)	Discuss websites showing the different locations and options available to them.
C.4- Develop evidence-based personal activity plans that include self-selected physical activities and sports.	*Weightlifting *Cardiovascular Fitness *Sports Skills	*Individual Fitness Journal with Goals/Outcomes

Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Competencies	**Activities**	**Assessments**
D.1- Meet the age and gender-specific health-related fitness standards using a nationally recognized assessment tool (e.g. Fitnessgram, President's Challenge, APEAS	*Fitnessgrams Testing	*Fitnessgrams Testing

II – Adaptive Physical Education Assessment).		
D.2- Assess physical fitness status in terms of health-related fitness (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition).	*Fitnessgram Testing *Moodle Assignment *Weight Liftings *Cardiovascular Workouts	*Fitnessgrams Testing *Moodle Assignments *Weightlifting Journals
D.3- Compare and identify fitness value of specific movement forms.	*Weightlifting *Cardiovascular Workouts	*Discussions at the beginning of units/activities as the differences between fitness value of specific movement of forms.
D.4- Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.	*Weight Lifting *Cardiovascular Workouts	*Weightlifting Journals *Individual Weight lifting Programs

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Competencies	**Activities**	**Assessments**
E.1- Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Classroom Monitoring *Weight Room Safety Test
E.2- Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Quizzes/assignments on rules/expectations while participating in various units/activities *Participation points/grades are determined in part on sportsmanship/etiquette
E.3- Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical	*Badminton *Pickleball *Basketball *Weightlifting	*Teacher observation *Teacher working with other resources/staff (e.g. special education

activities of a variety of actions, culture, and ethnic origins).	*Cardiovascular Fitness	department) to help accommodate for individual differences.
E.4- Exhibit sportsmanship/etiquette in all physical activity settings.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Participation points/grades are determined in part on sportsmanship/etiquette

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Competencies	**Activities**	**Assessments**
F.1- Enjoy the challenge of working hard and the satisfaction of improving skills.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Class discussion
F.2- Seek personally challenging experiences in physical activity opportunities.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation and discussion as to expanding beyond the students comfort zone, as well as learning new techniques and skills.
F.3- Recognize physical activity as a positive opportunity for social and group interaction.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Teacher observation *Teacher monitoring behavior of students to ensure that interactions between students are positive, as well as correcting behavior as needed.

F.4- Analyze selected physical activity experiences for social, emotional, and health benefits.	*Badminton *Pickleball *Basketball *Weightlifting *Cardiovascular Fitness	*Class/Individual discussions

PE: Swim Fitness

Instructional Focus:
High school swim fitness allows students of any swimming ability to participate in the class. Beginning swimmers are given more individual attention, as well as stroke specific instruction; whereas the more competent swimmers are given individualized workouts specific to their needs. The various stroke units begin with background information progressing to arm and leg drills and finishing with the whole stroke being swam. These units usually last three to four weeks depending. All classes begin with a warm up, a heart rate set, and a main set. The progression of strokes learned: freestyle, backstroke, butterfly, and breaststroke.

High School Swim Fitness PE Standards & Objectives

Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.

Competencies	Activities	Skills	Assessments
A.1 – Demonstrate competent skills while participating in modified team activities	Water Polo	*Right hand/left pass *Treading water with egg beater kick *T-shot *Passing shot *Backhand shot *	*Teacher observation
A.2 – Demonstrate competent skills while participating in individual and dual activities	Swimming	*Freestyle *Backstroke *Breaststroke *Butterfly	*Teacher observation
A.3 – Demonstrate competent skills while participating in non-competitive individual activities	Swimming	*Freestyle *Backstroke *Breaststroke *Butterfly	*Teacher observation
A.4 – Demonstrate competent skills while participating in rhythmic activities	N/A	N/A	N/A
A.5 – Demonstrate competent skills while participating in adventure/outdoor activities	N/A	N/A	N/A

Standard B: Apply movement concepts to the learning and performance of physical activities:			
Competencies	**Activities**	**Skills**	**Assessments**
B.1 – Utilize basic skills, tactics, and strategies while participating in a variety of lifetime activities; and advanced skills tactics, strategies while participating in at least two lifetime activities.	*Swimming *Water polo	*Freestyle *Backstroke *Breaststroke *Butterfly	*Teacher observation
B.2 – Use a variety of complex movement patterns, independently and routinely, to improve skills.	*Swimming *Water polo	*Freestyle drills *Backstroke drills *Breaststroke drills *Butterfly drills *Turns *Starts *Streamline *Passing *Egg Beater Kick *Various shots on goal	*Teacher observation *Teacher instruction for correct skill form
B.3 – Acquire new skills while continuing to refine existing ones.	*Swimming *Water polo	*Freestyle drills *Backstroke drills *Breaststroke drills *Butterfly drills *Turns *Starts *Streamline *Passing *Egg Beater Kick *Various shots on goal	*Teacher observation *Teacher instruction for correct skill form
B.4 – Identify basic biomechanical principles as they pertain to movements within a physical activity.	*Swimming *Water polo	*Freestyle drills *Backstroke drills *Breaststroke drills *Butterfly drills *Turns *Starts *Streamline *Passing *Egg Beater Kick *Various shots on goal	*Teacher observation *Teacher instruction for correct skill form

B.5 – Recognize various levels of performance and/or create training plans.	*Swimming	*Individualize workout	*Teacher approved and observed.
B.6 – Apply knowledge of major muscle groups to improve performance and/or create training plans.	N/A	N/A	N/A
B.7 – Explain to others the importance of strategies and safety procedures for success while participating in physical activity.	*Swimming *Water polo	*Pool Safety Rules *Cold Water Safety *Open Water Safety	*Keynote presentation

Standard C: Participate regularly in physical activity:			
Competencies	**Activities**	**Skills**	**Assessments**
C.1 – Use current technology to monitor physical activity to meet personal goals.	*Swimming	*Pace clock	*Teacher observation on specific sets when use of pace clock is necessary
C.2 – Maintain an outside-of-class physical activity journal based upon units of study.	*Swimming		*Journaling on Moodle
C.3 – Identify local, state, national, and international fitness and recreational resources	*Swimming *Water polo	N/A	*Discussion of different websites available for information on swimming and water polo (USA Swimming and USA Water Polo), as well as schedule for the local pool.
C.4 – Develop evidence-based personal activity plans that include self-selected physical activities and sports.	*Swimming	*Warm Up *Main Set *Warm Down	*Teacher approval of workout *Teacher observation on deck

Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness:			
Competencies	**Activities**	**Skills**	**Assessments**
D.1 – Meet the age and gender-specific health related fitness standards using a nationally recognized assessment tool.	N/A	N/A	*Currently there is no assessment being used.
D.2 – Assess physical fitness status in terms of health-related fitness.	*Swimming	*Endurance	*5 minute swim test administered 2 to 3 times a semester
D.3 – Compare and identify fitness value of specific movement forms.	*Swimming *Water Polo	*Stroke Technique (arms and legs) *Breathing technique *Treading water *Passing	*Teacher observation *Discussions *Demonstrations on deck
D.4 – Design, implement, monitor, and adjust a personal fitness program to meet personal needs and goals for a lifetime.	*Swimming	*Various adaptations dependent on individual students needs	*Teacher observation

Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings:			
Competencies	**Activities**	**Skills**	**Assessments**
E.1 – Demonstrate leadership by holding self and others responsible for following safe practices, rules, procedures, and etiquette in all physical activity settings.	*Swimming *Water polo	*Demonstration of rules and behavior during class everyday	*Safety Rules quiz *Teacher observation
E.2 – Demonstrate an understanding of responsible personal and social behaviors in physical activity settings.	*Swimming *Water polo	*Demonstration of rules and behavior during class everyday	*Teacher observation
E.3 – Accommodate individual differences	*Swimming *Water polo		*Use Google translator for ELL students until proficiency level is met *Create individual programs as needed to accommodate for differences and swimming levels. *Work with special education department for students on an IEP for physical activities. *Swim assessment at beginning of class
E.4 – Exhibit sportsmanship/etiquette in all physical activity settings	*Swimming *Water polo	*Demonstration of rules and behavior during class everyday	*Teacher observation

Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction:			
Competencies	**Activities**	**Skills**	**Assessments**
F.1 – Enjoy the challenge of working hard and the satisfaction or improving skills.	*Swimming *Water polo	N/A	*Teacher observation *Journaling on Moodle

F.2 – Seek personally challenging experiences in physical activity opportunities.	*Swimming *Water polo	*Self-motivation	*Participation in other physical activities (high school sports, club activities, dance, and etc)
F.3 – Recognize physical activity as a positive opportunity for social and group interaction.	*Swimming *Water polo	N/A	*Teacher observation *Journaling on Moodle
F.4 – Analyze selected physical activity as a positive opportunity for social and group interaction.	*Swimming *Water polo	N/A	*Teacher observation *Interaction with students in the class

Various drills used during instruction:

- Float
    - Arms at side
    - Arms in iron cross position
    - Arms in front
    - Concentrate on pushing chest down so that hips are up creating balance and proper body position.
- Balance
    - Continuation of floating drills.
    - Kick on left side with left ear in the water or eyes looking down at the bottom of the pool, turning head to the side to breath.
    - Kick on right side with left ear in the water or eyes looking down at the bottom of the pool, turning head to the side to breath.
    - Kick on back keeping chin up, shoulders back
    - Kick on stomach with hands at side rotating body from left to right to breath
- Kicking
    - Continuation of kicking balance drills to stroke specific kicks i.e. flutter (front and back), dolphin, and whip kick
    - Differentiate between a 2, 4, 6, beat flutter kick with different drills
        - 16 kick to one arm pull
        - 8 kick to one arm pull
        - 6 kicks to one arm pull
        - 4 kicks to one arm pull
        - 2 kicks to one arm pull
    - Explain the importance of the two beat dolphin kick in butterfly and work on proper coordination with arms
    - Breaststroke whip kick
        - Demonstrate on land and in water
        - Help move feet in the right direction
- Arms
    - Freestyle
        - Right arm drill with kick
        - Left arm drill with kick
        - Finger tip drag drill
        - Catch up drill
        - High elbow drill
    - Backstroke
        - Right arm drill with left arm at side

        - Left arm drill with right arm at side
        - Rifle drill
        - Hand twist drill
    - Breaststroke
        - Sculling
        - Breaststroke pull with dolphin kick
        - Breaststroke pull with flutter kick
    - Butterfly
        - Right arm drill
        - Left arm drill
        - Three right, three left drill
        - Three right, three left, three together drill
- Streamline
    - Off walls
    - Off turns
    - Off starts
- Turns
    - Open turns
        - Freestyle
        - Breaststroke
        - Butterfly
        - Backstroke
    - Flip turns
        - Freestyle
        - Backstroke

Water polo is currently being taught in high school swim fitness. Various drills for water polo instruction:

- Passing – These skills begin while standing in shallow water then progress to deep water.
    - Correct ball handling
    - Clean passes with right arm
    - Clean passes with left arm
    - Alternating hands
    - Catch with right throw with left
    - Catch with left throw with right
- Sculling
    - Scull with both hands in water while vertical
    - Scull with right hand with left hand out of water
    - Scull with left hand with right hand out of water
- Egg Beater
    - Demonstrate on deck
    - Practice on deck or classroom
    - Practice in water
    - Scull with both hands while treading water
    - Scull with right hand with left hand out of water while treading water
    - Scull with left hand with right hand out of water while treading water
    - Tread water with both hands out of water
- Shots on goal
    - T-shot
    - Regular shot
    - Passing shot
    - Backhand
- Offense/Defense strategies
    - Demonstrate on white board
    - View using video clips
    - Demonstrate in the water

- Practice

Equipment Needed:

- Flippers – one pair for each swimmer
- Pull Buoys - one for each swimmer (these are borrowed each class period from Viking Swim Club)
- Kickboards – one for each swimmer (these are borrowed each class period from Parks and Recreation)
- Goggles
- Water Polo Balls – one for each swimmer (currently borrowing from elementary school supplies)

PE: Kindergarten, 1st Grade, 2nd Grade

Instructional Focus:
Children in grades K-2 are very active and enjoy learning and exploring new ways to move and be active. Physical education will support the development of a wide variety of fine and gross motor activities that involve locomotion, non-locomotion, and manipulation of objects. Students will be engaged in a variety of physical activities that emphasize social interaction, future participation, and enjoyment of life-long physical activity.

Skills and Activities are based off of: "Dynamic Physical Education For Elementary School Children" by Dauer Pangrazi and Victor Dauer,

K-2 PE Standards & Objectives		
Objectives (Learning Intentions)	**Skills/Activities**	**Assessment (Success Criteria)**
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
Perform various forms of loco-motor movement such as walk, run, slide, gallop, jump, hop, leap, and skip.	★ The student will demonstrate the ability to start and stop movements on a given signal ★ The student will move with locomotor skills using rhythmically accompaniment to an even beat (walking, running and jumping), & an uneven beat (galloping and skipping.)	Teacher Observation
Perform a variety of non-loco-motor skills such as balancing, bending, stretching, rocking, curling, twisting,	★ Motor Skills unit will cover all of these non-locomotor skill	Teacher Observation

turning, pushing, pulling, swinging, swaying.	★ The gymnastics and rhythm and dance unit will also include most of these skills. Using the parachute and scooters will also reinforce these skills.	
Dribble with hands and feet.	★ Basketball unit ★ Soccer unit	Teacher Observation
Dribble with short-handled and long-handled implements while stationary and moving.	★ Floor Hockey Unit	Teacher Observation
Jump and land in various combinations.	★ Jump Rope unit ★ Gymnastic unit ★ Rhythms and Dance unit	Teacher Observation
Demonstrate balance on the ground and on objects, using bases of support other than both feet.	★ Gymnastics Unit ★ Tripod ★ Bridge ★ Cartwheel	Teacher Observation
Repeatedly jump a turned rope.	★ Jump Rope Unit	Teacher Observation
Perform to music a grade-level appropriate individual or partner dance that utilizes three different patterns.	★ Rhythms and Dance unit	Teacher Observation
Perform a body roll (e.g., log roll, egg roll, shoulder roll, forward roll) followed by a weight transfer.	★ Gymnastics Unit	Teacher Observation

Strike a stationary object using hands or feet with force and accuracy.	★ Soccer Unit	Teacher Observation
Strike a stationary object using a variety of short-handled and long-handled implements.	★ Hockey Unit	Teacher Observation
Strike a moving object using hands and feet.	★ Soccer ★ Volleyball ★ Kickball Unit	Teacher Observation
Strike a moving object using short and long handled implements.	★ Hockey ★ Baseball Units	Teacher Observation
Step forward with the opposite foot during a throw.	★ Throwing ★ Tossing ★ Baseball Units	Teacher Observation
Throw or roll with force and accuracy a variety of objects.	★ Kickball Unit *throwing ★ Tossing Unit	Teacher Observation
Catch a variety of objects	★ Throwing ★ Tossing ★ Baseball Units	Teacher Observation
Volley a variety of objects using various body parts.	★ Volleyball Unit	Teacher Observation
Move with effort, time, force, and flow.	★ All Sports Units ★ All Individual Activities	Teacher Observation

Move in a variety of pathways (e.g. straight, curve, zig-zag).	★ Motor and Manipulative Skills Unit	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Define open space.	★ Every sport requires the “athletic position”	Teacher Observation
Explain the importance of a wide base of support in balance activities.	★ Throwing ★ Tossing ★ Baseball Unit	Teacher Observation
Identify opportunities to use underhand and overhand movement (throw) patterns.	★ Throwing ★ Tossing ★ Baseball Unit	Teacher Observation
Identify when to begin the kicking motion when kicking a slowly rolling ball.	★ Kickball ★ Soccer Units	Teacher Observation
Explain the purpose of using a side orientation when striking a ball from a batting tee.	★ Baseball Unit	Teacher Observation
Standard C: Participate regularly in physical activity		
Participate in physical activity outside of physical education class.	★ Parks n Rec Activities ○ Basketball ○ Soccer ○ Open Swim ★ Other Community Activities	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom.

	○ Gymnastics ○ Norwegian Dancing ○ Swim Team ○ Petersburg Little League ★ Parent Supported Activities ○ Hiking ○ Snowshoeing ○ Biking ○ Jump roping ○ Kayaking ○ Walking	
Identify appropriate physical activities for recess and outside of school.	★ After School Clubs ★ Organized team games and individual games ★ Kickball ★ Basketball ★ Baseball ★ Jump roping ★ 4 square, walking *playing on playground equipment ★ Playing catch with a football or soft baseball.	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Attempt to perform new movement skills and activities.	★ Competency does not apply outside of the classroom	
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Understand and demonstrate the importance of a proper warm-up prior to physical activity.	★ Yoga ★ Counting heart rate ★ Stretching games	Teacher Observation

Utilize age-appropriate stretching techniques to increase flexibility.	★ Manipulative Skills Unit *bending ★ Twisting ★ Turning ★ Stretching ★ Stretch Routine	Teacher Observation
Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing).	★ Direct instruction ★ Guided group activity ★ Finding one's resting heart rate and finding their heart rates after exercising	Teacher Observation
Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing).	★ Mountain Climbers ★ Soldier salutes ★ Coffee grinders ★ Sit ups ★ Heels to the heavens ★ Crunchy frogs ★ Push ups ★ Dips ★ Superman bananas ★ The list is endless…	Teacher Observation
Discuss the benefits of fitness (e.g., being fit allows me to ride my bike, why it is fun to move).	★ Direct instruction…this unit is covered several times throughout the year. ★ Muscular endurance ★ Muscular strength ★ Cardiovascular endurance ★ Flexibility ★ Body composition	Teacher Observation

Discuss the benefits of healthy food and beverage choices.	★ Covered in health curriculum but also taught in PE through direct instruction. Class discussion & food guide pyramid.	Teacher Observation
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Encourage others by using verbal and nonverbal communication.	★ Make a poster as a class to brainstorm ★ Relay activity to demonstrate these behaviors	Teacher Observation
Apply established class rules, procedures, and safe practices.	★ Have the class come up with their own classroom expectations and consequences for breaking their 'rules.' During the first week of school spend most of the class establishing and going over these procedures.	Teacher Observation
Participate cooperatively in a variety of group settings (e.g., partners, small groups, large groups) without interfering or excluding others.	★ Direct instruction. *have a lesson on how to include someone in your group if you see that person standing alone. Demonstrate what that looks like and how to take initiative and include that person in a group.	Teacher Observation
Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions).	★ Class discussion and demonstrations of proper classroom behavior	Teacher Observation

Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).	★ Team work activities character education unit	Teacher Observation
Accommodate individual differences. (e.g,. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	★ Native and Norwegian dancing differentiate lessons for children with special needs. Ex: visually impaired, use a yellow ball. Use larger balls for children who struggle with hand-eye coordination etc..	Teacher Observation
Describe appropriate reactions to threatening and/or emergency situations common to physical activity settings (e.g., bear or moose on playground).	★ During the first week explain and have the children perform the emergency evacuation drills. ★ **For a lock down children enter the weight room in between the Parks n Rec gym and high school gym. In the pool the children enter the family bathroom. *For a fire the children go to the track with the teacher.**	Teacher Observation
Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).	★ Covered in Swim curriculum ○ Layering Concepts ○ Wicking material ○ Insulation ○ Shell	Teacher Observation

Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).	★ Covered in health and swim curriculum as well. Stress the dangers of not wearing safety equipment ★ Giving current statistics or reading stories about people who have been seriously injured by not having the appropriate gear will help stress the importance of safety.	Teacher Observation
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Celebrate personal successes and achievements as well as those of others.	★ Celebrate personal successes and achievements as well as those of others.	*give some type of positive reinforcement for positive behaviors witnessed in class. *incorporating lots of team building and setting a positive tone in those first few weeks will really make a huge difference. Work hard on classroom climate during those first weeks.
Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five)	★ Exhibit verbal and non-verbal indicators of enjoyment (cheering, smiling, giving high five)	Brainstorm with the class. Ask, “What should we do when we witness a classmate achieve success?” Have the class practice with each other while doing a fun activity. Practice “put-ups” not “put-downs.”
Name physical activities that are enjoyable.	★ Name physical activities that are enjoyable.	Teacher lead brainstorm. Write ideas on a poster board.

Identify feelings resulting from challenges, successes, and failures in physical activity (i.e., happy, scared, angry, sad).	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Attempt new activities.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Continue to participate when not successful on the first try.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation
Try new movements and skills willingly.	★ Explain to the children that learning new sports skills is not always easy. It takes a lot of practice and patience. Also, explain what a great feeling it is to accomplish a goal and perform a skill correctly.	Teacher Observation

PE: 3rd Grade, 4th Grade, 5th Grade

Instructional Focus:
In grades 3-5, students will attain mature motor skills, use movement patterns, learn movement concepts and explore fitness concepts. Personal and social skills are emphasized through cooperative activities and the introduction of modified games.

3-5 PE Standards & Objectives		
Objectives	**Skills/Activities**	**Assessments**
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
Enter, jump, and exit a long (double) rope turned by others.	★ Long Jump Rope	Teacher Observation
Jump repeatedly a self-turned rope while performing different jumping skills.	★ Short Jump Rope	Teacher Observation
Dribble an object with a hand, foot, and long-handled implement in personal and shared space.	★ Basketball ★ Soccer ★ Hockey	Teacher Observation
Perform simple, small-group balance stunts by distributing weight and	★ Partner Walking ★ Wheelbarrow	Teacher Observation

base of support.		
Kick and punt a ball at targets from varying distances.	★ Kickball ★ Soccer	Teacher Observation
Design and perform a creative dance.	★ Line Dancing ★ Movement Patterns	Teacher Observation
Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.	★ Tumbling ★ Gymnastics ★ Movement Patterns ★ Line Dancing	Teacher Observation
Strike an object with varying force, short and long distance, using forehand, and introducing backhand strokes.	★ Hockey	Teacher Observation
Strike an object with an underhand and a side orientation.	★ Volleyball ★ Badminton	Teacher Observation
Throw overhand a ball to a target with force and accuracy.	★ Wiffle Ball ★ Kickball	Teacher Observation
Throw and catch an object with a partner while both partners are moving.	★ Basketball ★ Kickball	Teacher Observation

Volley a lightweight object repeatedly with a partner.	★ Volleyball ★ 2/4 Square	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Select and practice a skill in which improvement is needed.	★ Frisbee's ★ Jump Ropes ★ Dance/Rhythmic Movements ★ Tumbling/Gymnastics ★ Cooperative Games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball ★ Track and Field Skills	Teacher Observation
Use offensive and defensive skills to obtain and maintain possession of an object.	★ Basketball ★ Soccer ★ Volleyball ★ Floor Hockey	Teacher Observation
Use a variety of spatial relationships with others in order to play or design a small-group game.	★ Basketball ★ Soccer ★ Volleyball ★ Floor Hockey ★ Tag ★ Baseball ★ Wiffle Ball	Teacher Observation
Devise cooperative strategies to keep opponents from reaching a	★ Cooperative Games ★ Basketball	Teacher Observation

specified area, person or object.	★ Soccer ★ Hockey ★ Volleyball	
Use specific feedback to improve performance.	★ Frisbee's ★ Jump Ropes ★ Dance/Rhythmic Movements ★ Tumbling/Gymnastics ★ Cooperative Games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball ★ Track and Field Skills and Strategies.	Teacher Observation
Demonstrate basic competence in game strategies and concepts.	★ Cooperative games ★ Basketball ★ Soccer ★ Floor Hockey ★ Volleyball ★ Baseball ★ Wiffle Ball	Teacher Observation
Standard C: Participate regularly in physical activity		
Consciously choose to participate in moderate to vigorous physical activity outside of physical education class on a regular basis.	★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom

	★ Soccer ★ Unstructured Activities	
Participate in local physical activity opportunities.	★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer ★ Unstructured Activities	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Choose to participate in structured and purposeful activity.	★ Gymnastics ★ Basketball ★ Volleyball ★ Dance ★ Community Run/Walks ★ Soccer	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom
Monitor his or her physical activity using a variety of tracking tools (e.g. fitness logs, pedometers).	★ Pedometers ★ Checking heart rate ★ Calculating distances moved (e.g. Pace Trek)	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation

	★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	
Compare target heart rate and perceived exertion during physical activity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion
Measure, record, and compare the heart rate before, during, and after participation in physical activity of various levels of intensity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball	Teacher Observation Class Discussion

	★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	
Engage in appropriate physical activity that results in the development of cardiovascular endurance.	★ Soccer ★ Hockey ★ Pace Trek ★ Basketball ★ Fitness Exercises	Teacher Observation
Recognize that physiological responses to exercise are associated with their own levels of fitness.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Class Discussions

Choose to participate in activities to increase muscular strength and endurance.	★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observations
Explain how improved flexibility increases the ability to perform skills.	★ Fitness exercises	Class Discussions
Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	★ Pace Trek ★ Fitness Exercises	Class Discussions Individual Assessments
Experience the protocols and mechanics of a nationally recognized fitness assessment tool (e.g. Fitnessgram or Brockport).	★ Fitnessgram	Fitnessgram Testing
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Demonstrate awareness and participate safely when involved in activity.	★ Jump rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic movements ★ Tumbling ★ Track & Field ★ Hula Hoops ★ Scoops	Teacher Observation

	★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	
Form groups quickly when asked.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation
Recognize importance of individual responsibility in a group effort.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Encourage others by using verbal and nonverbal communication.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion

Accommodate individual differences. (e.g. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	★ Modified Game Activities (e.g. “bump”, “horse”, modified soccer games…)	Teacher Observation
Work productively with assigned or random groups without adult intervention.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation
Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Act in a safe and healthy manner when confronted with conflict during physical activity.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball	Teacher Observation Class Discussion

	★ Wiffle Ball ★ Kickball	
Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Acknowledge one's opponent or partner before, during, and after a physical activity or game and give positive feedback on the opponent's or partner's performance.	★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Kickball ★ 2/4 square ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Develop self-confidence and a positive self-image in physical activity settings.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball	Teacher Observation Class Discussion

	★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	
Choose motivators (e.g., music, friends) that will enhance fun and enjoyment in a physical activity setting.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion
Participate in physical activities which will allow students to set and achieve individual and team goals.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey	Teacher Observation Class Discussion

	★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	
Participate with others in a variety of competitive and non-competitive physical activities.	★ Jump Rope ★ Basketball ★ Volleyball ★ Soccer ★ Hockey ★ Baseball ★ Wiffle Ball ★ Kickball ★ Rhythmic Movements ★ Tumbling ★ Track & Field ★ 2/4 square ★ Hula Hoops ★ Scoops ★ Fitness Exercises (e.g. running, jumping, combat crawls, pushups, situps, stretching...)	Teacher Observation Class Discussion

SWIM: Kindergarten, 1st Grade, 2nd Grade

Instructional Focus:
The Stedman Elementary swim program is a part of the physical education program. Students learn how to swim and learn skills for healthy living, and is an integral part of the special education program. The swim program's main focus is on water safety. It includes resource material from both AMSEA- Alaska Marine Safety Education Association and ARC- American Red Cross. The lessons are designed in particular for survival in SE Alaska. The curriculum also includes time for fitness, games, and basic life saving skills. Students are graded on skill improvement in the swimming pool. The students are also graded on being safe, kind and responsible in a pool setting.

Skills and Activities are based off of: AMSEA, Red Cross CPR, Red Cross Swim Skills

Checklists for Assessments: Checklists

K-2 Swim Standards & Objectives		
Objectives	**Skills/Activities**	**Assessments**
Standard A: Demonstrate competency in motor and movement skills needed to perform a variety of physical activities.		
Perform a variety of non-locomotor skills such as bending, balancing, stretching, rocking, curling, twisting, turning, pushing, pulling, swinging and swaying.	★ Skulling ★ Treading Water ★ Diving ★ Streamline ★ H.E.L.P Position ★ Huddle Position ★ Paddling	Teacher Observation
Jump and land in various combinations.	★ Jumping In and Leveling Off ★ Jumping In Feet First ★ Diving	Teacher Observation

Demonstrate balance on the ground and on objects, using bases of support other than both feet.	★ Jumps In and Swims to Flotation Device (Type 4 PFD)	Teacher Observation
Perform a body roll followed by a weight transfer.	★ Rolls Over Front to Back and Back to Front ★ Intro to Flip Turns	Teacher Observation
Move with effort, time, force and flow Move in a variety of pathways.	★ Front Float and Breath Holding ○ 10 Count ★ Flutter Kick with and without a Kickboard ★ Dog Paddle/Survival Stroke One Width of the Pool ★ Rhythmic Breathing with Bobs ★ Retrieves Object ★ Back Float with Sculling Arms ★ Flutter Kick ★ Dolphin Kick ★ Backstroke Arms ★ Rhythmic Breathing to the Side ★ Crawl Stroke Arms ★ Crawl Stroke One Width of the Pool ★ Gliding ★ Dog Paddle ★ Survival Stroke ★ Elementary Backstroke	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		

Define open space	★ Finding Personal Space in the Swimming Pool, Locker-Room and Lobby	Teacher Observation
Standard C: Participate regularly in physical activity		
Participate in physical activity outside of physical education class.	★ Parks n Rec Activities ○ Basketball ○ Soccer ○ Open Swim ★ Other Community Activities ○ Gymnastics ○ Norwegian Dancing ○ Swim Team ○ Petersburg Little League ★ Parent Supported Activities ○ Hiking ○ Snowshoeing ○ Biking ○ Jump roping ○ Kayaking ○ Walking ○ Ice skating ○ Fishing ○ Hiking	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Understand and demonstrate the importance of a proper warm-up prior to physical activity.	★ Stretching	Class Discussion Teacher Observation

Explain ways the body responds to physical activity e.g., sweating, increased heart rate, increased breathing).	★ Perspiration ★ Increased Heart Rate ★ Increased Breathing ★ Introduction to Swimming for Fitness ★ Treading Water	Class Discussion
Demonstrate activities that develop muscular strength and endurance.	★ Crawl Stroke ★ Backstroke ★ Treading Water ★ Dolphin Kick	Class Discussion Teacher Observation
Discuss the benefits of fitness (e.g., being fit allows me to…).	★ Defining Fitness ★ Educate the child about the benefits of physical activity (ie: health heart, strong bones, FIT principles)	Class Discussion
Standard E: Exhibit personal and social behavior that respects self and others in physical activity settings.		
Encourage others by using verbal and non verbal communication.	★ Following School Rules ★ Be safe, kind and responsible ★ Sportsmanship during relays and games	Class Discussion Teacher Observation
Apply established class rules, procedures, and safe practices.	★ Follow School Rules ★ No Running on Deck or in Locker Room ★ No Diving in Shallow End	Class Discussion Teacher Observation
Participate cooperatively in a variety of group settings without interfering or excluding others.	★ Swimming Partner Groups ★ Shelter Building, Demonstrating Huddle Position	Class Discussion Teacher Observation

	★ Demonstrate how to enter and exit a canoe with a partner ★ Paddling with a Partner ★ Apply STAY Rules	
Identify reasons for rules and procedures during physical activities.	★ Safety ★ Protecting the equipment and helps with following directions	Class Discussion Teacher Observation
Demonstrate respect for self and others during physical activities (e.g., taking turns, appropriate etiquette, cooperation).	★ Taking Turns, Swimming in Own Personal Space ★ Cooperation ★ Teamwork and Listening to the Teacher	Class Discussion Teacher Observation
Accommodate individual differences (e.g,. ability levels, gender, ethnicity, disability among people, and physical activities of a variety of actions, culture, and ethnic origins).	★ Differentiate lessons for children with differing ability levels	
Describe appropriate reactions to threatening and or/emergency situations common to physical activity settings.	★ Whales Tales" Red Cross lessons ★ Recognize the need for adult supervision any time they are around water and will seek permission before they play in the water ★ Reaching assists and how to get adult help ★ Understand what makes ice weak	Class Discussion Teacher Observation

	★ Understand how thick ice should be to go on it ★ Seeking permission from adults ★ Understands what to do if ice breaks ★ Understands the dangers of icebergs and beach ice ★ Understand hypothermia and how to dress and stay warm ★ Demonstrate what to do if muscles cramp ★ Introduction to currents ★ Students will demonstrate knowledge of life jackets ★ How to put on a life jacket ★ How to jump in the water ★ Float and swim with a life jacket ★ How to don an immersion suit in less that one minute ★ Demonstrate how to enter and exit a canoe raft or skiff ★ How to ride safely ★ Paddling techniques ★ Creating a shelter that features a floor to insulate wet ground ★ Walls to keep out the wind and rain ★ Roof to keep out elements ★ Small in size to keep warm ★ Watch a demonstration on rescue breathing ★ Demonstrate how to check the scene for safety	

	★ Demonstrate how to open the airway and get help.	
Understand the importance of dressing appropriately for outdoor physical activity (e.g., layering clothing during winter, sunglasses, sunscreen).	★ Layering Clothing ★ Wick ★ Insulate ★ Shell ★ Cotton Kills ★ Hats ★ 5 High Heat Loss Areas (head, neck, armpits, sides and groin)	Class Discussion
Select appropriate safety equipment for specific physical activities (e.g., bike helmet, personal floating device).	★ Personal Flotation Devices ★ Immersion Suits ★ Making a Personal Survival Kit	Class Discussion Teacher Observation
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Celebrate personal successes and achievements as well as others.	★ Character Education ★ Compassion ★ Empathy ★ Respect ★ Cooperation ★ Honesty ★ Empathy ★ Teamwork	Class Discussion Teacher Observation
Exhibit verbal and non-verbal indicators of enjoyment (e.g., cheering, smiling, giving high five).	★ Cheering ★ Smiling, ★ Giving high fives	Class Discussion Teacher Observation
Name physical activities that are enjoyable.	★ Discussion ★ Bulletin Board ★ Group Work	Class Discussion Teacher Observation

	★ Posters	
Identify feelings resulting from challenges, successes and failures in physical activity.	★ Group discussion ★ Team building activities	Class Discussion Teacher Observation
Attempt new activities	★ Offer natural progressions and modifications for each child	Class Discussion Teacher Observation
Continue to participate when not successful on first try.	★ Offer natural progressions and modifications for each child	Class Discussion Teacher Observation
Try new movements and skills willingly.	★ Offer natural progressions and modifications for each child	Class Discussion Teacher Observation

SWIM: 3rd Grade, 4th Grade, 5th Grade

Instructional Focus:
The Stedman Elementary swim program is a part of the physical education program. Students learn how to swim and learn skills for healthy living, and is an integral part of the special education program. The swim program's main focus is on water safety. It includes resource material from both AMSEA- Alaska Marine Safety Education Association and ARC- American Red Cross. The lessons are designed in particular for survival in SE Alaska. The curriculum also includes time for fitness, games, and basic life saving skills. Students are graded on skill improvement in the swimming pool. The students are also graded on being safe, kind and responsible in a pool setting.

Skills and Activities are based off of: AMSEA, Red Cross CPR, Red Cross Swim Skills

3-5 Swim Standards & Objectives		
Objectives	**Skills/Activities**	**Assessments**
Standard A: **Demonstrate competency in motor and movement skills needed to perform a variety of physical**		

activities.		
Throw overhand a ball to a target with force and accuracy.	★ Water Polo	Teacher Observation
Throw and catch an object with a partner while both partners are moving.	★ Water Polo ★ Partner Drills	Teacher Observation
Standard B: Apply movement concepts to the learning and performance of physical activities.		
Select and practice a skill in which improvement is needed.	★ Choice time for improvement on stroke technique or skill development	Teacher Observation
Use offensive and defensive skills to obtain and maintain possession of an object.	★ Water Polo	Teacher Observation
Use a variety of spatial relationships with others in order to play or design a small-group game.	★ Water Polo ★ Rag Tag ★ Relay Throwing Game, Hot Potato	Teacher Observation
Devise cooperative strategies to keep opponents from reaching a specified area, person or object.	★ Water Games (Ex: Marco Polo, water polo, sharks and minnows)	Teacher Observation
Demonstrate basic competence in game strategies and concepts.	★ Water Polo Game	Teacher Observation
Standard C: Participate regularly in physical activity		

Participate in moderate to vigorous activity outside of the swim class on a regular basis.	★ Parks n Rec Activities ○ Basketball ○ Soccer ○ Open Swim ★ Other Community Activities ○ Gymnastics ○ Norwegian Dancing ○ Swim Team ○ Petersburg Little League ★ Parent Supported Activities ○ Hiking ○ Snowshoeing ○ Biking ○ Jump roping ○ Kayaking ○ Walking	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom.
Identify appropriate physical activities for recess and outside of school.	★ After School Clubs ★ Organized team games and individual games ★ Kickball ★ Basketball ★ Baseball ★ Jump roping ★ 4 square, walking *playing on playground equipment ★ Playing catch with a football or soft baseball.	Class conversations and outside school observations dealing with physical activity outside of the Swim Classroom.
Choose to participate in structured and purposeful activity	★ Gymnastics ★ Basketball ★ Volleyball	Class conversations and outside school observations dealing with physical activity outside of the Swim

	★ Dance ★ Community Run/Walks ★ Soccer ★ After School Clubs	Classroom
Monitor his or her physical activity using a variety of tracking tools.	★ Fitness Log ★ Stop Watch ★ Timer Clock ★ Checking their own heart rates using a clock and basic math ★ Journal	Class conversations and outside school observations dealing with physical activity outside of the Physical Education Classroom
Standard D: Apply fitness concepts to achieve and maintain a health-enhancing level of personal fitness.		
Participate in selected activities that develop and maintain the health-related components of fitness: muscular strength, muscular endurance, flexibility, body composition and cardiovascular endurance.	★ Stretching ★ Yoga ★ Pilates ★ Plyometrics ★ Sprints ★ Distance swims, cross training ★ Always apply the FITT(frequency, intensity, time and type) principle	Teacher Observation
Compare target heart rate and perceived exertion during physical activity	★ Lesson on resting heart rates, target rates and the equation to finding one's heart rate while exercising	Class Discussion Teacher Observation

Measure, record, and compare the heart rate before, during, and after participation in physical activity of various levels in intensity.	★ Randomly blow the whistle to have the class find their heart rates. ★ Be sure to have the children see the difference in their heart rates after wind sprints rather than a distance swim. Anaerobic vs. aerobic exercises.	Class Discussion Teacher Observation
Engage in appropriate physical activity that results in the development of cardiovascular endurance.	★ Varying the units between distance, mid-level distance and anaerobic workouts to ensure all needs are being met	Teacher Observation
Recognize that physiological responses to exercise are associated with their own levels of fitness.	★ Direct Instruction ★ Open Discussion on Fitness and Health Topics ★ Increased Perspiration, Heart Rate and Breathing.	Class Discussion Teacher Observation
Choose to participate in activities to increase muscular strength and endurance.	★ Station Work	Class Discussion Teacher Observation
Explain how improved flexibility increases the ability to perform skills.	★ Video ★ Direct Instruction ★ Teacher Demonstration	Class Discussion Teacher Observation
Maintain heart rate within the target heart rate zone for a specified length of time during an aerobic activity.	★ Distance Swims	Teacher Observation

Standard E: **Exhibit personal and social behavior that respects self and others in physical activity settings.**		
Demonstrate awareness and practice safety when involved in activity.	★ All Activities in the Pool ★ Safety is the number one goal. (These safety procedures are instilled during the first days of school.)	Class Discussion Teacher Observation
Form groups quickly when asked.	★ Whistle Mixer ★ Clapper etc.. ★ These are all activities that the children have been trained in to form groups quickly based on a whistle or a clap. (Dr. Pangrazzi)	Class Discussion Teacher Observation
Recognize the importance of individual responsibility in a group effort.	★ Character Education Unit ○ Skits ○ Direct Instruction	Class Discussion Teacher Observation
Encourage others by using verbal and nonverbal communication.	★ Role Play	Class Discussion Teacher Observation
Accommodate individual differences.	★ Constantly look to differentiate a lesson for a child who is struggling or who has special needs. (Ex: kickboard, flippers, pull buoy, extra time, separate lane, one-on-one instruction, and use of little pool to gain basic	Teacher Observation

	skills or overall confidence with water.)	
Work productively with assigned or random groups without adult intervention.	★ Lane Assignments ★ Relays ★ Team Sports	Teacher Observation
Contribute ideas and listen to the ideas of others in cooperative problem-solving physical activities.	★ Making the Human Chain ★ Human Life Raft ★ Canoeing ★ Making a Shelter	Class Discussion Teacher Observation
Acknowledge one's opponent or partner before, during and after a physical activity or game and give positive feedback on the opponent's or partner's performance.	★ Water Polo ★ Sportsmanship Lesson	Class Discussion Teacher Observation
Standard F: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.		
Develop self-confidence and a positive self-image in physical activity settings.	★ All activities…always trying our best!	Class Discussion Teacher Observation
Choose motivators that will enhance fun and enjoyment in a physical activity setting.	★ Music ★ Friends ★ Myself ★ Aide ★ Guest Visitors ★ Mixing up the Lessons ★ Culminating Events	Teacher Observation
Participate in physical activities which allow students to set and achieve individual and team goals.	★ Tracking laps swam in a journal	Teacher Observation

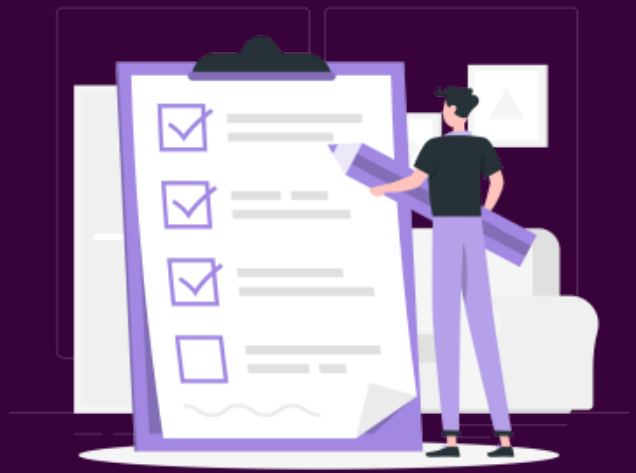
	★ Setting short term and long term goals ★ Timed 200 swim.	
Participate with others in a variety of competitive and non-competitive physical activities.	★ All Swimming Skills ★ AMSEA Cold Water Survival Unit ★ Shelter Unit ★ 7 Steps to Survival ★ Canoeing	Teacher Observation

Subject Area:	Cost:
Foreign Language	$2,859
Elementary PE	$2,905.24
MS PE	
HS PE	$3,929.40
Elementary Swim	$2,771.56
Elementary Health	$0
MS Health	$790
HS Health	$1,248.56
	$14,504

World Language Curriculum Review

Petersburg School District
April 2023





01 Overview

02 AK World Language Standards

03 Modes of Communication, Instructional Methods, & Fluency vs. Proficiency

04 Performance Outcomes

05 Materials Overview

06 Curriculum Funds

01
Overview



01 - Introduction



2016-2018

Rowan Baraza
Spanish 1 Spanish 2



2018-2019

Spanish eLearning Software
Spanish 1 Spanish 2



2019-2021

Mik Potrzuski
Spanish 1 Spanish 2



2021-2023

Dustin Crump
7th Grade Spanish Spanish 1 Spanish 2 Spanish 3 (23-24)

02

AK World Language Standards



Alaska Content Standards



TARGET A: A student should be able to communicate in two or more languages, one of which is English.



TARGET B: A student should expand the student's knowledge of peoples and cultures through language study.



TARGET C: A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.

03

Modes of Communication

Proficiency vs. Fluency

Grammar-Based vs. CI-Based Instruction



04

Modes of Communication

Input/Output

Performance Outcomes



Modes of Communication

Interpretive

Input

Reading and Listening

Learners *absorb* language





Interpersonal

Input/Output

Unrehearsed Communication

Practice





Presentational

Output

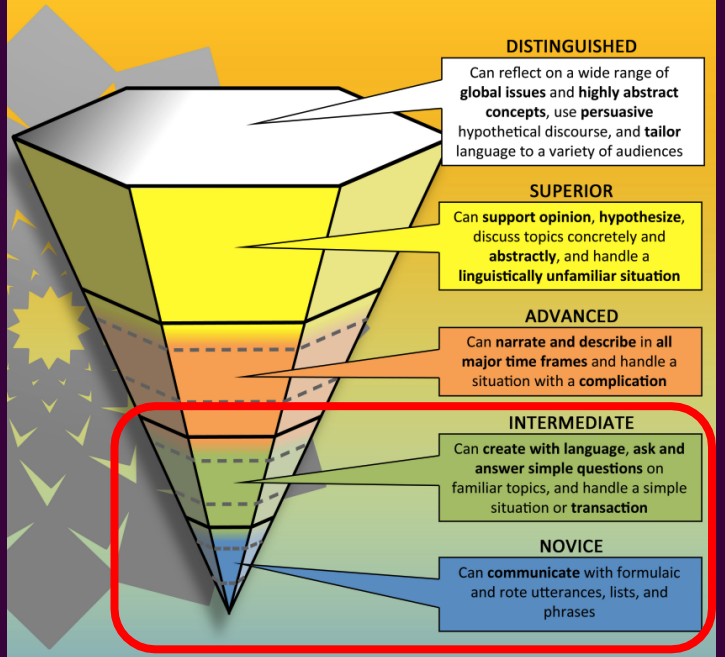
Speaking and Writing

Learners *produce* language





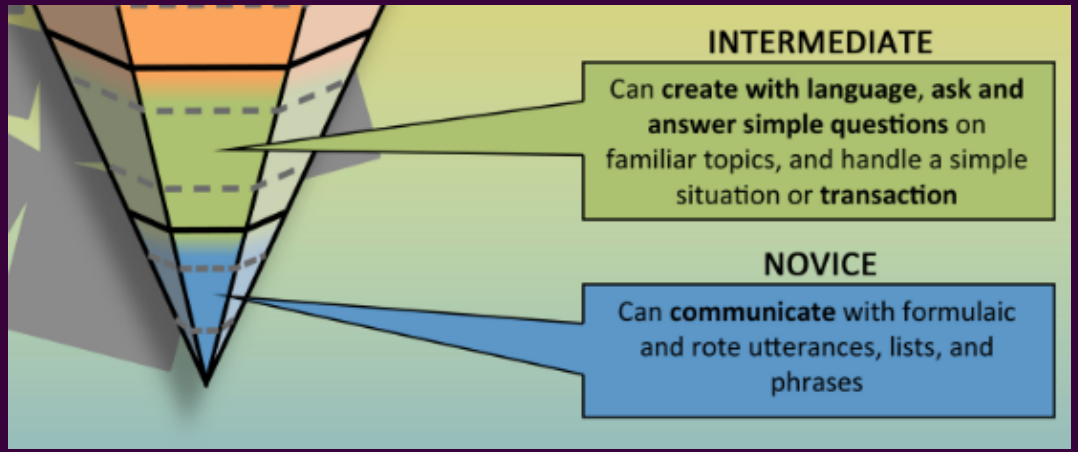
ACTFL PROFICIENCY LEVELS

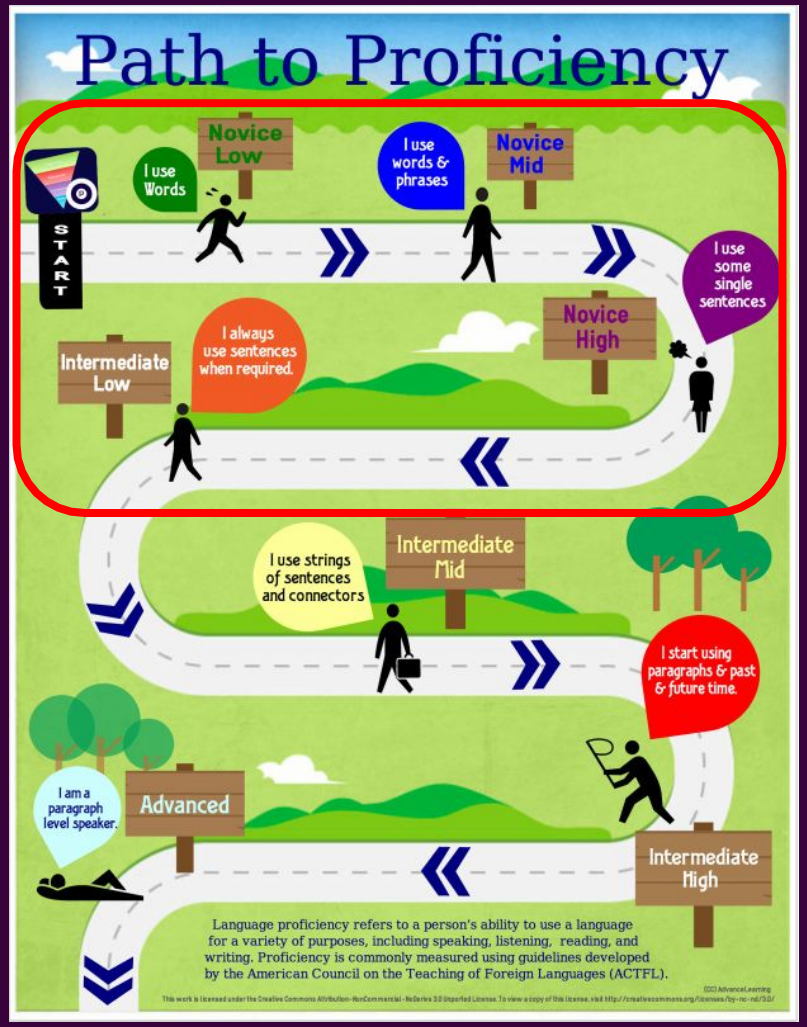


INVERTED PYRAMID REPRESENTING
THE FUNCTIONS OF THE MAJOR LEVELS

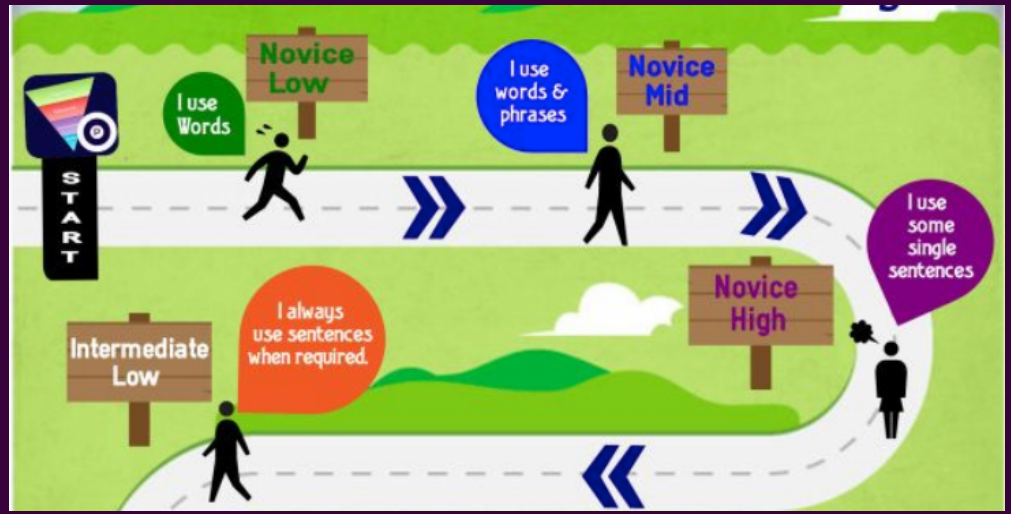
ACTFL

ACTFL Proficiency Guidelines 2012 http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012





"Language proficiency refers to a person's ability to use a language for a variety of purposes, including speaking, listening, reading and writing. Proficiency is commonly measured using guidelines developed by the American Council of Teaching of Foreign Languages (ACTFL)"



PHS Exit Proficiency Expectations

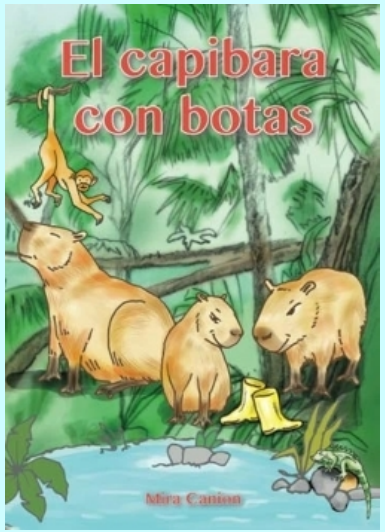
	End of MS Spanish	End of Spanish 1	End of Spanish 2	End of Spanish 3
Interpretive (Listening)	Novice-Low	Novice-Low/Mid	Novice-Mid	Intermediate-Low
Interpretive (Reading)	Novice-Low	Novice-Low/Mid	Novice-Mid	Novice-High
Interpersonal (Person-to-Person)	Novice-Low	Novice-Low	Novice-Mid	Novice-High / Intermediate-Low
Presentational (Speaking)	Novice-Low	Novice-Low	Novice Low-Mid	Novice-Mid/High
Presentational (Writing)	Novice-Low	Novice Low	Novice Low-Mid	Novice Mid-High

05

Materials & Proficiency Overview



MS Spanish

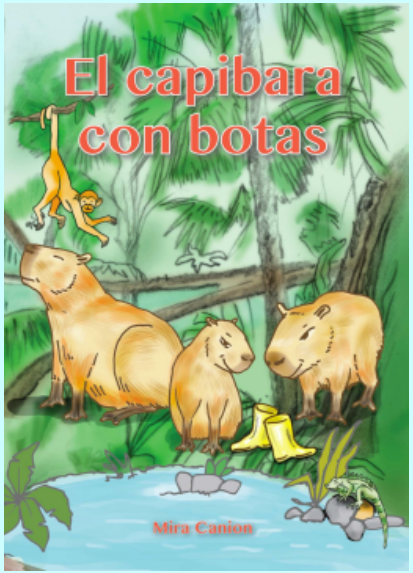


- 55 vocab structures
- Geography (Ecuador)
- Mammals
- The Water Cycle



- 75 vocab structures
- Geography (Colombia)
- Mammals
- The Water Cycle

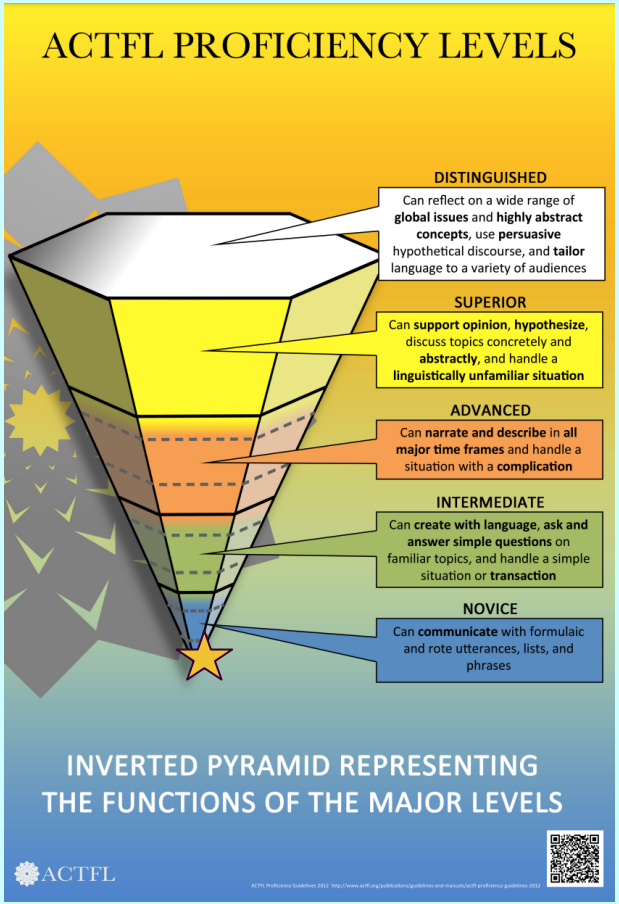
MS Spanish





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Spanish 1

Supplementary Materials:

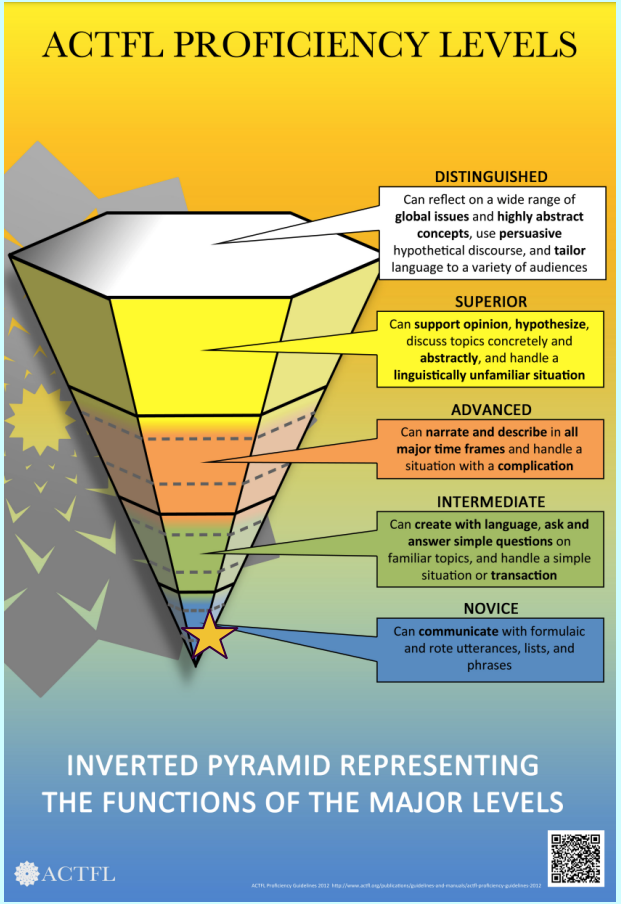


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Class Novels:





Spanish 2

Supplementary Materials:

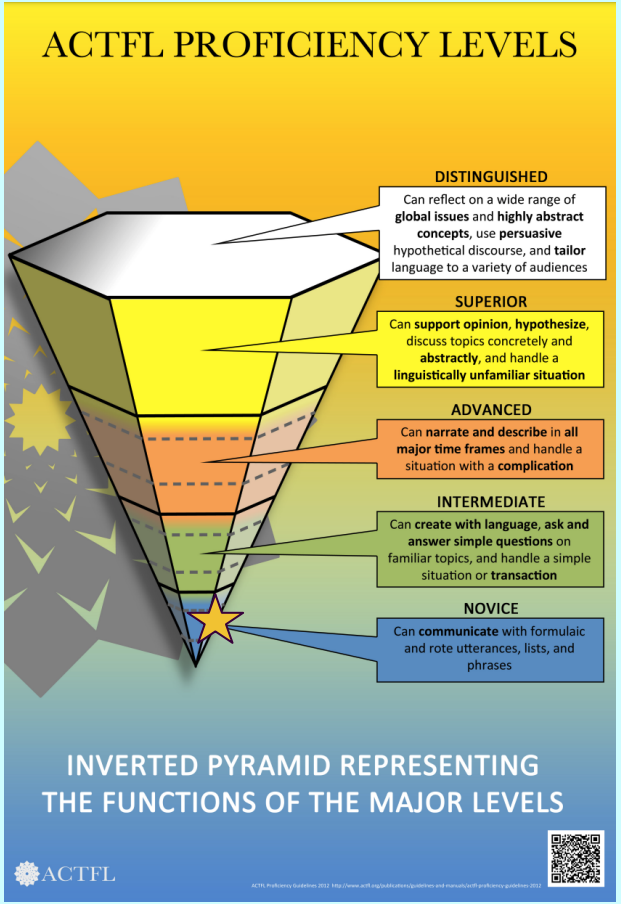


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Class Novels:





Spanish 3

Supplementary Materials:

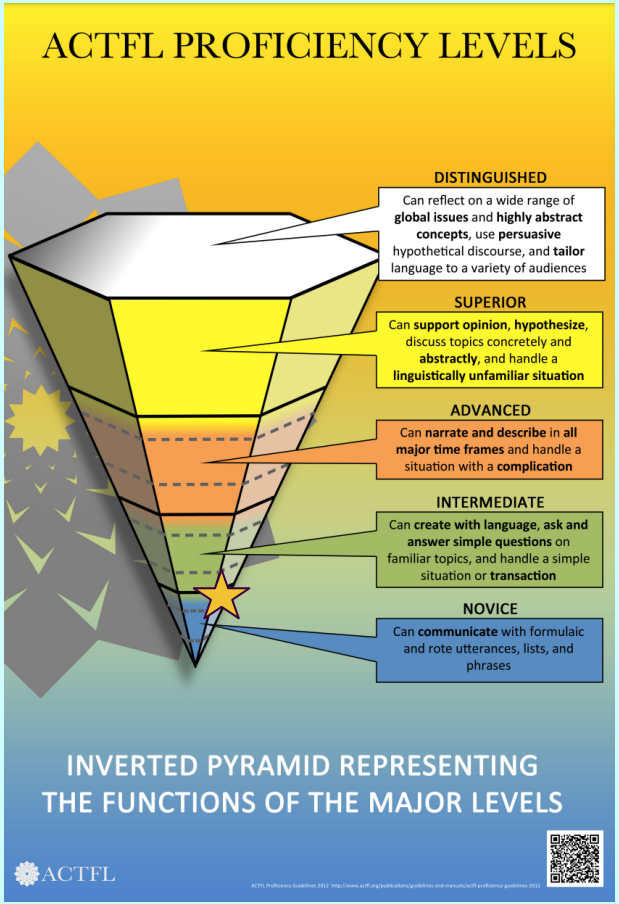


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Class Novels:



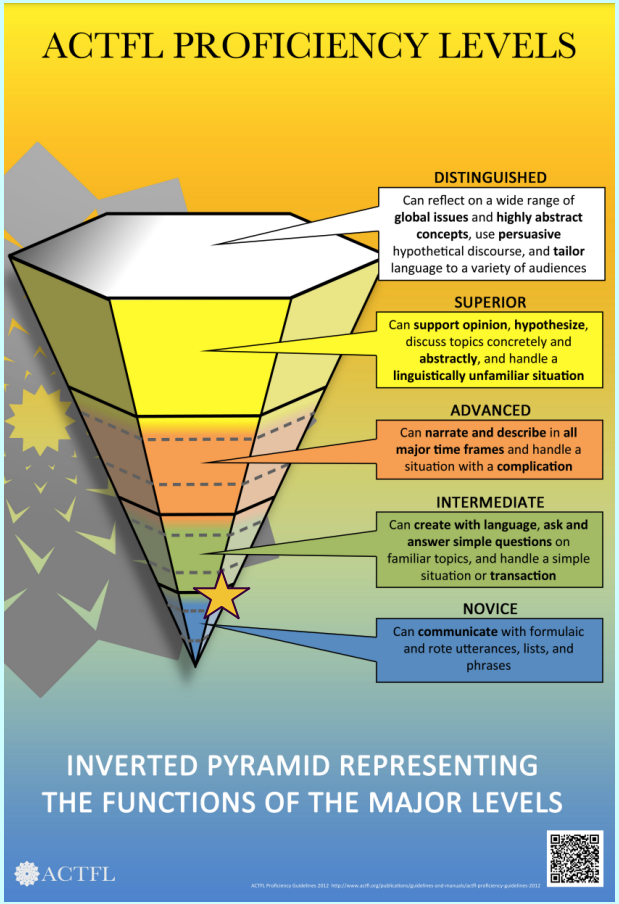


Spanish 3



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06

Curriculum Funds



Material	Amount	Classes
Essentials		
Somos 1 + Flex Materials	$400 + $350 = **$750**	Spanish 1 & 2
Somos 2 + Flex Materials	$200 + $150 = **$350**	Spanish 3
La Perezosa Impaciente Novels & Teacher's Guide	$40 x 5 sets + $65 = **$260**	MS Spanish
		Total Costs: **$1,360**
Wish List:		
El Mundo en Tus Manos Subscription	$100/year – 6 years = **$600**	All levels – Quote Received
Garbanzo Subscription (Yearly)	$150/year – 6 years = **$894**	All levels – Quote Received
		Total Costs: **$2,854**



El capibara con botas

Overview

Welcome to a complete unit about animals in Ecuador based on the World-Readiness Standards for Learning Languages and the Common Core English Language Standards. The book *El capibara con botas* can serve as an anchor text for a unit to use with elementary students, middle school students, or beginning high school students. Since the vocabulary in the book is very basic, the lesson plans in this manual assume that learners are young and have no prior Spanish experience.

The text of *El capibara con botas* incorporates the vocabulary and proficiency skills found in a typical first-semester Spanish 1, elementary, or exploratory curriculum. The traditional topics of animals, behavior/simple action words, emotions, the water cycle, South American geography, Ecuadorian geography, friendships, parents, taking care of the environment, and the like are all topics interwoven into the storyline. Reading *El Capibara con botas* can be used as an introduction or review of these topics. The animal characters are a safe way to discuss human behaviors without getting too personal. Regarding grammar, very simple and repetitive usage of present tense verb forms in narration and dialogue is a great way to introduce and reinforce conjugations and their meanings.

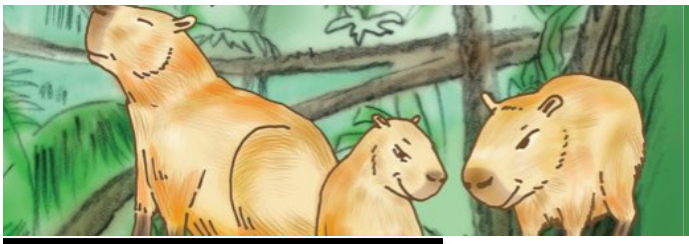
Story summary

Carlos is different because he does not have webbed paws. He becomes nervous when he is in the water and thus does not swim well. However, he becomes easy prey for jaguars and pumas. So, he puts on boots to avoid the water and discovers his boots don't just cover up his paws, they make him special and the ideal candidate to help out the entire capybara community. During his journey, he is forced to take off his boots and sink or swim. By placing his friendship first, he learns that he can swim.

The author does not mention the exact locations of the setting, due to the very simple language level of the book. However, there were some assumptions made. Carlos starts in the Cuyabeno Wildlife Reserve and then heads towards the northern side of the volcano Cotopaxi. This volcano erupted recently in August 2015 after 70 years of relative inactivity. Carlos then heads into Quito and over to the coast. He takes a boat to the Galapagos.

El capibara con botas Teacher's Manual by Mira Canion
Author of *El capibara con botas*

Contributions by Amy Zimmer, Margarita Perez Garcia, and Megan Hayes
Ecuadorian Amazon photos by Stephanne Marsh



Features

ESSENTIAL QUESTIONS

- ✓ Found in the sidebar for every chapter

OBJECTIVES

- ✓ Written in student-friendly 'I can' format
- ✓ Correspond to activities in the agenda
- ✓ Ready to post or display in the classroom

1. Chapter vocabulary appears at the beginning of every chapter lesson plan
2. One-page chapter lesson plans at a glance
3. Lesson plan outlines to leave for a substitute
4. Lesson plans written in English
5. Lesson plan design is presented according to solid literacy instruction: build background knowledge, think while reading, interact with the text, write and extend one's experiences with what is read
6. Complete lesson plans that also allow teacher creativity
7. Tips and strategies for instruction
8. Word cloud section with one or two sets of clouds per chapter. Use for a variety of activities: predictions, scaffolding for oral exams and written prompts
9. Variety of activities build literacy skills and address the Common Core ELA Standards
10. Supplementary ideas give additional activities and ideas
11. Skill-based progression of activities scaffold skills
12. Performance-based activities aligned with World-Readiness Standards for Learning Languages
13. Authentic images and videos provide a hook
14. Ready-to-use activities
15. Text-dependent chapter questions can be used for class discussion, vocabulary building, or games
16. Kahoot and Quizlet game links with pre-loaded vocabulary and comprehension questions
17. Tons of assessments to use as exit quizzes, check for understanding, unit exams
18. Images to use as assessments, comprehension help or coloring pages
19. Powerpoints presentations to introduce the chapter vocabulary and concepts
20. High-quality photography of animals and Ecuador
21. Author-written activities give unique insights

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El capibara con botas

	Capibara Thematic Unit Plan
Language and Level	Spanish, novice-mid proficiency level
AP Theme and Topics	Personal Identity: Self-Image Sub-Topic: Global Challenges: Environmental Issues
Essential Question	What makes each animal and person special?
Enduring Questions	How can you believe in yourself when you think you can't do something? What can we do to preserve our wildlife and their habitats?
Student Learning Objectives	I can name the four geographical regions of Ecuador and describe their wildlife. I can describe animal behavior. I can talk about my friends and parents. I can retell a story using sequencing and narration techniques.
Cultural Content	Animals of South America and their habitat, geography and geographical features of Ecuador, city vs. jungle, deforestation, water cycle

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El capibara con botas

Goals and the Standards *What should students know and be able to do by the end of the unit?*	**World Readiness Standards for Learning Languages** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own language. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own culture. **Common Core English Language Standards (a selection of 4th grade)** Key Ideas and Details: CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-Literacy.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). CCSS.ELA-Literacy.W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

SOMOS 1 CURRICULUM MAP

Somos is a Comprehension-based™, Proficiency-oriented, Acquisition-driven curriculum for Novice learners

USING THIS DOCUMENT

This is the official SOMOS Spanish 1 curriculum map. Please bookmark this map so that you can come back to it easily. We update this map regularly, and so we do not recommend that you create and save your own copy of the file, as it will become outdated. Instead, bookmark or "Star" this living Google Doc!

WHAT DOES THE MAP INCLUDE?

This Curriculum Map lists units from the Original Somos Curriculum as well as supplemental resources from The Comprehensible Classroom that connect to the vocabulary and themes of the curriculum units. Some of these supplemental resources are included in the Somos 1 Complete Curriculum Bundle, and some are not. Some teachers use only the curriculum units, and others use many of the supplements as well. ***To know which resources are included in a purchase of the Somos 1 Complete Curriculum Bundle, look for a check mark in the first column.***

WHICH SOMOS UNITS DO I NEED TO TEACH?

Somos is a spiraled curriculum. The Core Vocabulary from each unit is recycled in subsequent units, and each unit is structured based on the assumption that students will be familiar with Core Vocabulary from previous units. Although it is recommended to move through the curriculum in sequence, teachers *can* skip units and move through the units out of order. Before beginning a unit, scan the Core Vocabulary words from previous Somos units to ensure that your students are familiar with those words. Your students may very well be familiar with them from conversations you have had in class, novels you have read, or other materials that you have taught with. If your students are not familiar with certain Core Vocabulary words from previous units, they may benefit from a quick supplemental lesson that focuses on those words before jumping into the unit.

IS SOMOS A ONE YEAR CURRICULUM?

The Original Somos Curriculum is a Novice Curriculum that fills more than one year of instruction. If you were to teach ALL of the units and supplemental units, it would take at least two years of seeing students every day in 50 minute class periods. If you are planning to use the Original Somos 1 Curriculum in a single year, you will need to skip some portions of some units, and some units altogether. Remember that this is a Novice Curriculum, and the typical student is solidly in the Novice range of proficiency for their first 2+ years of Spanish class. When your students are breaking into the Intermediate range, start bringing in units from the Somos 2 Curriculum for emerging Intermediate Spanish learners.

WHERE CAN I PURCHASE SOMOS?

- The best way to purchase the Original Somos 1 Curriculum is through our store on Teachers Pay Teachers. Click here to purchase the Complete Somos 1 Curriculum. All resources that are included in the Complete Curriculum Bundle are marked with a ✓ in the first column below.
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CAN I ACCESS SOMOS LESSONS DIGITALLY?

Yes. All SOMOS texts are available as interactive lessons on www.garbanzo.io. Teachers will find Garbanzo particularly useful to help students that are absent, join the class late, or need additional support or enrichment. Get started with a FREE 14-day trial!

WHERE CAN I GET MORE INFORMATION?

Visit www.somoscurriculum.com to learn more about SOMOS, or contact us.

Included in Complete Curriculu	UNIT NUMBER AND TITLE	CORE VOCABULARY	CULTURAL CONNECTION	SUMMATIVE PERFORMANCE ASSESSMENTS	MINIMUM DURATION

m Bundle					
✓	Editable syllabus	N/A	N/A	N/A	N/A
✓	**Somos 1 Unit 1** *Dice*	· dice · este/esta es · una persona · un chico · una chica · se llama	Los pollitos dicen children's song	None recommended	4+ days (50 minute class periods)
●	Special person interviews	various	N/A	N/A	Spread across many days
●	El calendario The Unfair Game	Seasons, Months, Before/After	Northern vs. Southern Hemisphere	N/A	1 class period
●	¿Cúal es la fecha?	· hoy es · ayer fue · calendar vocab	N/A	N/A	Daily
✓	Introductions worksheet	· se llama · este es	N/A	N/A	30 minutes
✓	Me llamo Ronaldo embedded reading	· este es, me llamo	N/A	N/A	1 day (50 minute class period)
●	¿Lo dice o lo dijo? Lotería game	· dice · dijo · este es	N/A	N/A	30 minutes
●	Hay	· hay	N/A	N/A	1 day (50 minute class period)
●	¿Qué hay en tu casa? game	· hay	N/A	N/A	1 day (50 minute class period)
●	Cognates lesson	· cognates	N/A	N/A	1 day

•	The Unfair Game: Hay + animales	· hay · grande/pequeño · este/esta es	N/A	N/A	30 minutes
•	Hay + comida Lotería game	· hay · various foods · en · lonchera, refrigerador, plato	N/A	N/A	30 minutes
•	¿Qué es un ekeko?	· este es · hay · es de	Ekekos	N/A	1 day (50 minute class period)
✓	¿Qué te gusta?	· le gusta · me gusta · te gusta	N/A	N/A	2 days (50 minute class periods)
✓	**Somos 1 Unit 2** *Corre*	· camina hacia · corre · ve	La carrera de San Silvestre El encierro de toros	· Presentational writing · Interpretive reading · Interpretive listening	8+ days (50 minute class periods)
•	Simple Sentences Game Pack, Units 1-5	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A	20-30 minutes per game
✓	**Somos 1 Unit 2.5** *La cumbia*	· no puede · hay · va a	Cumbia & the cultural diversity of Latin America	N/A	7+ days (50 minute class periods)
✓	Los colores	· lleva	N/A	N/A	2 days (50 minute class periods)
•	Puede/Le gusta Lotería game	· puede · le gusta	N/A	N/A	1 class period

✓	**Somos 1 Unit 3** *El canal de Panamá*	· nunca cierra · abre la puerta · son las (#)	El canal de Panamá	· Presentational writing · Interpretive reading · Presentation speaking OPTIONAL	6+ days (50 minute class periods)
✓	**Somos 1 Unit 4** *La universidad*	· toma · habla · quiere ser	Universities in Spanish speaking countries	· Presentational writing · Interpretive reading · Interpretive listening	8+ days (50 minute class periods)
•	Quiero ser diferente storybook	· quiero ser · quieres ser	N/A		N/A
•	El silbo gomero	· habla · país · idioma	El silbo gomero		2 days (50 minute class periods)
✓	**Somos 1 Unit 5** *La corrida de toros*	· tiene · novio · hermano · está enojado · va a	Bullfighting	· Presentational writing · Interpretive reading · Interpretive listening	7+ days (50 minute class periods)
✓	La corrida de toros: ¿cultura o tortura?	· tiene · está enojado · va a	Bullfighting	N/A	4+ days (50 minute class periods)
•	One Word Image Imagination Lab	· tiene · puede · quiere	N/A	N/A	will vary
•	Los pronombres de sujeto	· subject pronouns	Biographies of Spanish speaking individuals	N/A	2+ days (50 minute class periods)
•	Sobremesa Episode 1	· camina · dice · hay	La República Dominicana	N/A	4+ days (50 minute class periods)

✓	Felipe VI	· 'de' for possession	Felipe VI, King of Spain	N/A	2 days (50 minute class periods)
✓	**Somos 1 Unit 6** *Siéntate*	· se sienta · se levanta · le grita	N/A	N/A	4+ days (50 minute class periods)
•	Simple Sentences Game Pack, Units 6-10	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A	20-30 minutes per game
•	TPR Sentence Bingo	· se sienta · se levanta · grita	N/A	N/A	1 class period
•	Cris se sienta Storybuilder PLUS™ Forms Edition	· se sienta · se levanta · grita	N/A	N/A	will vary
✓	La criatura Horizontal Conjugation	· 1st person plural verb conjugations, present tense	N/A	N/A	1 day (50 minute class period)
✓	**Somos 1 Unit 7** *Los castells de Tarragona*	· siempre · lo ayuda · simpático · tienes que · no puede	Los castells de Tarragona / España	· Presentational writing · Interpretive reading	8+ days (50 minute class periods)
✓	Mi Bolivia	· possessive adjectives	Bolivia		2+ days (50 minute class periods)
✓	**Somos 1 Unit 8** *La comida latina*	· busca · encuentra · sabes	Various	· Interpretive reading	6+ days (50 minute class periods)
✓	Te amo by Nota	· sabes	Puerto Rico		1 day (50 minute class period)

●	Los verbos -ar	· -ar present indicative verbs			1 day (50 minute class period)
✓	**Somos 1 Unit 9** *El Cucuy*	· tiene miedo de · mira · hacia	El Cucuy / Puerto Rico	· Presentational writing · Interpretive reading	8+ days (50 minute class periods)
✓	El Silbón	· voy, vas, va, vamos, van	El Silbón / Venezuela	N/A	4+ days (50 minute class periods)
✓	La programación de televisión	· mira · days of the week	TV programming / España	N/A	1 day (50 minute class period)
✓	¿Qué hora es?	· sale · avión · a las (time) · son las (time)	N/A	N/A	2+ days (50 minute class periods)
✓	**Somos 1 Unit 10** *Como agua para chocolate*	· tiene hambre · está triste · llora · come	Como agua para chocolate / México	· Presentational writing · Interpretive reading · Interpretive listening	8+ days (50 minute class periods)
✓	Lágrimas de cocodrilo	· tiene hambre · está triste · llora	Idiomatic expression	N/A	2+ days (50 minute class periods)
●	La rana de boca grande	· come · vive	Amazonian animals	N/A	2+ days (50 minute class periods)
●	Gazpacho	· come	Gazpacho / España	N/A	3+ days (50 minute class periods)
●	Tener expressions Bingo	· tiene calor, tiene frío, tiene sueño, tiene razón · tiene suerte, ¡Ten cuidado!, tiene hambre, tiene 15 años, tiene miedo		N/A	1 day (50 minute class period)
●	Los verbos -er	· -er present indicative	Rafael Nadal / España	N/A	1 day (50 minute class

		verb conjugations			period)
✓	La perrita bailarina	· baila	Merengue / La República Dominicana	N/A	2+ days (50 minute class periods)
✓	**Somos 1 Unit 11** *Deportes en los países hispanohablantes*	· eres · juega · un deporte · quiere jugar	· El fútbol / various · El béisbol / La República Dominicana · El básquetbol / México	· Presentational writing · Interpretive reading · Interpretive listening	7+ days (50 minute class periods)
•	Simple Sentences Game Pack, Units 11-15	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A	20-30 minutes per game
✓	**Somos 1 Unit 12** *El cortejo*	· agarra · no conoce · nadie · sale de	Traditional dating customs in Spanish speaking countries	· Interpretive reading · Interpretive listening	7+ days (50 minute class periods)
•	El gato cleptómano	Direct object pronouns	N/A	N/A	1 day (50 minute class period)
•	QAR	N/A	N/A	N/A	2+ days (50 minute class periods)
✓	Los 6 grados de separación	saber vs. conocer	N/A	N/A	2+ days (50 minute class periods)
✓	**Somos 1 Unit 13** *Piropos / El acoso callejero*	· la mujer · el hombre · comienza a · piensa que · verdadero	· Piropos · El chico del apartamento 512 · Selena	· Interpretive reading · Interpretive listening	7+ days (50 minute class periods) *Note: the vocabulary in the unit that is currently listed on TpT is different. We will be changing the story in the unit to reflect the new vocabulary but will keep the same content focus.

✓	**Somos 1 Unit 14** *Los derechos de los niños*	· el niño · escucha · lo que hace · debe hacer	· Los niños prisioneros / Bolivia	· Presentational writing · Interpretive reading	7+ days (50 minute class periods)
✓	Me gustas tú	me gustas	N/A	N/A	1 day (50 minute class period)
✓	**Somos 1 Unit 15** *El gaucho* ***THIS UNIT WILL BE UPDATED IN 2023***	· vive · solo · trabaja en · necesita	· Los gauchos · El mate · Argentina	· Presentational writing · Interpretive reading · Interpretive listening	This was previously sold as Unit 16, and we flipped the order during the 2021-2022 school year
✓	**Somos 1 Unit 16** *Las abuelas de Plaza de Mayo*	· miente · dice la verdad · fui / fuiste / fue · le cree · se lleva · siguiente	· Las abuelas de Plaza de Mayo / Argentina · La Guerra Sucia	· Interpretive reading	12+ days (50 minute class periods)
●	Simple Sentences Game Pack, Units 16-20	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A	20-30 minutes per game
✓	**Somos 1 Unit 17** *La inmigración*	· llega · país · regresa · allí · lleva	La migración y la inmigración / Estados Unidos	· Interpretive reading · Interpretive listening	7+ days (50 minute class periods)
✓	La inmigración a España	· llega · país · regresa · allí · lleva	España	N/A	1 day (50 minute class period)

✓	**Somos 1 Unit 18** *Las supersticiones*	· le da · devuelve · le parece · extraño	Superstitions in various Spanish speaking countries	· Presentational writing · Interpretive reading	7+ days (50 minute class periods)
✓	**Somos 1 Unit 19** *Biblioburro*	· viene · pueblo · toda la gente · pone · encima de	Biblioburro, access to libraries	· Interpretive reading · Interpretive listening	8+ days (50 minute class periods)
✓	El Desfile de Yipao	· conduce	El desfile de Yipao / Colombia	N/A	3+ days (50 minute class periods)
✓	**Somos 1 Unit 20** *El robo*	· deja · lleva · camisa · mismo · tienda	N/A	· Presentational writing · Interpretive reading	6+ days (50 minute class periods)
●	El hábito de San Antonio	· lleva · el mismo · vestido	N/A	N/A	1 day (50 minute class period)
●	Las botas picudas	· lleva · jóvenes	Las botas picudas / México	N/A	3+ days (50 minute class periods)
✓	**Somos 1 Unit 21** *Una aventura de camping*	· se duerme · durante · la noche · oye · algo	N/A	N/A	4+ days (50 minute class periods)
●	Los verbos reflexivos	reflexive verbs	N/A	N/A	1 day (50 minute class period)
✓	El monstruo del armario	· se duerme · durante	"El monstruo del armario" by Pablo	· Interpretive reading · Presentational writing	4+ days (50 minute class periods)

		· la noche · oye algo	Conde / España		
•	Simple Sentences Game Pack, Units 21-27	Includes 1 set of games for each unit. 3 games per unit.	N/A	N/A	20-30 minutes per game
✓	La receta del amor	· reflexive vs. transitive verbs			4+ days (50 minute class periods)
✓	La Tomatina	· empieza · tira	La Tomatina / Buñol		3+ days (50 minute class periods)
✓	**Somos 1 Unit 22** *Los tres cerditos*	· teme · construye · con cuidado · toca · feroz · déjame · termina · sopla		· Presentational writing · Interpretive reading · Interpretive listening	6+ days (50 minute class periods)
✓	Robarte un beso	· déjame	Colombia		3+ days (50 minute class periods)
✓	Huracanes en el Caribe	· teme · construye · con cuidado · toca · feroz · déjame · termina · sopla	Puerto Rico, Cuba, La República Dominicana		3+ days (50 minute class periods)
✓	**Somos 1 Unit 23** *El Camino de Santiago*	· quiere ir · se queda · sigue	El Camino de Santiago / España	· Presentational writing · Interpretive reading · Interpretive listening	10+ days (50 minute class periods)

	Somos 1 Unit 24 *Costa Rica*	· disfrutaron · protegieron · viajaron · se hicieron	El ecoturismo y la sostenibilidad / Costa Rica		*Currently, this unit is only available in Flex Format (click here).*
✓	**Somos 1 Unit 25** *La lotería de Navidad*	· cuesta · demasiado · compra · vende	El Sorteo Extraordinario de Navidad / España	· Presentational writing · Interpretive reading · Interpretive listening	7+ days (50 minute class periods)
✓	**Somos 1 Unit 26** *El sistema solar*	· fue el primer · viajó	Franklin Chang Díaz / Costa Rica	· Presentational writing	8+ days (50 minute class periods)
✓	**Somos 1 Unit 27** *La siesta*	· hay que · poco a poco · se aburre · vuelve a	La siesta / España	· Presentational writing · Interpretive reading	6+ days (50 minute class periods)

Ideas for novels:

Many teachers choose to supplement the Somos Curriculum with class novels. The Comprehensible Classroom sees many benefits to reading a novel together with your students, and we encourage teachers to try it!

There are many excellent novels that are available for language learners and written such that students can understand them, and many of them could be great fits for your classes. **We do not recommend any particular novel over another– we recommend finding a reader that your students will enjoy and be able to understand with ease.** The list below is not exhaustive.

Below, we have provided a list of some novels that fit in well with the scope of the curriculum so that you can have an idea about when they might be easy for your students to read, ***if you were to choose to read them***. ALWAYS order a single copy of the novel first and preview it to see if it will be a good fit for your classes in terms of content and linguistic complexity.

If you are looking to read a novel with your class, we strongly recommend choosing a novel that has an available Teacher's Guide and working through the novel with the Teacher's Guide in order to minimize your work load.

- After Somos 1 Unit 5: *Brandon Brown dice la verdad* by Carol Gaab (available from www.fluencymatters.com)

- After Somos 1 Unit 5: *Agentes secretos y el mural de Picasso* by Mira Canion (available from www.miracanion.com)
- After Somos 1 Unit 7: *El capibara con botas* by Mira Canion (available from www.miracanion.com)
- After Somos 1 Unit 7: *Fénix* by Nelly Andrade-Hughes (available from www.waysidepublishing.com) **Easier after Unit 9.*
- After Somos 1 Unit 8: *Llama en Lima* by Katie Baker (available from www.fluencymatters.com)
- After Somos 1 Unit 9: *Brandon Brown quiere un perro* by Carol Gaab (available from www.fluencymatters.com)
- After Somos 1 Unit 10 (easy) -or- Unit 17 (easier): *El gorila blanco de Guinea Española* by Craig Klein Dexemple (available from www.spanishcuentos.com)
- After Somos 1 Unit 10: *Itipuru y el monstruo del océano* by Margarita Pérez García (available from https://cpli-bookstore.myshopify.com/)
- After Somos 1 Unit 12: *Esmeralda, la tortuga marina* by Kristy Placido (available from www.fluencymatters.com)
- After Somos 1 Unit 21: *Mata la piñata* by Kristy Placido (available from www.fluencymatters.com) rs.com)

SOMOS 2 CURRICULUM MAP

Somos is a Comprehension-based™, Proficiency-oriented, Acquisition-driven curriculum for Novice learners

USING THIS DOCUMENT

This is the official SOMOS Spanish 2 curriculum map. Please bookmark this map so that you can come back to it easily. We update this map regularly, and so we do not recommend that you create and save your own copy of the file, as it will become outdated. Instead, bookmark or "Star" this living Google Doc!

WHAT DOES THE MAP INCLUDE?

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WHERE CAN I PURCHASE SOMOS?

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WHAT IS SOMOS FLEX?

Somos Flex is a Virtual/Hybrid curriculum that corresponds directly with the Original Somos Curriculum. Somos Flex may be a better fit than the Original Somos Curriculum for teachers that teach online classes or Hybrid in-person/online classes. Much of the content from Somos Flex overlaps content from the Original Somos Curriculum, but it is formatted differently and there are many stories that are *not* included in the Original Curriculum. To learn more about the differences between the Original Somos Curriculum and the Somos Flex Curriculum, watch this video.

CAN I ACCESS SOMOS LESSONS DIGITALLY?

Yes. All SOMOS texts are available as interactive lessons on www.garbanzo.io. Teachers will find Garbanzo particularly useful to help students that are absent, join the class late, or need additional support or enrichment. Get started with a FREE 14-day trial!

WHERE CAN I GET MORE INFORMATION?

Visit www.somoscurriculum.com to learn more about SOMOS, or contact us.

	Core Vocabulary	Grammar Focus	Link	Duration
Unit 1: Foundations	fue dijo vio		https://www.teacherspayteachers.com/Product/SOMOS-2-Unit-01-Foundations-in-the-past-tenses-in-Spanish-604615	10+ days
Unit 2: La muchacha y la ardilla/Oktapodi	se acercó a vio que había se lo llevó	-ar preterite regular verbs	https://www.teacherspayteachers.com/Product/Spanish-2-Storytelling-Unit-1-AR-preterite-regular-La-muchacha-y-la-ardilla-634469	5 days
Grammar in Context: -AR preterite regular grammar notes			https://www.teacherspayteachers.com/Product/Grammar-Notes-AR-Preterite-regular-with-reading-and-activity-628669	1 day

Reading: Ricitos de oro	se acercó a vio que había se lo llevó		https://www.teacherspayteachers.com/Product/Reading-Ricitos-de-Oro-multiple-reading-formats-and-activities-2277226	1 day
Unit 3: La madre de Jasón	volvió temprano conoció a un joven se divirtieron	-er/-ir preterite regular verbs	https://www.teacherspayteachers.com/Product/Spanish-2-Storytelling-Unit-2-er-ir-preterite-regular-La-madre-de-Jason-655255	5 days
Grammar in Context: -ER/-IR preterite regular grammar notes			https://www.teacherspayteachers.com/Product/Grammar-Notes-ER-and-IR-Preterite-Regular-with-reading-and-activity-645502	1 day
Song: Todo cambió by Camila and Nota			https://www.teacherspayteachers.com/Product/Song-activity-Todo-cambio-by-Camila-originally-and-Nota-645489	1 day
Unit 4: ¿Soy gringo?		preterite stem change verbs	https://www.teacherspayteachers.com/Product/Cultural-reading-and-grammar-notes-Gringo-and-preterite-stem-change-verbs-2080014	4 days
Unit 5: Ruidos en la noche	cayó al suelo leyeron en el periódico oyó un ruido	preterite i-y stem change verbs	https://www.teacherspayteachers.com/Product/Spanish-2-Storytelling-Unit-05-Preterite-I-Y-verbs-Ruidos-en-la-noche-686091	4 days
Grammar in Context: I-Y spelling change preterite verbs			https://www.teacherspayteachers.com/Product/Grammar-Notes-Verbs-with-I-Y-spelling-change-in-preterite-tense-663319	1 day

Unit 6: El secreto	trajo no pudo supo la verdad	totally irregular preterite verbs	https://www.teacherspayteachers.com/Product/SOMOS-2-Unit-06-El-secreto-irregular-preterite-verbs-in-Spanish-4198795	7 days
Grammar in Context: Irregular preterite			https://www.teacherspayteachers.com/Product/Grammar-notes-Totally-irregular-preterite-tense-verbs-1217455	2 days
Unit 7: El acosador	era iba veía	imperfect irregular verbs	https://www.teacherspayteachers.com/Product/Storytelling-Unit-Imperfect-Irregular-Verbs-El-acosador-1801940	5 days
Reading: José Mujica, el presidente más humilde del mundo			https://www.teacherspayteachers.com/Product/Jose-Mujica-El-presidente-mas-humilde-del-mundo-readings-and-authres-2461605	4 days
Unit 8: El hombre feliz			https://www.teacherspayteachers.com/Product/Film-based-Unit-El-hombre-feliz-Spanish-II-with-embedded-reading-1578065	5 days
Unit 9: La chancla & breaking away from chancla culture	lo aguantaba se quejaba de no me contestes	-AR imperfect verbs	https://www.teacherspayteachers.com/Product/SOMOS-Spanish-2-Unit-9-ar-imperfect-La-chancla-3839676	5+ days
Grammar in context: -AR imperfect verbs			https://www.teacherspayteachers.com/Product/Grammar-notes-AR-Imperfect-conjugations-with-reading-and-activities-1133985	
Unit 10: El chico ideal	quería tenía	-ER/-IR imperfect regular verbs	https://www.teacherspayteachers.com/Product/SOMOS-2-Unit-	

	olía a		10-El-chico-ideal-ERIR-Imperfect-verbs-3482958	
Creative Writing Project: El zoológico loco		Imperfect verbs	https://www.teacherspayteachers.com/Product/Grammar-project-El-zoologico-locoThe-imperfect-434367	
Unit 11: El que se enoja, pierde			https://www.teacherspayteachers.com/Product/Legends-Unit-El-que-se-enoja-pierde-Spanish-II-445617	10+ days
Unit 12: El lago encantado			https://www.teacherspayteachers.com/Product/SOMOS-Spanish-2-Unit-12-El-lago-encantado-Incan-legend-SOMOS2-3796727	13+ days
NOVEL UNIT: El Nuevo Houdini	Purchase the novel from Fluency Matters: https://fluencymatters.com/product/el-nuevo-houdini-reader/ Purchase the Teacher's Guide from Fluency Matters: https://fluencymatters.com/product/el-nuevo-houdini-teachers-guide-download/ Use lesson plans provided here: https://martinabex.com/tag/el-nuevo-houdini/			5 weeks
El Ketchup	Use with Chapter 4 of El Nuevo Houdini		https://www.teacherspayteachers.com/Product/Cultural-Activities-Ketchup-Hecho-en-Latinoamerica-and-Asereje-552790	1 day
Unit 13: Crime scene investigation		Estar + participio pasivo	https://www.teacherspayteachers.com/Product/Grammar-Notes-Estar-past-participle-with-crime-scene-activity-2048617	4 days

Unit 14: El pretérito perfecto		El pretérito perfecto	https://www.teacherspayteachers.com/Product/Grammar-notes-Spanish-present-perfect-el-preterito-perfecto-with-reading-1251916	2 days
NOVEL UNIT Brandon Brown versus Yucatán	Purchase the novel from Fluency Matters: https://tprstorytelling.com/products-page/featured-novels/brandon-brown-versus-yucatan/ Purchase and use the Teacher's Guide written by Martina Bex https://tprstorytelling.com/products-page/tprs-pub-audio-books-tgs/brandon-brown-versus-yucatan-teachers-guide-on-cd-2/			5 weeks
Midterm assessment	Midterm prep: https://www.teacherspayteachers.com/Product/Reading-Ratones-en-casa-story-for-intermediate-Spanish-speakers-2279670 Alma midterm exam: https://www.teacherspayteachers.com/Product/Assessment-Alma-film-based-exam-Spanish-II-318707			
Final assessment	La leyenda del espantapájaros https://www.teacherspayteachers.com/Product/Film-based-Assessment-La-leyenda-del-espantapajaros-320730 OR La llorona https://www.teacherspayteachers.com/Product/Assessment-La-Llorona-reading-based-Spanish-II-694233			

Strand	Standard	Literature Connections

Kindergarten

Instructional Focus: The instructional focus for Kindergarten in the area of English Language Arts is to be introduced and begin to teach to mastery in the areas of letter naming, phonemic segmentation fluency, nonsense word fluency, and reading word fluency.

Readiness Standards: Must be 5 years old by September 1.

Examples and Resources used in Kindergarten:

Writing Core
- 6 Traits
- CKLA Amplify

Reading Core
- CKLA Amplify

Reading Tier 2 and 3 Interventions
- In Classroom Interventions
    - Orton Gillingham (Recipe for Reading)
    - Small Group
    - Tara West
    - Seeing Stars
    - Visualizing and Verbalizing
- Out of Classroom Interventions
    - Small Group
    - Orton Gillingham (Recipe for Reading)
    - SPIRE

Supplemental Reading Program
- University of Florida Literacy Institute (UFLI)

Kindergarten ELA Content Standards

Strand	Standard	Literature Connections

Strand	Standard	Literature Connections
Domain: Reading Standards for Literature		
Key Ideas and Details	● (RL.K.1) With prompting and support, ask and answer questions about a literary text using key details from the text. ● (RL.K.2) With prompting and support, retell familiar stories, using key details. ● (RL.K.3) With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.	Literature Connections: ● Unknown at this time
Craft and Structure	● (RL.K.4) Ask and answer questions about unknown words in a text. ● (RL.K.5) Identify common types of texts (e.g., picture books, stories, poems, songs). ● (RL.K.6) With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.	Literature Connections: ● Unknown at this time
Integration of Knowledge and Idea	● (RL.K.7) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or retell a story. ● (RL.K.8) N/A ● (RL.K.9) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
Range of Reading and Level of Complexity	• (RL.K.10) Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.	Literature Connections: • Unknown at this time
Domain: Reading Standards for Informational Text		
Key Ideas and Details	• (RI.K.1) With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. • (RI.K.2) With prompting and support, identify the main topic and retell key details of a text. • (RI.K.3) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Literature Connections: • Unknown at this time
Craft and Structure	• (RI.K.4) With prompting and support, ask and answer questions about unknown words in a text. • (RI.K.5) Identify the front cover, back cover, and title page of a book. • (RI.K.6) Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.	Literature Connections: • Unknown at this time
Integration of Knowledge and Ideas	• (RI.K.7) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person,	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	place, thing, or idea in the text an illustration depicts). • (RI.K.8) With prompting and support, identify the opinions an author states in a text. • (RI.K.9) With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies).	
Range of Reading and Level of Complexity	• (RI.K.10) Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.	Literature Connections: • Unknown at this time
Domain: Reading Standards: Foundational Skills		
Print Concepts	• (RF.K.1.a-d) Demonstrate understanding of the organization and basic features of print; a. Follow words from left to right, top to bottom, and page-by-page; b. Recognize that spoken words are represented in written language by specific sequences of letters; c. Understand that words are separated by spaces in print; d. Recognize and name all upper- and lowercase letters of the alphabet.	Literature Connections: • Unknown at this time
Phonological	• (RF.K.2.a-e) Demonstrate understanding of	Literature Connections:

Strand	Standard	Literature Connections
Awareness	spoken `words, syllables, and sounds (phonemes); a. Recognize and produce rhyming words; b. Count, pronounce, blend, and segment syllables in spoken words; c. Blend and segment onsets and rimes of single-syllable spoken words; d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.); e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. *Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.	● Unknown at this time
Phonics and Word Recognition	● (RF.K.3.a-d) Know and apply grade-level phonics and word analysis skills in decoding words; a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant;	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels; c. Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
Fluency	● (RF.K.4) Read emergent-reader texts with purpose and understanding.	Literature Connections: ● Unknown at this time
Domain: Writing Standards K-5		
Text Types and Purposes	● (W.K.1) Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because…; My favorite part of the story is when...; I think it was funny when…). ● (W.K.2)Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. ● (W.K.3)Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	solved) or a reaction (e.g., a feeling) to what happened.	
Production and Distribution Writing	• (W.K.4)(Begins in grade 3.) • (W.K.5) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • (W.K.6) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Literature Connections: • Unknown at this time
Research to Build and Present Knowledge	• (W.K.7) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them). • (W.K.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • (W.K.9) (Begins in grade 4)	Literature Connections: • Unknown at this time
Range of Writing	• (W.K.10) (Begins in grade 3)	N/A
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	• (SL.K.1. a-b) Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	adults in small and larger groups; a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion); b. Continue a conversation through multiple exchanges. ● (SL.K.2) Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. ● (SL.K.3) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Presentation of Knowledge and Ideas	● (SL.K.4) Describe familiar people, places, things, and events, and with prompting and support, provide additional related details. ● (SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional details. ● (SL.K.6) Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation.	Literature Connections: ● Unknown at this time
Domain: Language Standards K-5		
Conventions of Standard English	● (L.K.1.a-f) Demonstrate command of the	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	conventions of standard English grammar and usage when writing or speaking; a. Print many upper- and lowercase letters; b. Use frequently occurring nouns and verbs; c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes); d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how); e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); f. Produce and expand complete sentences in shared language activities. ● (L.K.2.a-d)Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Capitalize the first word in a sentence, the first letter of the student's name, and the pronoun I; b. Recognize and name end punctuation; c. Write a letter or letters for most consonant and short-vowel sounds (phonemes); d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
Knowledge of Language	● (L.K.3) (Begins in grade 2)	N/A
Vocabulary Acquisition and Use	● (L.K.4.a-b) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	content; a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck); b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. ● (L.K.5.a-d) With guidance and support from adults, explore word relationships and nuances in word meanings; a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent; b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms); c. Identify real-life connections between words and their use (e.g., note places at school that are colorful); d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. ● (L.K.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	

Strand	Standard	Literature Connections

First Grade

Instructional Focus: The instructional focus for First Graders in the area of English Language Arts is to be introduced to and on their way to mastery in the areas of letter naming, phonemic segmentation fluency, nonsense word fluency, and reading word fluency. First graders will be introduced to oral reading fluency at this level.

Readiness Standards: First graders need to come in at least introduced and approaching to master the following areas of English Language Arts in letter naming, phonemic segmentation fluency, nonsense word fluency, and reading word fluency.

Examples and Resources used in First Grade:

Writing Core
- 6 Traits
- CKLA Amplify

Reading Core
- CKLA Amplify

Reading Tier 2 and 3 Interventions
- In Classroom Interventions
    - Orton Gillingham (Recipe for Reading)
    - Small Group
    - Seeing Stars
    - Visualizing and Verbalizing
- Out of Classroom Interventions
    - Small Group
    - Orton Gillingham (Recipe for Reading)
    - SPIRE

Supplemental Reading Program
- University of Florida Literacy Institute (UFLI)

Strand	Standard	Literature Connections

Grade 1 ELA Content Standards		
Strand	**Standard**	**Literature Connections**
Domain: Reading Standards for LIterature		
Key Ideas	• (RL.1.1) Ask and answer questions about a literary text using key details from the text. • (RL.1.2)Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson. • (RL.1.3)Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.	Literature Connections: • Unknown at this time
Craft and Structure	• (RL.1.4) Identify words and phrases in stories, plays, or poems that suggest feelings or appeal to the senses. • (RL.1.5) Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types. • (RL.1.6) Identify who is telling the story at various points in the text (e.g., a character in the text or a narrator/storyteller).	Literature Connections: • Unknown at this time
Integration of Knowledge and Idea	• (RL.1.7) Use illustrations and details in a story read or read aloud to describe its characters,	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	events, setting, or problem-solution. ● (RL.1.8) (Not applicable to literature) ● (RL.1.9) With prompting and support, compare and contrast the adventures and experiences of characters in stories.	
Range of Reading and Level of Complexity	● (RL.1.10) With prompting and support, read prose and poetry from a variety of cultures of appropriate complexity for grade 1.	Literature Connections: ● Unknown at this time
Domain: Reading Standards for Informational Text		
Key Ideas and Details	● (RI.1.1) With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. ● (RI.1.2) Identify the main topic or author's purpose (e.g., to teach or tell us about …) and retell key details of a text. ● (RI.1.3) Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Literature Connections: ● Unknown at this time
Craft and Structure	● (RI.1.4) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ● (RI.1.5) Know and use various text features (e.g., title, labels with graphics, bold print, visual cues such as arrows, electronic menus, icons) to locate key facts or information in a text.	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	● (RI.1.6) Distinguish between information provided by photos or other graphics and information provided by the words in a text.	
Integration of Knowledge and Ideas	● (RI.1.7) Use the illustrations and details in a text to describe its key ideas. ● (RI.1.8) Identify the opinions an author states to support points in a text. ● (RI.1.9) Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).	Literature Connections: ● Unknown at this time
Range of Reading and Level of Complexity	● (RI.1.10) With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.	Literature Connections: ● Unknown at this time
Domain: Reading Standards: Foundational Skills		
Print Concepts	● (RF.1.1.a) Demonstrate understanding of the organization and basic features of print; a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Literature Connections: ● Unknown at this time
Phonological Awareness	● (RF.1.2.a-d) Demonstrate understanding of spoken words, syllables, and sounds	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	(phonemes); a. Distinguish long from short vowel sounds in spoken single-syllable words; b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends; c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words; d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)	
Phonics and Word Recognition	● (RF.1.3.a-g) Know and apply grade-level phonics and word analysis skills in decoding words; a. Know the spelling-sound correspondences for common consonant digraphs; b. Decode regularly spelled one-syllable words; c. Know final -e and common vowel team conventions for representing long vowel sounds; d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word; e. Decode two-syllable words following basic patterns by breaking the words into syllables; f. Read words with inflectional endings; g. Recognize and read grade-appropriate,	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	irregularly spelled words.	
Fluency	● (RF.1.4.a-c) Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Literature Connections: ● Unknown at this time
Domain: Writing Standards K-5		
Text Types and Purposes	● (W.1.1) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than…) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part). ● (W.1.2) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared).	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	• (W.1.3) Use narrative writing to recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end).	
Production and Distribution of Writing	• (W.1.4) (Begins in grade 3) • (W.1.5) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add concrete and sensory details to strengthen writing as needed. • (W.1.6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Literature Connections: • Unknown at this time
Research to Build and Present Knowledge	• (W.1.7) Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions or combine or summarize information/facts learned). • (W.1.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • W.1.9) (Begins in grade 4)	Literature Connections: • Unknown at this time
Range of Writing	• (W.1.10) (Begins in grade 3)	N/A

Strand	Standard	Literature Connections
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	• (SL.1.1a-c) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups; a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion); b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges; c. Ask questions to clear up any confusion about the topics and texts under discussion. • (SL.1.2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • (SL.1.3) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Literature Connections: • Unknown at this time
Presentation of Knowledge and Ideas	• (SL.1.4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. • (SL.1.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. • (SL.1.6) Produce complete sentences when	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	
Domain: Language Standards K-5		
Conventions of Standard English	● (L.1.1 a-j) Print all upper- and lowercase letters; a. Print all upper- and lowercase letters; b. Use common, proper, and possessive nouns; c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops.; We hop.); d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything); e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home.; Today I walk home.; Tomorrow I will walk home.); f. Use frequently occurring adjectives; g. Use frequently occurring conjunctions (e.g., and, but, or, so, because); h. Use determiners (e.g., articles, demonstratives); i. Use frequently occurring prepositions (e.g., during, beyond, toward); j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	• (L.1.2 a-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Capitalize dates and names of people; b. Use end punctuation for sentences; c. Use commas in dates and to separate single words in a series; d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words; e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Knowledge of Language	• (L.1.3) (Begins in grade 2)	• N/A
Vocabulary Acquisition and Use	• (L.1.4.a-c) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies; a. Use sentence-level context as a clue to the meaning of a word or phrase; b. Use frequently occurring affixes as a clue to the meaning of a word; c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). • (L.1.5.a-d) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings;	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent; b. Define words by category and by one or more key attributes (e.g., A duck is a bird that swims.; A tiger is a large cat with stripes.); c. Identify real-life connections between words and their use (e.g., note places at home that are cozy); d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. ● (L.1.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	

Strand	Standard	Literature Connections

Second Grade

Instructional Focus: The instructional focus for Second Graders in the area of English Language Arts is to be taught to mastery in the areas of letter naming and phonemic segmentation fluency. The following areas of English Language Arts need to continue to be practiced on with hopes of mastering by third grade in nonsense word fluency and reading word fluency. Oral reading fluency, comprehension, and vocabulary will continue to be introduced with the goal of being mastered to each grade level standard.

Readiness Standards: Second graders need to have mastered the following areas of English Language Arts in letter naming and phonemic segmentation fluency.

Examples and Resources used in Second Grade:

Writing Core
- 6 Traits
- CKLA Amplify

Reading Core
- CKLA Amplify

Reading Tier 2 and 3 Interventions
- In Classroom Interventions
    - Orton Gillingham (Recipe for Reading)
    - Small Group
    - Seeing Stars
    - Visualizing and Verbalizing
- Out of Classroom Interventions
    - Small Group
    - Orton Gillingham (Recipe for Reading)
    - SPIRE

Supplemental Reading Program
- University of Florida Literacy Institute (UFLI)

Strand	Standard	Literature Connections

Grade 2 ELA Content Standards		
Strand	**Standard**	**Literature Connections**
Domain: Reading Standards for Literature		
Key Ideas and Literature	• (RL.2.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text. • (RL.2.2) Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson, or moral. • (RL.2.3) Describe how characters in a story, play, or poem respond to major events, problems, and challenges.	Literature Connections: • Unknown at this time
Craft and Structure	• (RL.2.4) Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind. • (RL.2.5) Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	the ending concludes the action or tells how the problem was solved. ● (RL.2.6) Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	
Integration of Knowledge and Ideas	● (RL.2.7) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology). ● (R L.2.8) (Not applicable to literature) ● (RL.2.9) Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.	Literature Connections: ● Unknown at this time
Range of Reading and Level of Complexity	● (RL.2.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.	Literature Connections: ● Unknown at this time
Domain: Reading Standards for Informational Text		
Key Ideas and Literature	● (RI.2.1) Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	texts using key details from the text. ● (RI.2.2) Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. ● (RI.2.3) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Craft and Structure	● (RI.2.4) Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. ● (RI.2.5) Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently. ● (RI.2.6) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Literature Connections: ● Unknown at this time
Integration of Knowledge and Ideas	● (RI.2.7) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. ● (RI.2.8) Describe how reasons given support specific opinions the author states in a text. ● (RI.2.9) Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
Range of Reading and Level of Complexity	• (RI.2.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.	Literature Connections: • Unknown at this time
Domain: Reading Standards: Foundational Skills		
Phonics and Word Recognition	• (RF.2.3.a-f) Know and apply grade-level phonics and word analysis skills in decoding words; a. Distinguish long and short vowels when reading regularly spelled one-syllable words; b. Know spelling-sound correspondences for additional common vowel teams; c. Decode regularly spelled two-syllable words with long vowels; d. Decode words with common prefixes and suffixes; e. Identify words with inconsistent but common spelling-sound correspondences; f. Recognize and read grade-appropriate irregularly spelled words.	Literature Connections: • Unknown at this time
Fluency	• (RF.2.4.a-c) Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding;	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Domain: Writing Standards K-5		
Text Types and Purposes	• (W.2.1) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion. • (W.2.2) Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus. • (W.2.3) Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	emphasize a feeling or lesson learned.	
Production and Distribution of Writing	• (W.2.4)(Begins in grade 3) • (W.2.5) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing. • (W.2.6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Literature Connections: • Unknown at this time
Research to Build and Present Knowledge	• (W.2.7) Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations). • (W.2.8) Recall information from experiences or gather information from provided sources to answer a question. • (W.2.9) (Begins in grade 4)	Literature Connections: • Unknown at this time
Range of Writing	• (W.2.10) (Begins in grade 3)	• N/A
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	• (SL.2.1.a-c) Participate in collaborative conversations with diverse partners about	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	grade 2 topics and texts with peers and adults in small and larger groups; a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); b. Build on others' talk in conversations by linking their comments to the remarks of others; c. Ask for clarification and further explanation as needed about the topics and texts under discussions. • (SL.2.2) Retell or describe key ideas or details from a text read aloud or information presented orally or through other media. • (SL.2.3) Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	
Presentation of Knowledge and Ideas	• (SL.2.4)) Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences. • (SL.2.5) Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. • (SL.2.6) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	grade 2 Language standards 1 and 3 for specific expectations.)	
Domain: Language Standards K-5		
Conventions of Standard English	• (L.2.1.a-f)Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Use collective nouns (e.g., group); b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); c. Use reflexive pronouns (e.g., myself, ourselves); d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told); e. Use adjectives and adverbs, and choose between them depending on what is to be modified; f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie.; The little boy watched the movie.; The action movie was watched by the little boy.). • (L.2.2.a-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Capitalize holidays, product names, and geographic names; b. Use commas in greetings and closings of	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	letters; c. Use an apostrophe to form contractions and frequently occurring possessives; d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil); e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
Knowledge of Language	• (L.2.3)Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Compare formal and informal uses of English.	Literature Connections: • Unknown at this time
Vocabulary Acquisition and Use	• (L.2.4.a-e) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies; a. Use sentence-level context as a clue to the meaning of a word or phrase; b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell); c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly;	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	bookshelf, notebook, bookmark); e. Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. ● (L.2.5.a-b) Demonstrate understanding of word relationships and nuances in word meanings; a. Identify real-life connections between words and their use (e.g., Describe foods that are spicy or juicy.); b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). ● (L.2.6) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.).	

Strand	Standard	Literature Connections

Third Grade

Instructional Focus: The instructional focus for Third Graders in the area of English Language Arts is to be taught to mastery in the areas of letter naming and phonemic segmentation fluency. The following areas of English Language Arts need to continue to be practiced on with hopes of mastering by the midpoint of third grade in nonsense word fluency and reading word fluency. Oral reading fluency, comprehension, and vocabulary will continue to be introduced with the goal of being mastered to each grade level standard.

Readiness Standards: Third graders need to have mastered the following areas of English Language Arts in letter naming and phonemic segmentation fluency.

Examples and Resources used in Third Grade:

Writing Core
- 6 Traits
- CKLA Amplify

Reading Core
- CKLA Amplify

Reading Tier 2 and 3 Interventions
- In Classroom Interventions
  - Orton Gillingham (Recipe for Reading)
  - Small Group
  - Seeing Stars
  - Visualizing and Verbalizing
- Out of Classroom Interventions
  - Small Group
  - Orton Gillingham (Recipe for Reading)
  - SPIRE

Grade 3 ELA Content Standards

Strand	Standard	Literature Connections

Strand	Standard	Literature Connections
Domain: Reading Standards for Literature		
Key Ideas and Details	• (RL.3.1) Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers. • (RL.3.2) Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures. • (RL.3.3) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).	Literature Connections: • Unknown at this time
Craft and Structure	• (RL.3.4) Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales). • (RL.3.5) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	• (RL.3.6) Distinguish their own point of view from that of the narrator or those of the characters.	
Integration of Knowledge and Ideas	• (RL.3.7) Explain how specific aspects of text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • (RL.3.8) (Not applicable to literature) • (RL.3.9) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Literature Connections: • Unknown at this time
Range of Reading Level and Complexity	• (RL.3.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	Literature Connections: • Unknown at this time
Domain: Reading Standards for Informational Text		
Key Ideas and Details	• (RI.3.1) Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers. • (RI.3.2) Determine the main idea of a text and locate details that support the main idea;	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea. ● (RI.3.3) Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
Craft and Structure	● (RI.3.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. ● (RI.3.5) Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ● (RI.3.6) Determine author's purpose; distinguish own point of view from that of the author of a text.	Literature Connections: ● Unknown at this time
Integration of Knowledge and Idea	● (RI.3.7) Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). ● (RI.3.8) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect,	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	first/second/third in a sequence). ● (RI.3.9) Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.	
Range of Reading and Level of Complexity	● (RI.3.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	Literature Connections: ● Unknown at this time
Domain: Reading Standards: Foundational Skills		
Phonics and Word Recognition	● (RF.3.3.a-d) Know and apply grade-level phonics and word analysis skills in decoding words; a. Identify and know the meaning of the most common prefixes and derivational suffixes; b. Decode words with common Latin suffixes; c. Decode multisyllable words; d. Read grade-appropriate, irregularly spelled words.	Literature Connections: ● Unknown at this time
Fluency	● (RF.3.4.a-c) Read with sufficient accuracy and fluency to support comprehension; d. Read on-level text with purpose and understanding; e. Read on-level text orally with accuracy,	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	appropriate rate, and expression on successive readings; f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Domain: Writing Standards K-5		
Text Types and Purposes	• (W.3.1.a-d) Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can.); a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons; b. Provide reasons that support the opinion; c. Link opinion and reasons using words and phrases (e.g., because, therefore, since, for example); d. Provide a concluding statement or section that reinforces or restates the opinion. • (W.3.2.a-d)Write informative/explanatory texts to examine a topic and convey ideas and information clearly; a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension;	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	b. Develop the topic with facts, definitions, details, and explanations that support the focus; c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; d. Provide a concluding statement or section that paraphrases the focus of the text. ● (W.3.3.a-c)Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology); a. Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems; c. Use transitional words and phrases to signal event sequences (e.g., later, soon after); d. Provide a sense of closure (e.g., how a problem was solved or how the event ended).	
Production and Distribution of Writing	● (W.3.4) With guidance and support from adults, produce writing in which the development and	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
	organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) • (W.3.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) • (W.3.6) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.	
Research to Build and Present Knowledge	• (W.3.7) Conduct short research projects that build knowledge about a topic. • (W.3.8) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. • (W.3.9) (Begins in grade 4)	Literature Connections: • Unknown at this time
Range of Writing	• (W.3.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	● (SL.3.1.a-d) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly; a. After learning a protocol (e.g., Socratic method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others; d. Explain their own ideas and understanding in light of the discussion. ● (SL.3.2) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● (SL.3.3) Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.	Literature Connections: ● Unknown at this time

Strand	Standard	Literature Connections
Presentation of Knowledge and Ideas	• (SL.3.4) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. • (SL.3.5) Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details. • (SL.3.6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Use: Literature Connections: • Unknown at this time
Domain: Language Standards K-5		
Conventions of Standard English	• (L.3.1.a-i) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English; b. Form and use regular and irregular plural nouns; c. Use abstract nouns (e.g., childhood); d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked.; I	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	walk.; I will walk.) verb tenses; f. Ensure subject-verb and pronoun-antecedent agreement.*; g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; h. Use coordinating and subordinating conjunctions; i. Produce simple, compound, and complex sentences. ● (L.3.2.a-g) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Capitalize appropriate words in titles; b. Use commas in addresses; c. Use commas and quotation marks in dialogue; d. Form and use possessives; e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness); f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words; g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	

Strand	Standard	Literature Connections
Knowledge of Language	• (L.3.3.a-b) Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Choose words and phrases for effect.*; b. Recognize and observe differences between the conventions of spoken and written standard English.	Literature Connections: • Unknown at this time
Vocabulary Acquisition and Use	• (L.3.4.a-d) Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies; a. Use a sentence-level context as a clue to the meaning of a word or phrase; b. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. • (L.3.5.a-c) Demonstrate understanding of word relationships and nuances in word meanings; a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take	Literature Connections: • Unknown at this time

Strand	Standard	Literature Connections
	steps); b. Identify real-life connections between words and their use (e.g., Describe people who are friendly or helpful.); c. Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty such as knew, believed). ● (L.3.6) Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them.).	

Strand	Standard	Literature Connections

Fourth Grade

Instructional Focus: The instructional focus for Fourth Graders in the area of English Language Arts is to continue to be introduced and mastered to grade level in the areas of oral reading fluency, comprehension, and vocabulary.

Readiness Standards: Fourth graders need to have mastered the following areas of English Language Arts in letter naming, phonemic segmentation fluency, nonsense fluency, and reading word fluency.

Examples and Resources used in Fourth Grade:

Writing Core
- 6 Traits
- CKLA Amplify

Reading Core
- CKLA Amplify

Reading Tier 2 and 3 Interventions
- In Classroom Interventions
  - Orton Gillingham (Recipe for Reading)
  - Small Group
  - Seeing Stars
  - Visualizing and Verbalizing
- Out of Classroom Interventions
  - Small Group
  - Orton Gillingham (Recipe for Reading)
  - SPIRE

Grade 4 ELA Content Standards		
Strand	**Standard**	**Literature Connections**

Strand	Standard	Literature Connections
Domain: Reading Standards for Literature		
Key Ideas and Details	• (RL.4.1) Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • (RL.4.2) Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved. • (RL.4.3) Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Literature Connections: • Unknown at this time.
Craft and Structure	• (RL.4.4) Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes). • (RL.4.5) Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • (RL.4.6) Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person	Literature Connections: • Unknown at this time.

Strand	Standard	Literature Connections
	can change the way a reader might see characters or events described.	
Integration of Knowledge and Ideas	● (RL.4.7) Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. ● (RL.4.8) (Not applicable to literature) ● (RL.4.9) Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.	Literature Connections: ● Unknown at this time.
Range of Reading Level and Complexity	● (RL.4.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.	Literature Connections: ● Unknown at this time.
Domain: Reading Standards for Informational Text		
Key Ideas and Details	● (RI.4.1) Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. ● (RI.4.2) Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.	Literature Connections: ● Unknown at this time.

Strand	Standard	Literature Connections
	● (RI.4.3) Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	
Craft and Structure	● (RI.4.4) Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. ● (RI.4.5) Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. ● (RI.4.6) Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Literature Connections: ● Unknown at this time.
Integration of Knowledge and Idea	● (RI.4.7) Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ● (RI.4.8) Explain how an author uses reasons and evidence to support particular points in a text. ● (RI.4.9) Integrate information from two texts on	Literature Connections: ● Unknown at this time.

Strand	Standard	Literature Connections
	the same topic or related topics in order to write or speak about the subject knowledgeably.	
Range of Reading and Level of Complexity	● (RI.4.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.	Literature Connections: ● Unknown at this time.
Domain: Reading Standards: Foundational Skills		
Phonics and Word Recognition	● (RF.4.3.a) Know and apply grade-level phonics and word analysis skills in decoding words; a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Literature Connections: ● Unknown at this time.
Fluency	● (RF.4.4.a-c) Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding; b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as	Literature Connections: ● Unknown at this time.

Strand	Standard	Literature Connections
	necessary.	
Domain: Writing Standards K-5		
Text Types and Purposes	• (W.4.1a-d) Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ___ was brave because she ____.); a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose; b. Provide reasons that are supported by facts and details; c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition); d. Provide a concluding statement or section that reinforces or restates the opinion presented. • (W.4.2.a-e) Write informative/explanatory texts to examine a topic and convey ideas and information clearly; a. Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension; b. Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus;	Literature Connections: • Unknown at this time.

Strand	Standard	Literature Connections
	c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because); d. Use precise language and domain-specific vocabulary to inform about or explain the topic; e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented. ● (W.4.3.a-e) Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology); a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; b. Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts; c. Use a variety of transitional words and phrases to develop the sequence of events; d. Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely; e. Provide a conclusion that follows from the	

Strand	Standard	Literature Connections
	narrated experiences or events.	
Production and Distribution of Writing	• (W.4.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) • (W.4.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) • (W.4.6) With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Literature Connections: • Unknown at this time.
Research to Build and Present Knowledge	• (W.4.7) Conduct short research projects that build knowledge through investigation of different aspects of a topic. • (W.4.8) Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. • (W.4.9.a-b) Draw evidence from literary or	Literature Connections: • Unknown at this time.

Strand	Standard	Literature Connections
	informational texts to support analysis, reflection, and research; a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”); b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).	
Range of Writing	● (W.4.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Literature Connections: ● Unknown at this time.
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	● (SL.4.1.a-d) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly; a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion;	Literature Connections: ● Unknown at this time.

Strand	Standard	Literature Connections
	b. Follow agreed-upon rules for discussions and carry out assigned roles; c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others; d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. ● (SL.4.2) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● (SL.4.3) Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).	
Presentation of Knowledge and Ideas	● (SL.4.4) Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ● (SL.4.5) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. ● (SL.4.6) Differentiate between contexts that call	Literature Connections: ● Unknown at this time.

Strand	Standard	Literature Connections
	for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	
Domain: Language Standards K-5		
Conventions of Standard English	• (L.4.1.a-g) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (who, whose, whom, which, that), and relative adverbs (where, when, why) appropriate to function and purpose in order to apply the conventions of English; b. Form and use the progressive (e.g., I was walking.; I am walking.; I will be walking.) verb tenses; c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions; d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag); e. Form and use prepositional phrases; f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons*; g. Correctly use frequently confused words (e.g.,	Literature Connections: • Unknown at this time.

Strand	Standard	Literature Connections
	to, too, two, there, their)*. ● (L.4.2.a-d) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Use correct capitalization; b. Use commas and quotation marks to mark direct speech and quotations from a text; c. Use a comma before a coordinating conjunction in a compound sentence; d. Spell grade-appropriate words correctly, consulting references as needed.	
Knowledge of Language	● (L.4.3.a-c) Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Choose words and phrases to convey ideas precisely*; b. Choose punctuation for effect*; c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Literature Connections: ● Unknown at this time.
Vocabulary Acquisition and Use	● (L.4.4.a-c) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies; a. Determine meaning of unfamiliar words by using knowledge of phonetics, word structure,	Literature Connections: ● Unknown at this time.

Strand	Standard	Literature Connections
	and language structure through reading words in text (word order, grammar, syntax); use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ● (L.4.5.a-c) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context; b. Recognize and explain the meaning of common idioms, adages, and proverbs; c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). ● (L.4.6) Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or	

Strand	Standard	Literature Connections
	states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	

Strand	Standard	Literature Connections

Fifth Grade

Instructional Focus: The instructional focus for Fifth Graders in the area of English Language Arts is to continue to be introduced and mastered to grade level in the areas of oral reading fluency, comprehension, and vocabulary.

Readiness Standards: Fifth graders need to have mastered the following areas of English Language Arts in letter naming, phonemic segmentation fluency, nonsense fluency, and reading word fluency.

Examples and Resources used in Fifth Grade:

Writing Core
- 6 Traits
- CKLA Amplify

Reading Core
- CKLA Amplify

Reading Tier 2 and 3 Interventions
- In Classroom Interventions
  - Orton Gillingham (Recipe for Reading)
  - Small Group
  - Seeing Stars
  - Visualizing and Verbalizing
- Out of Classroom Interventions
  - Small Group
  - Orton Gillingham (Recipe for Reading)
  - SPIRE

Fifth Grade ELA Content Standards

Strand	Standard	Literature Connections

Strand	Standard	Literature Connections
Domain: Reading Standards for Literature		
Key Ideas and Details	• (RL.5.1) Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • (RL.5.2) Determine a theme or author's message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events in correct sequence. • (RL.5.3) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved).	Literature Connections: • Unknown at this time.
Craft and Structure	• (RL.5.4) Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole). • (RL.5.5) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Literature Connections: • Unknown at this time.

Strand	Standard	Literature Connections
	• (RL.5.6) Describe how a narrator's or speaker's point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.	
Integration of Knowledge and Ideas	• (RL.5.7) Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). • (RL.5.8) (Not applicable to literature) • (RL.5.9) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.	Literature Connections: • Unknown at this time.
Range of Reading Level and Complexity	• (RL.5.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	Literature Connections: • Unknown at this time.
Domain: Reading Standards for Informational Text		
Key Ideas and Details	• (RI.5.1) Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. • (RI.5.2) Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key	Literature Connections: • Unknown at this time.

Strand	Standard	Literature Connections
	ideas, events, or procedures including correct sequence when appropriate. ● (RI.5.3) Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
Craft and Structure	● (RI.5.4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. ● (RI.5.5) Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. ● (RI.5.6) Determine author's purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent (e.g., social studies topics, media messages about current events).	Literature Connections: ● Unknown at this time.
Integration of Knowledge and Idea	● (RI.5.7) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ● (RI.5.8) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence	Literature Connections: ● Unknown at this time.

Strand	Standard	Literature Connections
	supports which point(s). ● (RI.5.9) Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.	
Range of Reading and Level of Complexity	● (RI.5.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	Literature Connections: ● Unknown at this time.
Domain: Reading Standards: Foundational Skills		
Phonics and Word Recognition	● (RF.5.3.a) Know and apply grade-level phonics and word analysis skills in decoding words; a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Literature Connections: ● Unknown at this time.
Fluency	● (RF.5.4.a-c) Read with sufficient accuracy and fluency to support comprehension; a. Read on-level text with purpose and understanding; b. Read on-level text orally with accuracy, appropriate rate, and expression on successive	Literature Connections: ● Unknown at this time.

Strand	Standard	Literature Connections
	readings; c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Domain: Writing Standards K-5		
Text Types and Purposes	● (W.5.1.a-c) Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information; a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose; b. Provide logically ordered reasons that are supported by facts and details; c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all); d. Provide a concluding statement or section that reinforces or restates the opinion presented. ● (W.5.2.a-e) Write informative/explanatory texts to examine a topic and convey ideas and information clearly; a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to	Literature Connections: ● Unknown at this time.

Strand	Standard	Literature Connections
	aiding comprehension; b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic; c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially); d. Use precise language and domain-specific vocabulary to inform about or explain the topic; e. Provide a concluding statement or section that paraphrases the focus of the text or explanation presented. ● (W.5.3.a-e) Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology); a. Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally; b. Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts;	

Strand	Standard	Literature Connections
	c. Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events; d. Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely; e. Provide a conclusion that follows from the narrated experiences or events.	
Production and Distribution of Writing	● (W.5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● (W.5.5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) ● (W.5.6) With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Literature Connections: ● Unknown at this time.
Research to Build and	● (W.5.7) Conduct short research projects that	Literature Connections:

Strand	Standard	Literature Connections
Present Knowledge	use several sources to build knowledge through investigation of different aspects of a topic. ● (W.5.8) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ● (W.5.9) Draw evidence from literary or informational texts to support analysis, reflection, and research; a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”); b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”).	● Unknown at this time.
Range of Writing	● (W.5.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Literature Connections: ● Unknown at this time.

Strand	Standard	Literature Connections
Domain: Speaking and Listening Standards K-5		
Comprehension and Collaboration	• (SL.5.1.a-d) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly; a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion; b. Follow agreed-upon rules for discussions and carry out assigned roles; c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others; d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • (SL.5.2) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • (SL.5.3) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).	Literature Connections: • Unknown at this time.

Strand	Standard	Literature Connections
Presentation of Knowledge and Ideas	• (SL.5.4) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. • (SL.5.5) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. • (SL.5.6) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Literature Connections: • Unknown at this time.
Domain: Language Standards K-5		
Conventions of Standard English	• (L.5.1.a-e) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; a. Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English; b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked.) verb tenses; c. Use verb tense to convey various times, sequences, states, and conditions;	Literature Connections: • Unknown at this time.

Strand	Standard	Literature Connections
	d. Recognize and correct inappropriate shifts in verb tense*; e. Use correlative conjunctions (e.g., either/or, neither/nor). ● (L.5.2.a-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; a. Use punctuation to separate items in a series*; b. Use a comma to separate an introductory element from the rest of the sentence; c. Use a comma to set off the words yes and no (e.g., Yes, thank you.), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?); d. Use underlining, quotation marks, or italics to indicate titles of works; e. Spell grade-appropriate words correctly, consulting references as needed.	
Knowledge of Language	● (L.5.3.a-b) Use knowledge of language and its conventions when writing, speaking, reading, or listening; a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style; b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Literature Connections: ● Unknown at this time.

Strand	Standard	Literature Connections
Vocabulary Acquisition and Use	● (L.5.4.a-c) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies; a. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase; b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis); c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ● (L.5.5.a-c) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; a. Interpret figurative language, including similes and metaphors, in context; b. Recognize and explain the meaning of common idioms, adages, and proverbs; c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Literature Connections: ● Unknown at this time.

Strand	Standard	Literature Connections
	• (L.5.6) Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	

CLOSE UP HIGH SCHOOL - WASHINGTON, DC & NEW YORK CITY









SUNDAY

Arrive in Washington
Meet your Close Up Concierge and explore DC with your school

Welcome Dinner

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

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

Issues Debate

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

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

*** Study Visits led by highly trained instructors provide unique opportunities to learn using historic sites and*

MONDAY

American Political Values Study Visit **

How do the values of **liberty**, **equality**, and **justice** impact trends and ideas in the U.S. political system today?

Jefferson Memorial—
What is the significance of liberty in the Founding Documents?

FDR Memorial—How was equality defined by FDR and his New Deal?

MLK Memorial—How did MLK influence the value of justice during the Civil Rights Movement?

Lunch at Reagan Building and International Trade Center

Smithsonian Institution Exploration
Visit one of the **world-renowned museums** to learn about history and culture

American Political Values Workshop
Examine the connections between liberty, equality, and justice

Dinner at Hotel

TUESDAY

War Memorials Study Visit
What do the **WWII**, **Vietnam**, and **Korean War Memorials** say about **those who have served and sacrificed**?

Lincoln Memorial
How does the **imagery of this memorial** portray his legacy?

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

Group Photo

Lunch at L'Enfant Plaza

Citizen Action Site
Get inspired by examples of citizens making a difference in their communities and the nation

U.S. Marine Corps Memorial
Visit the larger-than-life representation of the **iconic flag-raising at Iwo Jima**

Dinner at Pentagon City

Mock Congress Workshop

Debate, amend, and vote on the same issues elected representatives are currently

WEDNESDAY

Capitol Hill Day

Get an exclusive, insider's look at how our government operates by **meeting with members of Congress** or their staff

Tour the Capitol and discover the exhibits in the **Capitol Visitor Center**

Lunch on the **National Mall**

Explore the **Library of Congress**, the largest library in the world, and view the symbolic art and architecture

Pop into one of the **Smithsonian Museums**, see the **Washington Monument** or visit **National Archives**

Dinner at DC's Union Station

DC Cultural Event
See a **show at a renowned theater or night on the town**!

Social Time

THURSDAY

White House Photo Op
Discuss the role of the **executive branch** as you walk through the president's neighborhood

Citizen Action Seminar
Hear from an advocacy organization & how they are impacting the community

Neighborhood Study Visit and Lunch
Explore DC off the beaten path in places like **Dupont Circle** or **Chinatown**

Air Force Memorial
Honor those who have served in the Air Force and get a breathtaking view of the city

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

Closing Reflection
How will you **stay engaged** on issues that matter to you?

Banquet and Dance

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

FRIDAY

Depart for New York City

Lunch in Upper West Side Neighborhood

Central Park Study Visit

Explore landmarks such as **Strawberry Fields, Imagine Circle, and Belvedere Castle**

Metropolitan Museum of Art Study Visit
Examine history through art at one of the **world's largest and finest art museums**

Dinner in Times Square
Enjoy **dinner under the bright lights** in the heart of the Big Apple

Times Square Study Visit
Visit Broadway - **'The Great White Way'– in New York City's famous Theater District**

Performance at a Broadway Theater
See a show and experience first-hand why New York City is considered the **cultural capital of the nation**

SATURDAY

Ferry Ride from Battery Park to Ellis Island

Statue of Liberty and Ellis Island Study Visit

Learn more about the universal **symbol of freedom** and democracy

Lunch and Study Visit in the Financial District

9/11 Memorial Study Visit
Reflect on the significance of this **world-changing event**

Brooklyn Bridge Walk
Take in **astonishing views** of the city from this **iconic bridge**

Dinner in Little Italy

Rockefeller Plaza
See 360° views of New York City from the **Top of the Rock**

SUNDAY

Sightsee in the Big Apple
Prior to your departure, **spend time in the city** with your school

Depart for Home

Potential 2024 Out-of-State Jazz Band Travel

Who: Current jazz students and future freshman jazz students: Est. 16 kids total, Mrs. Corrao, one male chaperone (possibly Mr. Corrao to keep hotel costs lower)
What: 58th Annual Eau Claire Jazz Festival (Eau Claire, Wisconsin)
https://www.eauclairejazz.com/
When: Traditionally the third weekend of April (April 19th-20th, 2024); we would leave at the end of the school day on Wednesday, April 17th and return on Sunday, April 21st.
Why: Jazz students will experience a plethora of jazz performances, seminars, and perform themselves for judges and receive feedback and a clinic.
How ($): The current jazz funds are about $3500. We would like to fundraise during the 4th of July celebration selling corn dogs (est. $3500-$4000 profit). I would ask students to use mileage or companion fares to pay for plane tickets. Fundraising money would be used to pay for hotels, rental van(s), concert tickets, and festival fee. Once I get a better idea of which families need assistance paying for the flights, there may be additional fundraisers. Either the student raising funds themselves, or the jazz band playing a show to benefit our travel.

Numbers breakdown:
Flights: ~$800 round trip (25,000 miles) (PSG-Minneapolis-PSG)
Hotel: Estimated at $150/room a night x 5 rooms needed x 4 nights = $2400
(One night of hotel in Seattle, 3 nights in Eau Claire.)
Van Rental: Thursday-Sunday, probably 2 eleven person vans. $1500
Concert Tickets: Friday Night, $430 for 20 tickets, Saturday Night, $600 for 20 tickets
Festival Fee: $250

Estimated price without plane tickets: $5780
Plane tickets: $14,400

Personnel Action Report for 2022-2023

5-09-2023

EMPLOYMENT OF CERTIFIED PERSONNEL

Megan Smith
HS Mathematics

Bradley King
MS/HS Principal

RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

EMPLOYMENT OF CLASSIFIED PERSONNEL

Ruby Brock
Return from LOA

Carol Larson & Katy Brantuas
Summer food service aide

Shannon McCullough
Director of Finance

RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL

Sarah Larson
Resign June 2. 2023

Vonda Neunaker
Retiring June 23

Christine Slaght
Resign June 2, 2023

EXTRA DUTY CONTRACTS

2022-2023 School Year

Teachers	43.00
Classified	37.00
Principals	2.00
District Administration/Exempt (Superintendant, Finance, Maintenance, Food Service, Board Admin, Special education director,)	6.00
Total Employees	**89.00**

PETERSBURG
School District

Mara Lutomski <exec@pcsd.us>

Fwd: Plan for next year

Carlee JohnsonMcIntosh <cjohnson@pcsd.us> Fri, Apr 7, 2023 at 2:55 PM
To: Mara Lutomski <exec@pcsd.us>, PSD Superintendent <supt@pcsd.us>, Karen Quitslund <business@pcsd.us>

Hey friends. We knew this was coming but it is official now

We can post for the job closer to the new year or if we do classified posts.

We will need to pull up our Summer Food posts soon and post those.

Thanks team

---------- Forwarded message ---------
From: **Sarah Larson** <slarson@pcsd.us>
Date: Thu, Apr 6, 2023, 4:40 PM
Subject: Plan for next year
To: Carlee JohnsonMcIntosh <cjohnson@pcsd.us>

I won't be coming back next year and will be signing up as a sub.

04/26/2023

Dear Erica and Cyndy,

Please accept this letter as my formal notice of resignation from my role as a paraprofessional at The Petersburg School District. My last day will be the last work day of this school year, Friday, June 2nd, 2023.

I have accepted a tentative job offer with the United States Forest Service as a resource assistant. This will be a big change for me, taking on a federal government position. I am both nervous and excited.

I would like to thank the district for providing an opportunity for me to work and build new skills. The past three years have been challenging and interesting. I have learned a lot about supporting the needs of adolescents, which I will be sure to refer back to when my own young one enters that stage of her life.

I hope for the students I have worked closest with to continue on their path of growth and success. I hope they don't forget me!

Sincerely,

Christine Slaght

Vonda Neuneker
PO Box 52
Petersburg, AK 99833
May 3, 2023

Dear Petersburg Schools:

Please accept my letter of resignation. My last day will be June 1, 2023.

Thank you for the opportunity to work here for the past 21 years.

Sincerely,

Vonda Neuneker
Instructional Aide

Superintendent School Board Report
May 9, 2023

The legislative session is still underway, and the BSA battle wages on. The Senate's most recent version of the Operating Budget includes $174 million in one-time funds for education. We continue to lobby for a funding increase in education funding inside the BSA for a more sustainable funding situation.

Karen and I attended the Borough Assembly meeting on Tuesday, May 2. They passed the operating budget with our $3 million request during first reading. There will be two more readings before the budget is finalized.

Our ELA (English Language Arts) and RTI/MTSS (Response to Intervention/Multi-Tiered System of Supports) grant teams attended the Science of Reading Symposium in Anchorage this past weekend. It was an incredibly rich learning experience for us all, and we came away with a renewed sense of purpose and urgency around reading instruction in our district. We watched an eye-opening documentary entitled "Right to Read," which provided a clear direction for systematic reading instructional practices. While we incorporate many of the strategies described, we are committed to even greater fidelity to these best practices as we implement the READS Act this fall.

We have submitted a Pre-Elementary grant application with the Department of Education. This grant could provide funding for up to $150,000/year for three years to support our integrated preschool program.

School handbooks are being reviewed this spring to clarify expectations, policies, and procedures. Attendance policies continue to be discussed with regard to academic performance, engagement in school, and peer/social interactions, with an emphasis on parent and community outreach regarding this important issue. Any changes will be reflected in student handbooks for next year.

The district is finalizing its work on the school improvement action plan for Stedman Elementary after receiving a Targeted Assistance designation for low academic performance in the Alaska Native/American Indian subgroup. The final plan will be presented to the school board during the June meeting.

We are pleased to announce that Mr. Brad King has accepted a contract offer in our district as the MMS/PHS Principal. He and his wife will be moving to Petersburg from Gustavus in mid-July.

Elementary Report
Tuesday, May 9th @6:00pm

1. Shout Outs!
    -
2. What has happened?
    - State Testing
    - Spring Assessments
    - Stikine River Trip
    - Science of Reading Symposium
3. Current Enrollment: 227
    - Pre-K 13
    - K 40
    - 1st 28
    - 2nd 42
    - 3rd 35
    - 4th 30
    - 5th 39
4. SPED Numbers
    - IEP's: 47
    - Referrals: 9
5. Schedule
    - K-5 8:00-2:45 M-TH
    - K-3 8:00-1:00 F
    - 4-5 8:00-2:00 F
    - Note: There will be adjusted schedules the 1st couple weeks of school.
        i. Week of August 29th
            1. School Starts: 1st-5th August 29th
            2. School Starts: Kinder August 30th
            3. School Hours K-5 8:00-1:00
        ii. Week of Sept. 4th
            1. School Starts: Preschool 8:00-10:30 & 12:00-2:30 T-F
            2. School Hours: Kinders Only 8:00-1:15
        iii. Week of Sept. 11th
            1. School Hours: Kinders Only 8:00-1:15
6. Project 23-24 Enrollment
    - Pre-K=10, K =38, 1=40, 2=28, 3=42, 4=33, 5=30 Total=221
7. Attendance
    I will not be continuing to report on this.
8. After School Programs Offered
    - Going Well
    - 4 Square started up Tues. 3:00-3:30
    - After School Recess started up again Tues-Fri
9. Focus
    - Attendance (trip slips, attendance in handbook, homework)
        i. Seek Policy on length of absence and unenrolled length of time
        ii. OR
        iii. Seek Policy on district attendance for letter, phone call?
    - Standard Based Grading (revising report cards, grade 4 standards)
    - AK Reads Act (RTI model)

- Ak Reads Act Leadership Course for Certification
- ELA Curriculum Grant
- MTSS/RTI Refresh Grant
- Pre-Elementary Grant
- Standard Based Grading
- Stedman Handbook
    i. Homework Breakdown
    ii. Trip Slips
- School Improvement Plan (Plan Date by June Meeting)

10. What is to come?
    - Back to School Informational Night
    - Beach Walks
    - Class Picnics
    - Field Day
    - Public Library “Stream of Dreams” Grant Program May 22, 23rd, 24th

~~~~~END~~~~
~~~~~

From: Ambler Moss
Date: 5/9//2023
Re: May Board Report

1. **Smells Like School Spirit!** Just when we really got a full head of steam going, the year's about to end. The feeling of school cohesiveness has really gained traction. This is felt in academics, school social life, and activities. Rituals and routines are really coming together and many loose ends are falling into place. And, not for nothing, considering the time of year, the student behaviors, even in the pockets of challenge, are very stable and have come a long way over the course of this year. Maybe it's the weather or the late sunsets! Wish we could freeze the moment!

2. **Handbook Updates.** This is a really good time of year to take inventory of what is/not and amend the language of the handbook in cafes where it is in need of revision. Some items are low level enough to execute right away as they descend from existing Board policy. Others will require some new policy before they are implemented.

3. **Drama as English.** There is a movement afoot to make more courses of study more inclusive, accessible, and engaging. To that end, if we take Drama class and track ELA standards with fidelity, the course it could yield might be one that has more impact on reluctant learners for whom the regular course of study does not afford a suitable learning environment. This adaptation could serve as a blueprint for other more relevant courses in English and other subjects that are compatibilized with the goals and values of all of our students. With more relevance and engagement we will get to better learning outcomes.

Petersburg School District | 2023-2024 CALENDAR

4 Independence Day

JULY '23

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

22 Teacher work day
23-25 In-service
28 Teacher Work day
29 First Day of School

AUGUST '23

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

04 Labor Day
(no school)
29 Elementary no school

SEPTEMBER '23

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

31 Halloween

OCTOBER '23

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

01 In-service
(no school)
11 Veterans Day
22-24 Thanksgiving Break
(no school)

NOVEMBER '23

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

21-29 Winter Break
(no school)

DECEMBER '23

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY '24

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

01-03 Break / In-service
(no school)
29 In-service
(no school)

FEBRUARY '24

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

19 Presidents' Day/
In-service
(no school)

MARCH '24

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8-15 Spring Break
(no school)

APRIL '24

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

19 & 22 In-service
(no school)

MAY '24

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

27 Memorial Day
(no school)
30 Last Day of School
31 Teacher work day

JUNE '24

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

. = Teacher In service or workday
. = Vacation Day
. = Holiday
. = First Day/ Last Day

Concluding Meeting: Findings and Insights
Petersburg High School
April 2023

Role of the Evaluator

- Overview of the work
  - Reviewed your diagnostics and assurances
  - Deep dive into your evidence and documents
  - Reviewed school website

- Ratings- Findings into insights into themes
  - Provide strengths for celebration
  - Provide next steps in your improvement journey
  - Make a recommendation to Cognia Global Commission

General Findings

- Culture of Learning
  - Whole student focus: Academic and non-academic (noteworthy!)
  - Student centered opportunities- very diverse
  - Individualized student learning
    - School wide initiatives

- Leadership for Learning
  - Leaders model continuous improvement process
  - Deep connections to community
  - Perspective gained from self-assessment
    - Leadership and community engagement opportunities

- Engagement of Learning
  - High expectation
  - Equitable opportunities
  - Tech
    - Tech/ more data analysis

- Growth in Learning
  - School improvement plan
  - Data analysis- student level
  - Connections in data
    - Alignment of all of the above

What now?

- Report components: Findings and Insights
    - Findings in charts and tables
    - Insights into narratives that addresses major themes

- Timelines for the completion of the Engagement Review Report
    - The report is completed. Should receive within 30-45 days
    - Notification via email when the report is available in eProve™ workspace
    - Accreditation status is finalized upon approval of the Cognia Global Commission at their quarterly meeting.

- Progress Reporting
    - Can contact me for any follow-up support
    - or Gina Ottinger, State Director gina.ottinger@cognia.org
    - Utilize resources that you have access to in myJourney
    - Progress monitoring process in two years, next accreditation in six years
    - Please give input to Cognia about our work with you. Appreciate any comments about the process and ideas for future improvement. Please send to:
        - leanne.mahalak@cognia.org
        - gina.ottinger@cognia.org

Thank you!

Leanne Mahalak

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Accreditation Engagement Review

November 10, 2022 - May 15, 2023

Petersburg High School

Institution #230683

109 Charles W. St
Petersburg, Alaska 99833
United States of America

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Accreditation Is Continuous Improvement

Cognia defines continuous improvement as "an embedded behavior rooted in an institution's culture that constantly focuses on conditions, processes, and practices to improve teaching and learning." Accreditation is a continuous improvement process that helps an institution improve teaching and learning. Using Cognia's Performance Standards, the institution examines its current effectiveness as well as its capacity and capability to achieve its vision and goals for the future.

Cognia believes all institutions can improve no matter how well they are currently performing. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. Cognia expects institutions to use the results and analyses of data from diverse sources to select and implement actions that drive improvement in education quality and student performance. Cognia recognizes that each institution's improvement journey is unique, and that we can serve you best by providing key findings specific to your institution.

Around the turn of the 21st century, accreditation transformed its focus and process from a ten-year evaluation focused on the accomplishments of an institution's past decade to a forward-focused process examining what an institution is striving to accomplish in the next five years. Modern accreditation examines the current and future capabilities and capacities of an institution in the context of its mission, purpose and direction. The Standards for Accreditation define how a good institution behaves and provides the criteria to focus improvement efforts that will lead to growing learners, teachers, and leaders.

In reality, modern accreditation is a continuous improvement process. Every five years, the institution formally engages the Standards for Accreditation to reflect and examine its progress towards its desired future as expressed through its mission, purpose and strategic direction.
Cognia's purpose driven, strategic process is the most widely used continuous improvement process in the world.

Cognia Performance Accreditation and the Engagement Review

This report contains the findings of the Engagement Review Team (the Team). The findings of the Team are organized in five sections: Cognia Performance Standards, Observations, Assurances, Insights from the Review, and a Summary of Findings that includes Noteworthy Practices and Areas for Improvement.

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the Cognia Accreditation Process, highly skilled and trained Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against research-based Cognia Performance Standards. Using these Standards, Teams assess the quality of the learning environment to gain valuable insights and target improvements in teaching and learning as well as the operation of the institution.

To build a comprehensive evaluation of your institution, our experts gain a broad understanding of institution quality through a review of documented evidence, formal and informal observations, and community feedback. Using the Standards as a framework, the Team provides valuable guidance which will help to focus your institution's improvement journey.

Assurances

Assurances are requirements that accredited institutions must meet. The Assurance statements are based on the type of institution, and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

#	ASSURANCES.	YES/NO
1.	The institution has read, understands, and complies with the Cognia Accreditation and Certification Policies and Procedures.	Yes
2.	The institution complies with all applicable governmental laws or regulations.	Yes
3.	The institution adheres to ethical marketing and communication practices to transparently disclose current and accurate information to the public.	Yes
4.	The governing authority adheres to written policies that govern its conduct, decision making, ethics, and authority; and engages in training aligned to its roles and responsibilities.	Yes
5.	The institution annually submits all financial transactions for an annual audit conducted by an accounting authority external to the institution.	Yes
6.	The institution annually reviews and implements written management plans for security, crisis, safety and health for onsite and virtual environments that includes expectations, communications protocols, and training for students, staff and stakeholders.	Yes
7.	The institution participates in required training related to accreditation or certification by timeframes prescribed by Cognia.	Yes

Evaluations of Institution Analyses

Cognia expects institutions to use a systematic process to collect data and information using quality instruments, then analyze and synthesize that information to arrive at findings. From the findings, Cognia expects institutions to develop, prioritize, and implement theories of action that will sustain high performing areas and lead to improvement in underperforming areas.

Cognia requires institutions to complete analyses on selected data sources. Each analysis is evaluated using rubrics aligned to the main activities within the analysis process.

Stakeholder Feedback Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	
The institution has analyzed and synthesized information.	
The institution has identified areas of noteworthy achievement and areas in need of improvement.	
The institution has interpreted findings, prioritized themes, and developed theories of action.	

Student Performance Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	
The institution has analyzed and synthesized information.	
The institution has identified areas of noteworthy achievement and areas in need of improvement.	
The institution has interpreted findings, prioritized themes, and developed theories of action.	

Learning Environments Analysis

CRITERION	YOUR SCORE
The institution has made an accurate appraisal of the quality of their data sources using the Evaluative Criteria.	
The institution has analyzed and synthesized information.	
The institution has identified areas of noteworthy achievement and areas in need of improvement.	
The institution has interpreted findings, prioritized themes, and developed theories of action.	

Culture of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Culture of Learning.	
The institution has analyzed and synthesized information and responded to the prompts for Culture of Learning.	
The institution has identified areas of noteworthy achievement and areas in need of improvement.	
The institution has interpreted findings, prioritized themes, and developed theories of action.	

Leadership for Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Leadership for Learning.	
The institution has analyzed and synthesized information and responded to the prompts for Leadership for Learning.	
The institution has identified areas of noteworthy achievement and areas in need of improvement.	
The institution has interpreted findings, prioritized themes, and developed theories of action.	

Engagement of Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Engagement of Learning.	
The institution has analyzed and synthesized information and responded to the prompts for Engagement of Learning.	
The institution has identified areas of noteworthy achievement and areas in need of improvement.	
The institution has interpreted findings, prioritized themes, and developed theories of action.	

Growth in Learning

CRITERION	YOUR SCORE
The narrative provides evidence for Standards related to Growth in Learning.	
The institution has analyzed and synthesized information and responded to the prompts for Growth in Learning.	
The institution has identified areas of noteworthy achievement and areas in need of improvement.	
The institution has interpreted findings, prioritized themes, and developed theories of action.	

Performance Standards Evaluation Results

Accreditation is based primarily on the evaluation of evidence that reflects an institution's ability to meet the expectations as defined by the Cognia Performance Standards. The Performance Standards define the elements of quality that research indicates is present in an effective institution. Accreditation standards provide the guideposts to becoming a better institution. The Engagement Review evaluators apply a four-level rubric to determine the degree to which the institution demonstrates effective practices that reflect the expectations of the standard. The rubric scale is designed to indicate the current performance of the institution.

The rubric is scored from Level 4 to Level 1. Descriptions are provided in the table below.

RATING	LEVEL	DESCRIPTION
★★★★	4	Demonstrating noteworthy systematic and systemic practices producing clear results that positively impact learners.
★★★☆	3	Engaging in practices that provide evidence of expected effectiveness that is reflected in the standard.
★★☆☆	2	Developing or improving practices that provide evidence that effort approaches desired level of effectiveness.
★☆☆☆	1	Reflecting areas with insufficient evidence and/or limited activity leading toward improvement.

Cognia Performance Standards Ratings

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).Keys to A Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

Standard 1

Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion and is free from bias.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
3	3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
2	2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.
1	1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision making that embody the values of respect, fairness, equity, and inclusion and are free from bias.

Standard 2

Learners' well-being is at the heart of the institution's guiding principles such as mission, purpose, and beliefs.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
3	3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.
2	2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
1	1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
3	3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
2	2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
1	1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
3	3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.
2	2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
1	1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
3	3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
2	2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
1	1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
3	3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.
2	2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
1	1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.

Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning. Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

• Communicate expectations for learning

• Influence and impact the culture in positive ways

• Model and engage in learning while supporting others to do so

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
3	3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
2	2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
1	1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
3	3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.
2	2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.
1	1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
3	3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.
2	2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
1	1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

Standard 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
3	3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's culture and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract a diverse pool of candidates. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
2	2 - Leaders hire qualified professional staff members who contribute to the institution's culture and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
1	1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's culture and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

Standard 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
3	3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.
2	2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.

1	1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
3	3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
2	2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.
1	1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, inclusiveness, and effectiveness for all learners.

Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
3	3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
2	2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work

	cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
1	1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

Standard 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
3	3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.
2	2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
1	1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

Standard 15

Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are consistently based on current data at any point in time.
3	3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.

2	2 - Professional staff members sometimes analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure equity for learning. Adjustments to resource allocation are sometimes based on current or updated data.
1	1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure equity for learning.

Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process. Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Standard 16

Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Respect for the diversity of cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
3	3 - Respect for the diversity of cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.
2	2 - Respect for the diversity of cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
1	1 - Respect for the diversity of cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

Standard 17

Learners have equitable opportunities to realize their learning potential.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive towards maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
3	3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive towards individual achievement and self-efficacy.
2	2 - Professional staff members give consideration to varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive towards individual achievement and self-efficacy.
1	1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well suited to their individual needs and well-being. Learners are rarely challenged to strive towards individual achievement and self-efficacy.

Standard 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
3	3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.

2	2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
1	1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

Standard 19

Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
3	3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
2	2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.
1	1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

Standard 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
3	3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.
2	2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.

1	1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
3	3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.
2	2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
1	1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
3	3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.
2	2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
1	1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

Standard 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
3	3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
2	2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
1	1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition. Keys to Growth in Learning

Growth is evident when

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

3	3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
2	2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.
1	1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members such as institution history, recent experiences, and future possibilities.

Standard 25

Leaders promote action research by professional staff members to improve their practice and advance learning.

YOUR RATING



LEVEL	DESCRIPTION
4	4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
3	3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.
2	2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
1	1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

Standard 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
3	3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
2	2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
1	1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

Standard 27

Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
3	3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
2	2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.
1	1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

Standard 28

With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
3	3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
2	2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
1	1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

Standard 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented and monitored for fidelity.
3	3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.
2	2 - Professional learning is occasionally learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
1	1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

YOUR RATING

LEVEL	DESCRIPTION
4	4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
3	3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.
2	2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
1	1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

Insights from the Review

The evaluators engaged in professional discussions and deliberations about the effectiveness of the processes, programs, and practices within the institution to arrive at the findings of the report. Guided by evidence, the evaluators arrived at findings that will inform your institution's continuous improvement efforts. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness.

The findings are organized into narratives around four Key Characteristics critical to the success of any educational institution: culture of learning, leadership for learning, engagement of learning, and growth in learning. The narratives also provide the next steps to guide your institution's improvement journey in its efforts to improve the quality of educational opportunities for all learners. The feedback provided in this Accreditation Engagement Review Report will assist your institution in reflecting on its current improvement efforts and adapting and adjusting your plans to continuously strive for improvement.

Culture of Learning

Petersburg High School (PHS) provides an intimate, responsive, and warm culture that supports individual learner needs and provides opportunities for each staff member's unique professional learning next steps, embodying the school mission statement which notes providing diverse educational opportunities as one of its cornerstones. Student learning opportunities at the school are carefully curated to cover a plethora of topics. Students may choose from a variety of rigorous college preparatory courses that include upper-level math and AP offerings, with 73% of students who take AP classes going on to achieve college credit for their efforts. Additionally, students may also select from a variety of CTE offerings that were developed in partnership with community stakeholders. Petersburg is a commercial fishing hub with many career-specific needs to fulfill. Students can pursue aquaculture, shop, and welding classes which often culminate in welding certificates exemplifying a community-driven CTE program. These offerings are continually being adapted and revised to meet student needs. Student learning opportunities at PHS are varied, personalized, and are built around the needs of the community, its industry, and its families. Similarly, staff at the school enjoy an opportunity for individualized professional learning. As the staff is relatively small (15 certified teachers) and the course offerings are many, PHS has designed a professional learning plan that focuses on the individual teacher in their content areas. While the collaborative goal of all professional learning at PHS is to promote higher-level thinking and improve learning engagement and student achievement, the school partners with state and national organizations to provide opportunities such as Argument-Driven Inquiry (ADI), learning from Stanford History Education Group, and more. Staff then share out learning with colleagues, delivering local training to colleagues. The school enjoys long tenure in its certified staff, in part due to honoring its teachers as true professionals by providing choice in ongoing professional learning. The team suggests that while personalized learning is essential for staff, honors their professionalism, and brings a variety of ideas, innovations, and strategies to campus, it is important to balance this personalized learning with professional development time dedicated to collaboratively implementing school-wide initiatives.

Leadership for Learning

The current leadership at Petersburg High School is poised to support and drive the evolution of continuous improvement as the school moves toward increased breadth and depth of data collection and analysis, a data-driven continuous improvement plan, and increased collective leadership. The school enjoys a unique setting on a picturesque island in Southeast Alaska, populated with longer-term families, many of whom are multi-generational residents, which includes some staff members as well. These long-term relationships between staff and the community have led to a deep connection to and knowledge of students. Multiple references to the intimate knowledge of the community, its families, and certainly its children have been made, including a vignette recounting how a teacher was shoveling his drive after the latest blizzard and had three parent-teacher conferences while shoveling as parents dropped by. The current administration is aware of and revels in these deep, comfortable connections and is seeking to add layers of inquiry to the existing data analysis routines to perhaps expand and shift the perspective. These deep personal community and school relationships and rapport built upon longevity may be leveraged in future continuous improvement work to build deeper community connections and engage community stakeholders in all facets of continuous improvement

efforts. The leadership team met numerous times to work on accreditation documentation, including a whole staff review of the Standards, collaborating, and calibrating ratings for collective cohesive analysis. Staff survey results indicated a perceived lack of equity of opportunity in that leadership opportunities always are offered to the same staff, not all staff. Leadership is determined to reverse that perspective and provide equitable, frequent leadership opportunities to all. As the continuous improvement plan is finalized, the team suggests that the administration embeds multiple avenues for not only staff leadership opportunities, but community stakeholder engagement opportunities as well.

Engagement of Learning

High expectations, equitable opportunities, and a wealth of digital resources are cornerstones of the education that students enjoy and staff seek to enhance that learning by embracing continuous improvement processes with student engagement being one metric of high importance. The leadership team is currently in discovery mode regarding student engagement as they analyze data to determine data trends, including the pre and post covid engagement data amongst many other changing variables. Current classroom observation is focused on the use of the district-approved Danielson-based evaluation tool. Interest exists in using a tool that focuses on observing the learning environment, especially targeting student engagement. Any data collected from the PBIS or MTSS systems would pair well with engagement data. The leadership team has identified the use of digital technology as an area that bears further scrutiny. The governing board went to great lengths at the beginning of the pandemic to increase the device count to 1:1, therefore dramatically increasing engagement during distance learning. Now that the school has returned to 100% in-person learning, these devices and the instructional techniques and platforms employed are still utilized and data analysis includes their use. The leadership team has raised a very good question regarding the use of technology in in-person learning, “to what degree is technology supporting or detracting from engagement?” The leadership team ponders if there is not an overreliance on technology and digital platforms that is having a negative impact on engagement. High-quality data student engagement data collected over time will be essential in determining the impacts of technology and digital platforms in the general classroom. The team suggests that the leadership team would benefit from consistent, clear data collection and analysis, isolating and refining the data regarding digital integration.

Growth in Learning

Inquiry, reflection, and dialogue are at the heart of the continuous improvement process at PHS as leaders engage all staff and stakeholders in closing achievement gaps by strengthening instruction and focusing on early identification and intervention of at-risk students in specific underperforming subgroups. While many students have seen gains in already high ELA and solid math scores, certain demographics and subsets of students are not enjoying the same growth. As a Blue Ribbon school with a particularly strong graduation rate overall and high ELA scores (in the top 10% of the state for SAT performance), the potential to overlook lower performance exists. The leadership team has thoroughly reviewed existing data (Alaska has changed summative assessments yet again, making longitudinal trends challenging) and noted some areas of concern. Students with learning disabilities continue to not perform as well as their peers, nor is the gap closing. With the strong community connections enjoyed at the school, external stakeholders may provide insights into additional support. The school is identifying at-risk students early and examining the correlations with those students who qualify for Special Education services. The leadership team is also looking at this same student cohort to identify those that are less connected to school, do not participate in extracurricular activities, and also fall into the lower SES demographic group. Attendance of this cohort of students is also concerning. Unsurprisingly, 75% of at-risk students missed 10 or more days. Based upon this data analysis, the leadership team intends to revise the existing MTSS plan to better support this struggling cohort of students. Professional development and coaching around the increased use of formative assessments are scheduled. A data wall may be helpful in tracking multiple sets of data across time. The team suggests that the continuous improvement plan include the implementation of the revised MTSS plan and the professional learning around formative assessment as well as data collection that includes data prior to these two instructional program components.

Summary of Findings

The review process focused on establishing evidence of effective practice and performance of the institution in relation to the accreditation standards

Noteworthy Practices

In conducting the review, the team identified Noteworthy Practices that reflect significant areas of strength in the work of the institution. Although there are numerous examples of the institution's level of quality, the recognition of Noteworthy Practices reflect the greatest strengths of the institution.

1 **Leaders and staff prioritize learners' academic and non-academic needs that are at the heart of the school mission and vision through comprehensive data analysis that informs continuous improvement processes. Survey results from all stakeholders were considered when drafting theories of action and the leadership team is looking forward to envisioning, planning, implementing, and evaluating the continuous improvement plan.**

Standard 7 Standard 2

Areas for Improvement

Using information collected and reviewed, the team identified the following Areas for Improvement that will help the institution improve. The Areas of Improvement will be revisited when the institution conducts Cognia's Progress Review.

1 **Revise the MTSS plan to include specific support for subgroups not showing growth.**

Standard 27

RATIONALE If PHS provides specific, intentional, targeted interventions to their at-risk and low-performing students, positive learner outcomes will occur.

2 **Utilize technology resources effectively to promote active engagement, stimulate curiosity and cultivate creativity.**

Standard 23

RATIONALE If staff recalibrate the integration of digital resources, focusing on adding value to the learning process, learners' digital interaction will reflect active engagement as students generate knowledge and make meaning via such behaviors as clarifying, asking questions, comparing, and applying new information.

Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status for your institution based on these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance.

Your Institution's IEQ

310

SCORE	DESCRIPTION
Below 220	An IEQ score below 220 indicates that the institution has several Areas for Improvement and should focus their improvement efforts on those areas and the related Standards and/or Assurances. The institution will be required to present evidence of improvement to Cognia within one year through a Progress Review. Additional Progress Reports may be required if satisfactory improvement is not achieved.
220 - 300	An IEQ in the range of 220-300 suggests the institution some Areas of Improvement and may include one or more Noteworthy Practices.
Above 300	An IEQ of 300 and above indicates the institution meets Cognia for expectations for accreditation that includes one or more Areas Improvement as well as one or more Noteworthy Practices. Institutions must address the Areas for Improvement and provide evidence of actions taken and results to Cognia in a required Progress Review due two years following the review. Additional Progress Reports may be required if satisfactory improvement is not achieved.

Your Next Steps

Accreditation is a continuous improvement process. The Engagement Review provides independent, objective guidance in relation to the Performance Standards and the institution's improvement journey. Upon receiving the Accreditation Engagement Review Report, the institution is expected to implement the following steps:

- Review and share the findings in this report with stakeholders.
- Use the findings from the report to guide and strengthen your institution's improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey.
- Report to Cognia on your progress toward improvement.

Evaluator Roster

The Engagement Review Team is a group of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete Cognia training and eleot certification to ensure knowledge and understanding of the Cognia tools and processes. The following professionals served on the Engagement Review Team**:**

TEAM MEMBER NAME	BRIEF BIOGRAPHY
Leanne Mahalak **Lead Evaluator**	Leanne Mahalak currently serves as a Regional Accreditation Evaluator for Cognia. She also supports School Improvement processes and systems as Empowerment Specialist for the Alaska Department of Education and Early Development. She is in her 11th year of working to support low performing schools in continuous improvement cycles across rural Alaska. She has trained staffs nationwide in the use of formative data as a Certified AIMSweb Trainer for 6 years. Prior to that she taught in multi-grade classrooms in both rural and urban Alaska for 13 years. She attended the University of Alaska, Fairbanks where she earned her degree, with a focus on ELA. Her experience in the classroom and her deep dive into data driven instruction and systems provide comprehensive experience to support school improvement work in the domains of curriculum, instruction, leadership, professional development, assessment, supportive learning environment and community engagement. Leanne has enjoyed extensive training in Cognitive Coaching℠ and in Adaptive Schools® methodologies.
Michael Perkins	

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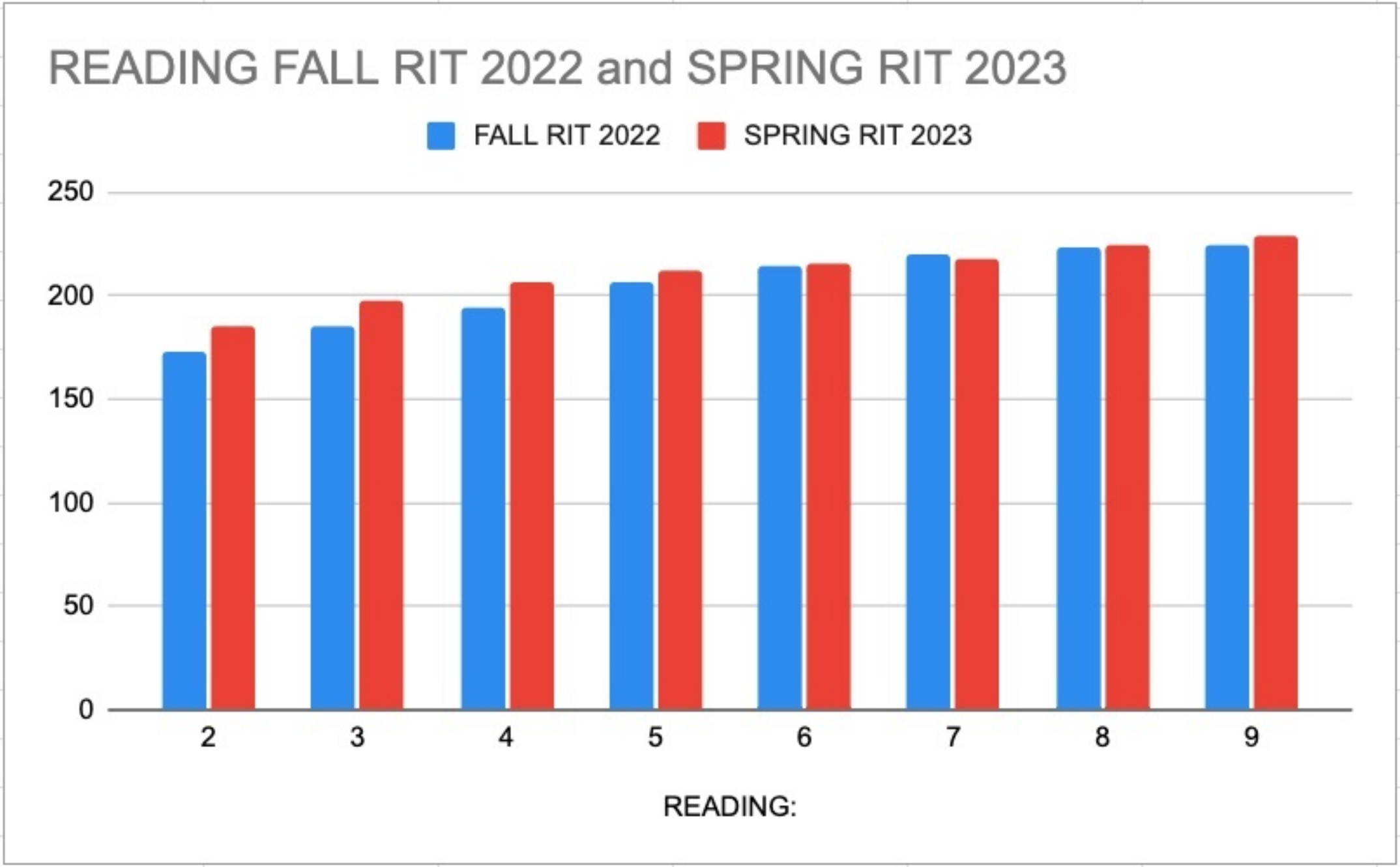
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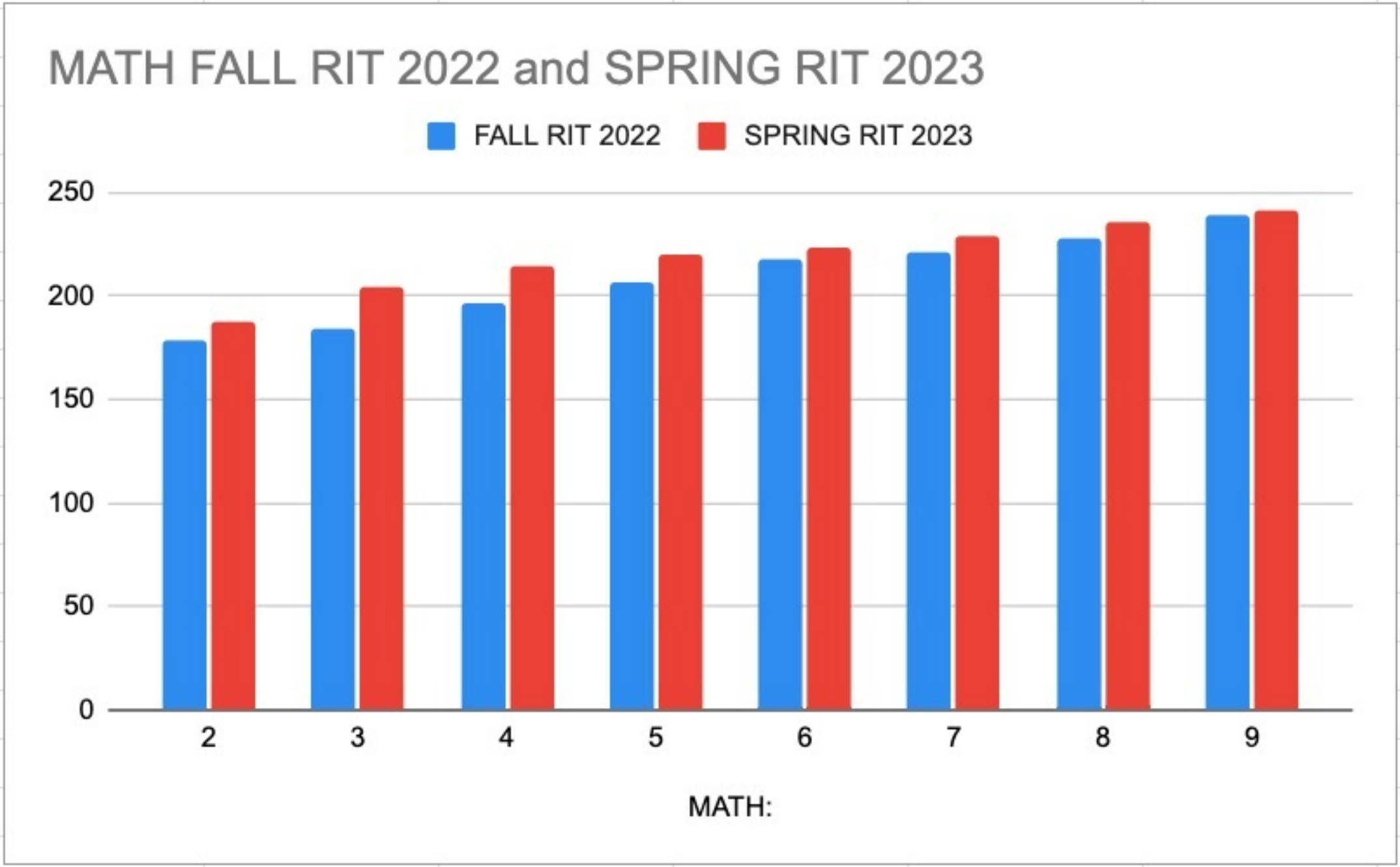
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READING FALL RIT 2022 and SPRING RIT 2023
FALL RIT 2022
SPRING RIT 2023
250
200
150
100
50
0
2
3
4
5
6
7
8
9
READING:


MATH FALL RIT 2022 and SPRING RIT 2023
FALL RIT 2022
SPRING RIT 2023
250
200
150
100
50
0
2
3
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MATH: