Regular Meeting
Tuesday, April 12, 2022 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**
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. MARCH, 2022 Monthly accounting report, bills, payroll, and electronic fund transfers, ASB trial balance and P-Card statements in the amount of $1,052,594.28
    - 11.2. MARCH 08, 2022, 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 Rick Dormer
    - 12.4. Director of Activities Report
    - 12.5. Director of Finance Report
      Presenter: Karen Morrison
13. **SCHOOL BOARD COMMITTEE REPORTS**
14. **OLD BUSINESS**
    - 14.1. Action: Policy updates in second/final reading
      BP 1115
      BP 3516
      E 6164.4
      BB 9012
15. **NEW BUSINESS**
    - 15.1. Action: BP 5040, AR 5040 update - first reading
    - 15.2. Action: Science Curriculum Adoption
    - 15.3. Action: Exempt Contracts
    - 15.4. Action: New High School Courses
16. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**
17. **UPCOMING DATES AND MEETING ANNOUNCEMENTS**

18. **FUTURE AGENDA ITEMS**
19. **OTHER NEW BUSINESS**
20. **ADJOURNMENT**

Close Up Washington
Crowne Plaza National Airport
March 28– April 1 2022

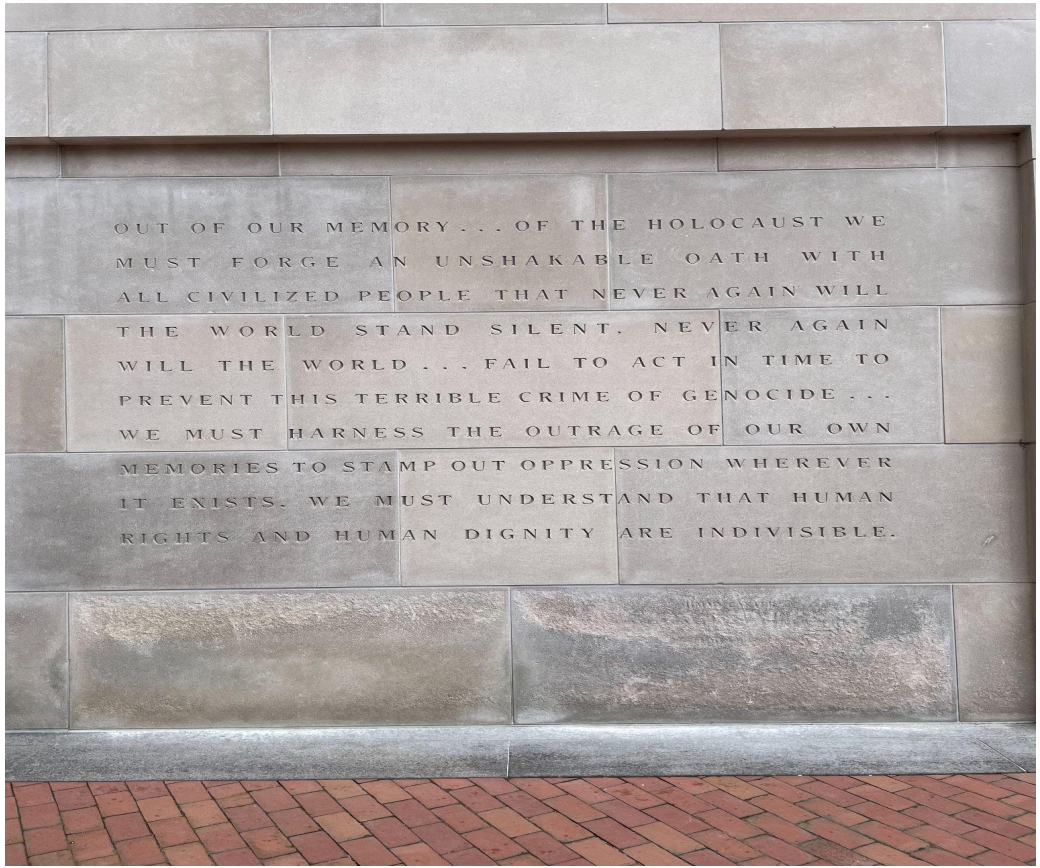
CLOSE UP
WASHINGTON DC

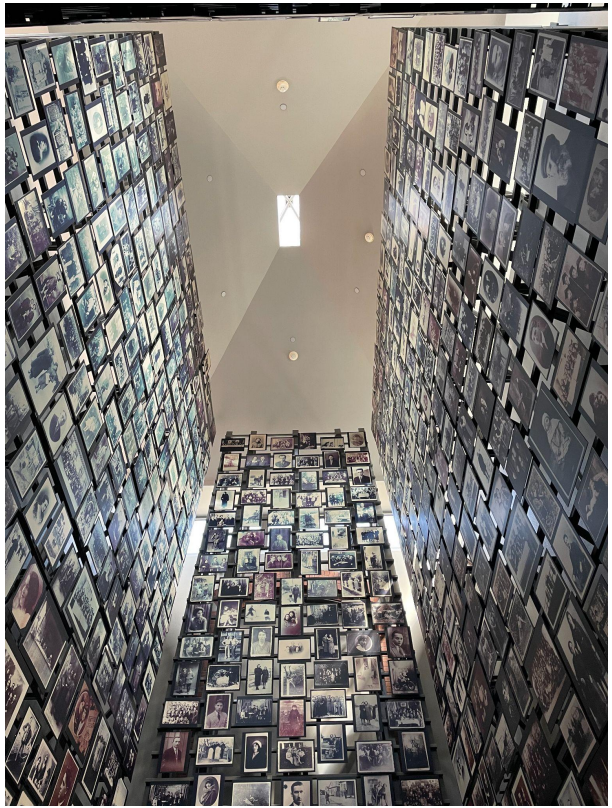
Mt. Vernon

George Washington’s Plantation

George Washington's Mansion

Holocaust Museum





1st Metro experience for many….


PETERSBU


YALE

Paying Respects

Congressman Don Young


ALASKA
PUERTO

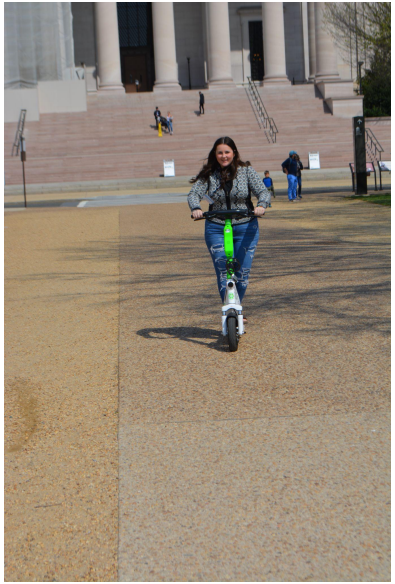
Meeting Senator Murkowski


POLICE LINE
DO NOT CROSS

Exhausted…

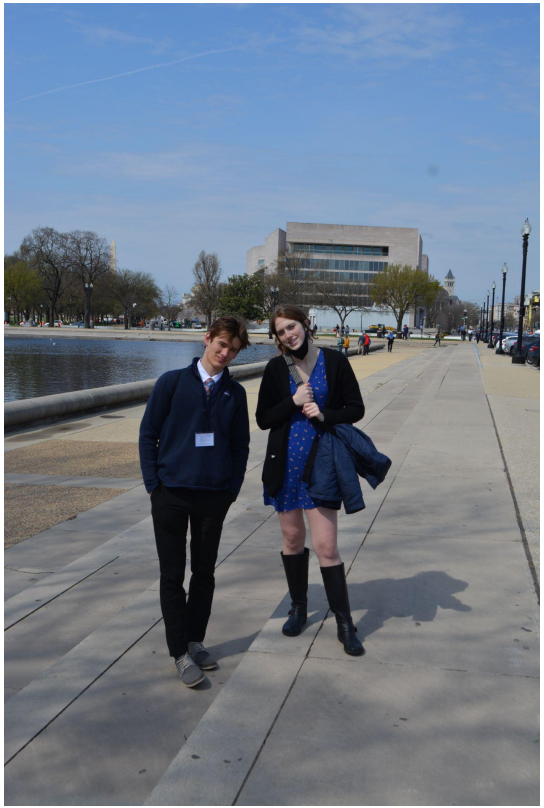
Night on the Town

Goofing Around




ERECTED UNDER THE ACTS OF CONGRESS OF
APRIL 15 1886 OCTOBER 2 1888 AND MARCH 2 1889 BY
BRIG. GEN. THOS. LINCOLN CASEY
CHIEF OF ENGINEERS U. S. A.
BERNARD R. GREEN SUPT. AND ENGINEER
JOHN L. SMITHMEYER ARCHITECT
PAUL J. PELZ ARCHITECT
EDWARD PEARCE CASEY ARCHITECT
LIBRARY OF CONGRESS


CLOSE UP




EQUAL JUSTICE UNDER LAW

Visiting Alaska Senate Offices

On the Mall

Outside the Whitehouse

The underground city!

Inside the Capitol


AYTINYA
CLOSE UP

Fun and Games


VIKING
CC
CROSS COUNTRY

PETERSBURG
School District

Mara Lutomski <exec@pcsd.us>

School board note

Kacey Hammer ·
To: Mara Lutomski <exec@pcsd.us>

Thu, Mar 10, 2022 at 6:41 PM

Dear School Board Members,

Thank you for your time and care taken during the pandemic to ensure the safety of our kids and community. Hopefully we're on the tail end of masking and future board meetings will be much less contentious.

Best Wishes!

Kacey Hammer
--
Best wishes,
Kacey Hammer

Alaska Public Employees Association/AFT (AFL-CIO)
State Headquarters/Juneau Field Office
211 4th Street, Suite 306, Juneau, Alaska 99801-1172
Phone: (907) 586-2334 / (800) 478-9991 / **Fax:** 463-4980 / Acct Fax: 586-5905
Website: www.apea-aft.org

APEA/AFT

RECEIVED
FEB 28 2022

February 24, 2022

School Board President Sarah Holmgrain
Erica Kludt-Painter, Superintendent
Members of the School Board
PO Box 289
Petersburg, AK 99833

Cert. Mail # 70113500000267950378
Return Receipt

RE: Notice of Intent to Negotiate Successor Agreement

Dear President Holmgrain, Superintendent Kludt-Painter, and Petersburg School Board Members:

In accordance with Article 26., DURATION OF AGREEMENT, of the July 1, 2019 through June 30, 2022 collective bargaining agreement between Petersburg School District and Petersburg District Support Personnel (PDSP) / Alaska Public Employees Association (APEA) / American Federation of Teachers (AFT) AFL-CIO, please accept this letter as Local Union 6131's notice of intent to begin preparations to open negotiations.

Currently, the Negotiating Committee of Local 6131 is comprised of PDSP members: President Pennie Caples, Employee Representative Nancy Curtiss, Members Rochelle Peeler, and Ruby Brock (Alternate). APEA may be sending multiple staff members, but it is intended that I, Michael Speciale, will be the Negotiating Committee's Spokesperson.

The Union believes that the entire Agreement must be opened and reviewed at a minimum to ensure that the dates referenced and cited throughout the text of the Agreement are correct.

We look forward to continuing to work with Administration to set a date, time, and place for bargaining to commence.

Cordially,

Michael Speciale
APEA/AFT (AFL-CIO)
Southeast Field Representative

Enclosure: Information Request

cc: PDSP Negotiation Committee

Anchorage Field Office
3310 Arctic Blvd., Suite 200, Anchorage, Alaska 99503
Phone: (907) 274-1688 / (800) 478-9992 / **Fax:** 277-4588

Fairbanks Field Office
825 College Road, Fairbanks, Alaska 99701
Phone: (907) 456-5412 / (800) 478-9993 / **Fax:** 456-7478

Petersburg School District

Revenue Report

☐ Summary Only From Date: 3/1/2022 To Date: 3/31/2022

Fiscal Year: 2021-2022

Account Number / Description	Budget	Range To Date	YTD	Uncollected Balance	% Remaining
Fund: 100 GENERAL FUND					
100.000.000.000.011 CITY DIRECT APPROPRIATIONS	$1,800,000.00	$150,000.00	$1,350,000.00	$450,000.00	25.00%
100.000.000.000.031 INTEREST	$700.00	$27.38	$364.40	$335.60	47.94%
100.000.000.000.040 OTHER LOCAL REVENUES	$50,000.00	$939.49	$37,680.05	$12,319.95	24.64%
100.000.000.000.043 STUDENT ACTIVITY REVENUE	$0.00	$425.48	$2,706.10	($2,706.10)	0.00%
100.000.000.000.044 STUDENT FEES	$35,000.00	$3,193.00	$37,950.24	($2,950.24)	-8.43%
100.000.000.000.047 E-RATE REVENUE	$93,134.00	$7,761.20	$62,089.60	$31,044.40	33.33%
100.000.000.000.051 FOUNDATION PROGRAM	$5,671,753.00	$499,271.00	$4,493,439.00	$1,178,314.00	20.78%
100.000.000.000.056 TRS ON-BEHALF PAYMENTS	$682,274.00	$0.00	$0.00	$682,274.00	100.00%
100.000.000.000.057 PERS ON-BEHALF PAYMENTS	$103,846.00	$0.00	$0.00	$103,846.00	100.00%
100.000.000.000.090 OTHER STATE REVENUES	$19,010.00	$0.00	$21,028.00	($2,018.00)	-10.62%
Fund 100 Total:	$8,455,717.00	$661,617.55	$6,005,257.39	$2,450,459.61	28.98%
Grand Total:	$8,455,717.00	$661,617.55	$6,005,257.39	$2,450,459.61	28.98%

March 2022 monthly bills
1,052,594.28

End of Report

Petersburg School District

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2022 To Date: 3/31/2022

Fiscal Year: 2021-2022

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
Fund: 100 GENERAL FUND						
100.100.100.000.315	$684,800.00	$56,656.50	$395,033.10	$289,766.90	$281,980.30	$7,786.60
CERTIFICATED TEACHER						1.14%
100.100.100.000.329	$64,500.00	$5,500.25	$35,264.78	$29,235.22	$23,100.00	$6,135.22
SUBSTITUTES/TEMPORARIES						9.51%
100.100.100.000.363	$4,812.00	$411.69	$2,849.97	$1,962.03	$0.00	$1,962.03
WORKERS COMPENSATION						40.77%
100.100.100.000.364	$207,785.00	$14,839.41	$101,743.71	$106,041.29	$0.00	$106,041.29
INSURANCE-HEALTH/LIFE						51.03%
100.100.100.000.365	$222,491.00	$7,083.35	$49,583.36	$172,907.64	$0.00	$172,907.64
RETIREMENT CONTRIBUTION-TRS						77.71%
100.100.100.000.367	$10,000.00	$847.85	$5,872.84	$4,127.16	$0.00	$4,127.16
MEDICARE TAX						41.27%
100.100.100.000.368	$3,499.00	$277.92	$1,782.12	$1,716.88	$0.00	$1,716.88
SOCIAL SECURITY TAX						49.07%
100.100.100.000.421	$1,500.00	$0.00	$0.00	$1,500.00	$0.00	$1,500.00
STAFF TRANSPORTATION						100.00%
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	$51,000.00	$0.00	$0.00	$51,000.00	$35,280.00	$15,720.00
SUPPLIES, MATERIALS & MEDIA						30.82%
100.100.100.000.451	$17,050.00	$655.27	$6,490.98	$10,559.02	$1,108.19	$9,450.83
TEACHING SUPPLIES						55.43%
100.100.100.000.474	$18,000.00	$0.00	$0.00	$18,000.00	$0.00	$18,000.00
CURRICULUM ADOPTION						100.00%
100.100.100.000.476	$7,000.00	$19.48	$5,143.35	$1,856.65	$0.00	$1,856.65
COPIER SUPPLIES						26.52%
100.100.100.000.491	$10,000.00	$0.00	$1,859.80	$8,140.20	$0.00	$8,140.20
DUES AND FEES						81.40%
100.100.100.001.451	$2,500.00	$0.00	$507.39	$1,992.61	$126.13	$1,866.48
ENGLISH SUPPLIES						74.66%
100.100.100.002.451	$750.00	$0.00	$787.00	($37.00)	$316.73	($353.73)
MATH SUPPLIES						-47.16%
100.100.100.003.451	$1,500.00	$172.70	$654.81	$845.19	$327.00	$518.19
SCIENCE SUPPLIES						34.55%
100.100.100.004.451	$750.00	$0.00	$89.99	$660.01	$0.00	$660.01

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2022 To Date: 3/31/2022

Fiscal Year: 2021-2022

Account Number / Description	Budget	Range To Date	YTD	Budget Balance	Encumbrance	% Remaining Bud
SOCIAL STUDIES SUPPLIES						88.00%
100.100.100.005.451	$500.00	$0.00	$501.86	($1.86)	$0.00	($1.86)
PILP SUPPLIES						-0.37%
100.100.100.007.451	$1,500.00	$0.00	$453.75	$1,046.25	$134.84	$911.41
PE SUPPLIES						60.76%
100.100.100.008.451	$3,000.00	$0.00	$2,336.59	$663.41	$386.99	$276.42
MUSIC SUPPLIES						9.21%
100.100.100.009.451	$1,700.00	$0.00	$1,279.19	$420.81	$258.92	$161.89
ART/JEWELRY/PHOTO SUPPLIES						9.52%
100.100.100.020.451	$500.00	$0.00	$75.15	$424.85	$0.00	$424.85
HEALTH SUPPLIES						84.97%
100.100.100.021.451	$750.00	$0.00	$0.00	$750.00	$0.00	$750.00
SPANISH SUPPLIES						100.00%
100.100.160.000.315	$84,384.00	$7,032.00	$49,224.00	$35,160.00	$35,160.00	$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	$538.00	$46.57	$330.62	$207.38	$0.00	$207.38
WORKERS COMPENSATION						38.55%
100.100.160.000.364	$26,079.00	$2,173.28	$15,212.96	$10,866.04	$0.00	$10,866.04
INSURANCE-HEALTH/LIFE						41.67%
100.100.160.000.365	$26,877.00	$883.22	$6,182.54	$20,694.46	$0.00	$20,694.46
RETIREMENT CONTRIBUTION-TRS						77.00%
100.100.160.000.367	$1,223.00	$94.09	$668.78	$554.22	$0.00	$554.22
MEDICARE TAX						45.32%
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	$2,500.00	$127.18	$1,074.96	$1,425.04	$1,424.82	$0.22
CULINARY SUPPLIES						0.01%
100.100.160.309.451	$2,500.00	$0.00	$951.24	$1,548.76	$46.52	$1,502.24
FOOD SCIENCE/CULINARY						60.09%
100.100.160.310.451	$4,000.00	$0.00	$253.01	$3,746.99	$0.00	$3,746.99
SHOP SUPPLIES						93.67%
100.100.200.000.315	$81,614.00	$6,659.50	$47,593.00	$34,021.00	$33,297.50	$723.50

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2022 To Date: 3/31/2022

Fiscal Year: 2021-2022

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
CERTIFICATED TEACHER						0.89%
100.100.200.000.323	$136,074.00	$11,923.61	$84,984.58	$51,089.42	$39,903.18	$11,186.24
AIDES						8.22%
100.100.200.000.329	$7,000.00	$0.00	$1,350.63	$5,649.37	$0.00	$5,649.37
SUBSTITUTES/TEMPORARIES						80.71%
100.100.200.000.363	$1,407.00	$125.18	$901.69	$505.31	$0.00	$505.31
WORKERS COMPENSATION						35.91%
100.100.200.000.364	$55,505.00	$5,442.83	$37,804.53	$17,700.47	$666.69	$17,033.78
INSURANCE-HEALTH/LIFE						30.69%
100.100.200.000.365	$25,452.00	$836.43	$6,112.98	$19,339.02	$0.00	$19,339.02
RETIREMENT CONTRIBUTION-TRS						75.98%
100.100.200.000.366	$40,972.00	$2,623.20	$18,469.93	$22,502.07	$0.00	$22,502.07
RETIREMENT CONTRIBUTION-PERS						54.92%
100.100.200.000.367	$2,500.00	$255.76	$1,850.54	$649.46	$0.00	$649.46
MEDICARE TAX						25.98%
100.100.200.000.368	$434.00	$0.00	$49.02	$384.98	$0.00	$384.98
SOCIAL SECURITY TAX						88.71%
100.100.200.000.451	$2,000.00	$258.50	$925.03	$1,074.97	$1,074.27	$0.70
HS SPED SUPPLIES						0.04%
100.100.300.000.315	$68,750.00	$7,583.33	$53,083.31	$15,666.69	$15,166.69	$500.00
CERTIFICATED TEACHER						0.73%
100.100.300.000.323	$30,000.00	$2,924.15	$20,521.49	$9,478.51	$10,222.88	($744.37)
AIDES						-2.48%
100.100.300.000.329	$1,000.00	$261.63	$1,190.26	($190.26)	$0.00	($190.26)
SUBSTITUTES/TEMPORARIES						-19.03%
100.100.300.000.363	$636.00	$78.00	$522.59	$113.41	$0.00	$113.41
WORKERS COMPENSATION						17.83%
100.100.300.000.364	$26,426.00	$2,936.22	$20,553.54	$5,872.46	$0.00	$5,872.46
INSURANCE-HEALTH/LIFE						22.22%
100.100.300.000.365	$10,508.00	$952.47	$6,667.29	$3,840.71	$0.00	$3,840.71
RETIREMENT CONTRIBUTION-TRS						36.55%
100.100.300.000.366	$9,033.00	$643.31	$4,514.73	$4,518.27	$0.00	$4,518.27
RETIREMENT CONTRIBUTION-PERS						50.02%
100.100.300.000.367	$1,446.00	$146.16	$1,010.64	$435.36	$0.00	$435.36
MEDICARE TAX						30.11%
100.100.300.000.368	$62.00	$16.22	$70.76	($8.76)	$0.00	($8.76)

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2022 To Date: 3/31/2022

Fiscal Year: 2021-2022

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
SOCIAL SECURITY TAX						-14.13%
100.100.300.000.451	$4,000.00	$0.00	$1,583.41	$2,416.59	$2,296.00	$120.59
TEACHING SUPPLIES						3.01%
100.100.350.000.315	$38,222.00	$3,143.50	$22,004.50	$16,217.50	$15,717.50	$500.00
CERTIFICATED TEACHER						1.31%
100.100.350.000.363	$244.00	$21.65	$151.55	$92.45	$0.00	$92.45
WORKERS COMPENSATION						37.89%
100.100.350.000.364	$1,500.00	$125.00	$875.00	$625.00	$625.00	$0.00
INSURANCE-HEALTH/LIFE						0.00%
100.100.350.000.365	$12,015.00	$394.83	$2,763.81	$9,251.19	$0.00	$9,251.19
RETIREMENT CONTRIBUTION-TRS						77.00%
100.100.350.000.367	$550.00	$47.39	$331.73	$218.27	$0.00	$218.27
MEDICARE TAX						39.69%
100.100.350.000.451	$399.00	$0.00	$399.00	$0.00	$0.00	$0.00
TEACHING SUPPLIES						0.00%
100.100.350.000.472	$2,500.00	$0.00	$1,500.51	$999.49	$0.00	$999.49
LIBRARY BOOKS						39.98%
100.100.350.000.473	$101.00	$0.00	$0.00	$101.00	$0.00	$101.00
PERIODICALS						100.00%
100.100.350.000.479	$1,500.00	$0.00	$1,239.45	$260.55	$0.00	$260.55
OTHER SUPPLIES AND MATERIALS						17.37%
100.100.400.000.421	$321.00	$272.00	$592.80	($271.80)	$0.00	($271.80)
STAFF TRANSPORTATION						-84.67%
100.100.400.000.479	$2,679.00	$732.95	$1,531.30	$1,147.70	$0.00	$1,147.70
SECONDARY PRINCIPAL SUPPLIES AND MATERIALS						42.84%
100.100.400.000.491	$600.00	$0.00	$0.00	$600.00	$0.00	$600.00
DUES AND FEES						100.00%
100.100.450.000.324	$56,084.00	$5,327.90	$39,924.47	$16,159.53	$13,048.97	$3,110.56
SUPPORT STAFF						5.55%
100.100.450.000.329	$900.00	$0.00	$148.19	$751.81	$0.00	$751.81
SUBSTITUTES/TEMPORARIES						83.53%
100.100.450.000.363	$352.00	$37.28	$281.06	$70.94	$0.00	$70.94
WORKERS COMPENSATION						20.15%
100.100.450.000.364	$11,532.00	$1,247.63	$9,033.41	$2,498.59	$600.00	$1,898.59
INSURANCE-HEALTH/LIFE						16.46%
100.100.450.000.366	$16,344.00	$1,172.13	$9,178.14	$7,165.86	$0.00	$7,165.86

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2022 To Date: 3/31/2022

Fiscal Year: 2021-2022

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
RETIREMENT CONTRIBUTION-PERS						43.84%
100.100.450.000.367	$800.00	$78.17	$591.79	$208.21	$0.00	$208.21
MEDICARE TAX						26.03%
100.100.450.000.368	$31.00	$0.00	$9.19	$21.81	$0.00	$21.81
SOCIAL SECURITY TAX						70.35%
100.100.450.000.433	$2,100.00	$168.94	$1,362.26	$737.74	$0.00	$737.74
COMMUNICATIONS						35.13%
100.100.450.000.434	$600.00	$0.00	$99.35	$500.65	$200.65	$300.00
POSTAGE						50.00%
100.100.450.000.454	$1,000.00	$0.00	$339.46	$660.54	$50.00	$610.54
OFFICE SUPPLIES						61.05%
100.100.700.000.316	$5,282.00	$0.00	$0.00	$5,282.00	$1,102.00	$4,180.00
CERTIFICATED EXTRA DUTY PAY						79.14%
100.100.700.000.322	$9,206.00	$0.00	$0.00	$9,206.00	$0.00	$9,206.00
NON-CERT SPECIALIST/EXTRA DUTY						100.00%
100.100.700.000.329	$2,000.00	$0.00	$0.00	$2,000.00	$0.00	$2,000.00
SUBSTITUTES/TEMPORARIES						100.00%
100.100.700.000.363	$181.00	$0.00	$0.00	$181.00	$0.00	$181.00
WORKERS COMPENSATION						100.00%
100.100.700.000.365	$7,672.30	$0.00	$0.00	$7,672.30	$0.00	$7,672.30
RETIREMENT CONTRIBUTION-TRS						100.00%
100.100.700.000.367	$291.70	$0.00	$0.00	$291.70	$0.00	$291.70
MEDICARE TAX						100.00%
100.100.700.000.368	$478.00	$0.00	$0.00	$478.00	$0.00	$478.00
SOCIAL SECURITY TAX						100.00%
100.100.700.000.421	$3,200.00	$2,434.80	$4,369.43	($1,169.43)	$807.00	($1,976.43)
STAFF TRANSPORTATION						-61.76%
100.100.700.000.426	$3,000.00	$0.00	$899.94	$2,100.06	$0.00	$2,100.06
STUDENT TRANSPORTATION						70.00%
100.100.700.000.433	$3,000.00	$97.05	$644.07	$2,355.93	$0.00	$2,355.93
COMMUNICATIONS						78.53%
100.100.700.000.479	$4,600.00	$417.46	$2,391.34	$2,208.66	$99.98	$2,108.68
OTHER SUPPLIES AND MATERIALS						45.84%
100.100.700.000.491	$3,360.00	$25.00	$3,727.00	($367.00)	$0.00	($367.00)
DUES AND FEES						-10.92%
100.100.700.110.316	$3,545.00	$0.00	$3,545.00	$0.00	$0.00	$0.00

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CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.110.329	$0.00	$0.00	$140.00	($140.00)	$0.00	($140.00)
SUBSTITUTES/TEMPORARIES						0.00%
100.100.700.110.363	$24.00	$0.00	$24.41	($0.41)	$0.00	($0.41)
WORKERS COMPENSATION						-1.71%
100.100.700.110.365	$445.00	$0.00	$445.26	($0.26)	$0.00	($0.26)
RETIREMENT CONTRIBUTION-TRS						-0.06%
100.100.700.110.367	$52.00	$0.00	$52.44	($0.44)	$0.00	($0.44)
MEDICARE TAX						-0.85%
100.100.700.110.426	$20,394.00	$0.00	$20,269.02	$124.98	$125.00	($0.02)
XCOUNTRY TRANSPORTATION						0.00%
100.100.700.110.479	$1,000.00	$0.00	$414.85	$585.15	$0.00	$585.15
XCOUNTRY SUPPLIES AND MATERIALS						58.52%
100.100.700.110.491	$250.00	$0.00	$184.00	$66.00	$0.00	$66.00
XCOUNTRY DUES AND FEES						26.40%
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	$48.32	($0.32)	$0.00	($0.32)
WORKERS COMPENSATION						-0.67%
100.100.700.120.366	$0.00	$0.00	$377.94	($377.94)	$0.00	($377.94)
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	$366.29	($0.29)	$0.00	($0.29)
SOCIAL SECURITY TAX						-0.08%
100.100.700.120.426	$16,387.00	$0.00	$16,386.60	$0.40	$0.00	$0.40
SWIM TRANSPORTATION						0.00%
100.100.700.120.479	$500.00	$0.00	$716.01	($216.01)	$0.00	($216.01)
SWIM SUPPLIES AND MATERIALS						-43.20%
100.100.700.120.491	$1,200.00	$0.00	$1,060.00	$140.00	$0.00	$140.00
SWIM DUES AND FEES						11.67%
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
NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.130.329	$1,000.00	$1,560.00	$3,010.00	($2,010.00)	$0.00	($2,010.00)

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SUBSTITUTES/TEMPORARIES						-201.00%
100.100.700.130.363	$63.00	$24.36	$76.00	($13.00)	$0.00	($13.00)
WORKERS COMPENSATION						-20.63%
100.100.700.130.365	$759.00	$218.70	$824.57	($65.57)	$0.00	($65.57)
RETIREMENT CONTRIBUTION-TRS						-8.64%
100.100.700.130.366	$0.00	$4.40	$30.81	($30.81)	$0.00	($30.81)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.130.367	$137.00	$52.58	$164.02	($27.02)	$0.00	($27.02)
MEDICARE TAX						-19.72%
100.100.700.130.368	$150.00	$62.29	$221.88	($71.88)	$0.00	($71.88)
SOCIAL SECURITY TAX						-47.92%
100.100.700.130.426	$17,000.00	$4,969.04	$14,561.46	$2,438.54	$292.00	$2,146.54
GIRLS BB TRANSPORTATION						12.63%
100.100.700.130.479	$3,000.00	$0.00	$3,076.34	($76.34)	$0.00	($76.34)
GIRLS BB SUPPLIES AND MATERIALS						-2.54%
100.100.700.130.491	$1,000.00	$0.00	$740.00	$260.00	$0.00	$260.00
GIRLS BB DUES AND FEES						26.00%
100.100.700.140.316	$4,795.00	$0.00	$4,795.00	$0.00	$0.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.140.322	$1,901.00	$0.00	$1,918.00	($17.00)	$0.00	($17.00)
NON-CERT SPECIALIST/EXTRA DUTY						-0.89%
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	$44.46	($0.46)	$0.00	($0.46)
WORKERS COMPENSATION						-1.05%
100.100.700.140.365	$602.00	$0.00	$602.25	($0.25)	$0.00	($0.25)
RETIREMENT CONTRIBUTION-TRS						-0.04%
100.100.700.140.367	$93.00	$0.00	$93.33	($0.33)	$0.00	($0.33)
MEDICARE TAX						-0.35%
100.100.700.140.426	$28,000.00	$0.00	$30,000.41	($2,000.41)	$0.00	($2,000.41)
VB TRANSPORTATION						-7.14%
100.100.700.140.479	$1,000.00	$0.00	$742.78	$257.22	$0.00	$257.22
VB SUPPLIES AND MATERIALS						25.72%
100.100.700.140.491	$150.00	$0.00	$108.00	$42.00	$0.00	$42.00
VB DUES AND FEES						28.00%
100.100.700.150.316	$834.00	$0.00	$0.00	$834.00	$413.50	$420.50

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CERTIFICATED EXTRA DUTY PAY						50.42%
100.100.700.150.363	$5.00	$0.00	$0.00	$5.00	$0.00	$5.00
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	$8,413.00	$2,015.00	$6,045.00	$2,368.00	$0.00	$2,368.00
NON-CERT SPECIALIST/EXTRA DUTY						28.15%
100.100.700.160.329	$0.00	$456.57	$456.57	($456.57)	$0.00	($456.57)
SUBSTITUTES/TEMPORARIES						0.00%
100.100.700.160.363	$44.00	$16.37	$43.05	$0.95	$0.00	$0.95
WORKERS COMPENSATION						2.16%
100.100.700.160.366	$0.00	$443.30	$1,329.90	($1,329.90)	$0.00	($1,329.90)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.160.367	$116.00	$32.31	$81.55	$34.45	$0.00	$34.45
MEDICARE TAX						29.70%
100.100.700.160.368	$0.00	$28.31	$28.31	($28.31)	$0.00	($28.31)
SOCIAL SECURITY TAX						0.00%
100.100.700.160.426	$4,000.00	$2,518.69	$2,518.69	$1,481.31	$0.00	$1,481.31
CHEERLEADING TRANSPORTATION						37.03%
100.100.700.160.491	$120.00	$0.00	$200.00	($80.00)	$0.00	($80.00)
CHEERLEADING DUES AND FEES						-66.67%
100.100.700.170.316	$6,713.00	$0.00	$0.00	$6,713.00	$0.00	$6,713.00
CERTIFICATED EXTRA DUTY PAY						100.00%
100.100.700.170.322	$0.00	$1,598.33	$1,598.33	($1,598.33)	($2,094.40)	$496.07
NON-CERT SPECIALIST/EXTRA DUTY						0.00%
100.100.700.170.363	$44.00	$10.58	$10.58	$33.42	$0.00	$33.42
WORKERS COMPENSATION						75.95%
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	$23.18	$23.18	$73.82	$0.00	$73.82
MEDICARE TAX						76.10%
100.100.700.170.368	$0.00	$99.09	$99.09	($99.09)	$0.00	($99.09)
SOCIAL SECURITY TAX						0.00%
100.100.700.170.426	$14,000.00	$0.00	$0.00	$14,000.00	$0.00	$14,000.00
TRACK TRANSPORTATION						100.00%
100.100.700.170.479	$3,000.00	$0.00	$0.00	$3,000.00	$1,689.65	$1,310.35

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TRACK SUPPLIES AND MATERIALS						43.68%
100.100.700.170.491	$240.00	$0.00	$0.00	$240.00	$0.00	$240.00
TRACK DUES AND FEES						100.00%
100.100.700.180.316	$834.00	$0.00	$0.00	$834.00	$834.00	$0.00
CERTIFICATED EXTRA DUTY PAY						0.00%
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%
100.100.700.190.421	$2,000.00	$0.00	$92.00	$1,908.00	$0.00	$1,908.00
MUSIC STAFF TRANSPORTATION						95.40%
100.100.700.190.426	$4,000.00	$658.20	$4,468.69	($468.69)	$632.00	($1,100.69)
MUSIC TRANSPORTATION						-27.52%
100.100.700.205.316	$0.00	$0.00	$0.00	$0.00	$2,294.00	($2,294.00)
CERTIFICATED EXTRA DUTY PAY						0.00%
100.100.700.210.322	$6,076.00	$0.00	$6,130.00	($54.00)	$3,038.00	($3,092.00)
NON-CERT SPECIALIST/EXTRA DUTY						-50.89%
100.100.700.210.363	$41.00	$0.00	$40.61	$0.39	$0.00	$0.39
WORKERS COMPENSATION						0.95%
100.100.700.210.367	$89.00	$0.00	$88.89	$0.11	$0.00	$0.11
MEDICARE TAX						0.12%
100.100.700.210.368	$380.00	$0.00	$380.06	($0.06)	$0.00	($0.06)
SOCIAL SECURITY TAX						-0.02%
100.100.700.210.426	$15,000.00	$0.00	$19,384.91	($4,384.91)	$0.00	($4,384.91)
WRESTLING TRANSPORTATION						-29.23%
100.100.700.210.479	$1,000.00	$0.00	$771.12	$228.88	$0.00	$228.88
WRESTLING SUPPLIES AND MATERIALS						22.89%
100.100.700.210.491	$240.00	$0.00	$120.00	$120.00	$0.00	$120.00
WRESTLING DUES AND FEES						50.00%
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	$1,027.00	$2,630.00	$5,440.00	($4,413.00)	$0.00	($4,413.00)
SUBSTITUTES/TEMPORARIES						-429.70%
100.100.700.220.363	$64.00	$35.29	$95.96	($31.96)	$0.00	($31.96)

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WORKERS COMPENSATION						-49.94%
100.100.700.220.365	$1,063.00	$362.96	$1,261.95	($198.95)	$0.00	($198.95)
RETIREMENT CONTRIBUTION-TRS						-18.72%
100.100.700.220.366	$0.00	$22.00	$52.80	($52.80)	$0.00	($52.80)
RETIREMENT CONTRIBUTION-PERS						0.00%
100.100.700.220.367	$132.00	$74.42	$199.83	($67.83)	$0.00	($67.83)
MEDICARE TAX						-51.39%
100.100.700.220.368	$0.00	$49.60	$95.48	($95.48)	$0.00	($95.48)
SOCIAL SECURITY TAX						0.00%
100.100.700.220.426	$17,000.00	$5,121.32	$14,242.16	$2,757.84	$292.00	$2,465.84
BOYS BB TRANSPORTATION						14.50%
100.100.700.220.479	$1,000.00	$0.00	$636.91	$363.09	$0.00	$363.09
BOYS BB SUPPLIES AND MATERIALS						36.31%
100.100.700.220.491	$240.00	$0.00	$740.00	($500.00)	$0.00	($500.00)
BOYS BB DUES AND FEES						-208.33%
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	$5,213.00	$695.00	$695.00	$4,518.00	$5,064.96	($546.96)
CERTIFICATED EXTRA DUTY PAY						-10.49%
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	$4.60	$4.60	$59.40	$0.00	$59.40
WORKERS COMPENSATION						92.81%
100.100.700.240.365	$655.00	$94.51	$94.51	$560.49	$0.00	$560.49
RETIREMENT CONTRIBUTION-TRS						85.57%
100.100.700.240.367	$76.00	$9.61	$9.61	$66.39	$0.00	$66.39
MEDICARE TAX						87.36%
100.100.700.240.426	$17,000.00	$0.00	$568.00	$16,432.00	$0.00	$16,432.00
BASEBALL TRANSPORTATION						96.66%
100.100.700.240.479	$2,500.00	$80.00	$821.90	$1,678.10	$0.00	$1,678.10
BASEBALL SUPPLIES AND MATERIALS						67.12%
100.200.100.000.314	$28,628.00	($12,781.60)	$3,713.20	$24,914.80	$9,675.61	$15,239.19
CERT DIRECTOR/COORD/MANAGER						53.23%
100.200.100.000.315	$357,270.00	$29,571.84	$207,002.87	$150,267.13	$148,109.13	$2,158.00

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CERTIFICATED TEACHER						0.60%
100.200.100.000.329	$6,000.00	$0.00	$3,890.00	$2,110.00	$0.00	$2,110.00
SUBSTITUTES/TEMPORARIES						35.17%
100.200.100.000.363	$2,487.00	$111.22	$1,421.41	$1,065.59	$0.00	$1,065.59
WORKERS COMPENSATION						42.85%
100.200.100.000.364	$111,292.00	$5,399.17	$61,656.27	$49,635.73	$0.00	$49,635.73
INSURANCE-HEALTH/LIFE						44.60%
100.200.100.000.365	$121,953.00	$2,105.71	$26,440.80	$95,512.20	$0.00	$95,512.20
RETIREMENT CONTRIBUTION-TRS						78.32%
100.200.100.000.367	$5,552.00	$272.06	$2,944.29	$2,607.71	$0.00	$2,607.71
MEDICARE TAX						46.97%
100.200.100.000.368	$248.00	$0.00	$15.50	$232.50	$0.00	$232.50
SOCIAL SECURITY TAX						93.75%
100.200.100.000.451	$6,750.00	$0.00	$1,037.28	$5,712.72	$741.51	$4,971.21
TEACHING SUPPLIES						73.65%
100.200.100.000.474	$10,000.00	$0.00	$0.00	$10,000.00	$0.00	$10,000.00
CURRICULUM ADOPTION						100.00%
100.200.100.000.476	$7,000.00	$148.47	$2,373.37	$4,626.63	$0.00	$4,626.63
COPIER SUPPLIES						66.09%
100.200.100.000.479	$63.00	$0.00	$62.98	$0.02	$0.00	$0.02
OTHER SUPPLIES AND MATERIALS						0.03%
100.200.100.001.451	$1,000.00	$0.00	$844.39	$155.61	$0.00	$155.61
MS ENGLISH SUPPLIES						15.56%
100.200.100.002.451	$500.00	$0.00	$696.33	($196.33)	$0.00	($196.33)
MS MATH SUPPLIES						-39.27%
100.200.100.003.451	$1,800.00	$0.00	$452.75	$1,347.25	$0.00	$1,347.25
MS SCIENCE SUPPLIES						74.85%
100.200.100.004.451	$500.00	$315.33	$315.33	$184.67	$0.00	$184.67
MS SOCIAL STUDIES SUPPLIES						36.93%
100.200.100.008.451	$1,500.00	$0.00	$1,349.67	$150.33	$0.00	$150.33
MS MUSIC SUPPLIES						10.02%
100.200.100.009.451	$1,500.00	$0.00	$1,118.17	$381.83	$0.00	$381.83
MS ART/JEWELRY/PHOTO SUPPLIES						25.46%
100.200.100.016.451	$750.00	$0.00	$0.00	$750.00	$0.00	$750.00
6TH TEACHING SUPPLIES						100.00%
100.200.100.019.451	$500.00	$0.00	$403.67	$96.33	$0.00	$96.33

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ROBOTICS						19.27%
100.200.200.000.315	$54,788.00	$4,424.00	$31,944.50	$22,843.50	$22,120.00	$723.50
CERTIFICATED TEACHER						1.32%
100.200.200.000.323	$26,195.00	$2,139.34	$15,190.15	$11,004.85	$7,516.60	$3,488.25
AIDES						13.32%
100.200.200.000.329	$2,000.00	$0.00	$2,200.13	($200.13)	$0.00	($200.13)
SUBSTITUTES/TEMPORARIES						-10.01%
100.200.200.000.363	$936.00	$43.47	$326.59	$609.41	$0.00	$609.41
WORKERS COMPENSATION						65.11%
100.200.200.000.364	$44,323.00	$3,120.91	$21,762.31	$22,560.69	$0.00	$22,560.69
INSURANCE-HEALTH/LIFE						50.90%
100.200.200.000.365	$16,909.00	$555.66	$4,147.51	$12,761.49	$0.00	$12,761.49
RETIREMENT CONTRIBUTION-TRS						75.47%
100.200.200.000.366	$7,959.00	$470.65	$3,412.52	$4,546.48	$0.00	$4,546.48
RETIREMENT CONTRIBUTION-PERS						57.12%
100.200.200.000.367	$2,128.00	$84.00	$637.08	$1,490.92	$0.00	$1,490.92
MEDICARE TAX						70.06%
100.200.200.000.368	$124.00	$0.00	$6.21	$117.79	$0.00	$117.79
SOCIAL SECURITY TAX						94.99%
100.200.200.000.451	$2,000.00	$539.07	$1,242.76	$757.24	$744.15	$13.09
MS SPED SUPPLIES						0.65%
100.200.450.000.324	$32,100.00	$2,992.50	$22,829.63	$9,270.37	$7,402.50	$1,867.87
SUPPORT STAFF						5.82%
100.200.450.000.329	$800.00	$109.25	$161.00	$639.00	$0.00	$639.00
SUBSTITUTES/TEMPORARIES						79.88%
100.200.450.000.363	$206.00	$20.54	$152.01	$53.99	$0.00	$53.99
WORKERS COMPENSATION						26.21%
100.200.450.000.364	$26,079.00	$2,897.71	$20,283.97	$5,795.03	$0.00	$5,795.03
INSURANCE-HEALTH/LIFE						22.22%
100.200.450.000.366	$9,485.00	$658.35	$5,022.53	$4,462.47	$0.00	$4,462.47
RETIREMENT CONTRIBUTION-PERS						47.05%
100.200.450.000.367	$465.00	$39.74	$274.29	$190.71	$0.00	$190.71
MEDICARE TAX						41.01%
100.200.450.000.368	$50.00	$6.77	$9.98	$40.02	$0.00	$40.02
SOCIAL SECURITY TAX						80.04%
100.200.450.000.433	$1,000.00	$94.33	$762.05	$237.95	$0.00	$237.95

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COMMUNICATIONS						23.80%
100.200.450.000.434	$500.00	$0.00	$0.00	$500.00	$300.00	$200.00
POSTAGE						40.00%
100.200.450.000.454	$700.00	$0.00	$141.71	$558.29	$15.59	$542.70
OFFICE SUPPLIES						77.53%
100.200.700.000.316	$4,840.00	$263.25	$2,146.50	$2,693.50	$3,226.50	($533.00)
CERTIFICATED EXTRA DUTY PAY						-11.01%
100.200.700.000.322	$5,551.00	$263.25	$5,062.50	$488.50	$1,390.00	($901.50)
NON-CERT SPECIALIST/EXTRA DUTY						-16.24%
100.200.700.000.329	$1,664.00	$0.00	$891.00	$773.00	$413.50	$359.50
SUBSTITUTES/TEMPORARIES						21.60%
100.200.700.000.363	$77.00	$3.49	$53.67	$23.33	$0.00	$23.33
WORKERS COMPENSATION						30.30%
100.200.700.000.364	$0.00	$0.00	$235.08	($235.08)	$0.00	($235.08)
INSURANCE-HEALTH/LIFE						0.00%
100.200.700.000.365	$1,542.00	$33.07	$269.60	$1,272.40	$0.00	$1,272.40
RETIREMENT CONTRIBUTION-TRS						82.52%
100.200.700.000.367	$151.00	$7.38	$115.18	$35.82	$0.00	$35.82
MEDICARE TAX						23.72%
100.200.700.000.368	$600.00	$0.00	$336.47	$263.53	$0.00	$263.53
SOCIAL SECURITY TAX						43.92%
100.200.700.000.426	$22,000.00	$200.00	$11,801.95	$10,198.05	$672.17	$9,525.88
MS STUDENT TRANSPORTATION						43.30%
100.200.700.000.479	$2,200.00	$0.00	$2,529.97	($329.97)	$0.00	($329.97)
MS SUPPLIES AND MATERIALS						-15.00%
100.200.700.000.490	$200.00	$0.00	$150.00	$50.00	$0.00	$50.00
MS OTHER EXPENSES						25.00%
100.300.100.000.315	$937,918.00	$76,575.90	$563,086.86	$374,831.14	$277,900.14	$96,931.00
CERTIFICATED TEACHER						10.33%
100.300.100.000.323	$22,500.00	$2,044.35	$13,456.04	$9,043.96	$6,979.70	$2,064.26
AIDES						9.17%
100.300.100.000.329	$42,000.00	$10,136.00	$23,994.70	$18,005.30	$11,964.86	$6,040.44
SUBSTITUTES/TEMPORARIES						14.38%
100.300.100.000.363	$6,384.00	$593.00	$3,977.51	$2,406.49	$0.00	$2,406.49
WORKERS COMPENSATION						37.70%
100.300.100.000.364	$253,912.00	$20,493.15	$158,665.01	$95,246.99	$0.00	$95,246.99

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INSURANCE-HEALTH/LIFE						37.51%
100.300.100.000.365	$297,243.00	$9,616.95	$70,723.62	$226,519.38	$0.00	$226,519.38
RETIREMENT CONTRIBUTION-TRS						76.21%
100.300.100.000.366	$5,820.00	$449.76	$1,595.50	$4,224.50	$0.00	$4,224.50
RETIREMENT CONTRIBUTION-PERS						72.59%
100.300.100.000.367	$13,812.00	$1,256.94	$8,167.50	$5,644.50	$0.00	$5,644.50
MEDICARE TAX						40.87%
100.300.100.000.368	$3,123.00	$127.72	$599.58	$2,523.42	$0.00	$2,523.42
SOCIAL SECURITY TAX						80.80%
100.300.100.000.451	$20,480.15	$6,097.67	$12,703.24	$7,776.91	$7,454.31	$322.60
TEACHING SUPPLIES						1.58%
100.300.100.000.474	$18,000.00	$7,207.59	$7,223.57	$10,776.43	$6,210.78	$4,565.65
CURRICULUM ADOPTION						25.36%
100.300.100.000.476	$10,000.00	$0.00	$6,641.62	$3,358.38	$0.00	$3,358.38
COPIER SUPPLIES						33.58%
100.300.100.008.451	$350.00	$55.55	$278.55	$71.45	$0.00	$71.45
LAURA ALLISON TEACHING SUPPLIES						20.41%
100.300.100.010.451	$350.00	$67.84	$133.29	$216.71	$208.12	$8.59
B MARTIN SUPPLIES						2.45%
100.300.100.011.451	$350.00	$0.00	$346.88	$3.12	$0.00	$3.12
M BROCK SUPPLIES						0.89%
100.300.100.012.451	$350.00	$0.00	$0.00	$350.00	$0.00	$350.00
K CURTISS SUPPLIES						100.00%
100.300.100.014.451	$350.00	$0.00	$0.00	$350.00	$238.21	$111.79
G KOWALSKI SUPPLIES						31.94%
100.300.100.015.451	$350.00	$0.00	$0.00	$350.00	$0.00	$350.00
ETHAN BRYNER TEACHING SUPPLIES						100.00%
100.300.100.018.451	$350.00	$0.00	$348.66	$1.34	$0.00	$1.34
DEBBY EDDY TEACHING SUPPLIES						0.38%
100.300.100.029.451	$350.00	$0.00	$0.00	$350.00	$0.00	$350.00
H MULLEN SUPPLIES						100.00%
100.300.100.030.451	$350.00	$0.00	$0.00	$350.00	$0.00	$350.00
E WILLIS SUPPLIES						100.00%
100.300.100.031.451	$350.00	$0.00	$223.25	$126.75	$0.00	$126.75
S VANDERVEST SUPPLIES						36.21%
100.300.100.032.451	$350.00	$0.00	$154.52	$195.48	$0.00	$195.48

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M MIDKIFF SUPPLIES						55.85%
100.300.100.034.451	$350.00	$228.83	$310.64	$39.36	$39.36	$0.00
V MILLER SUPPLIES						0.00%
100.300.100.035.451	$319.85	$0.00	$119.85	$200.00	$200.00	$0.00
ES SWIM SUPPLIES						0.00%
100.300.200.000.315	$183,855.00	$15,931.84	$117,675.88	$66,179.12	$61,936.56	$4,242.56
CERTIFICATED TEACHER						2.31%
100.300.200.000.323	$229,247.00	$22,226.69	$145,670.21	$83,576.79	$69,772.51	$13,804.28
AIDES						6.02%
100.300.200.000.329	$26,000.00	$2,544.27	$19,255.01	$6,744.99	$0.00	$6,744.99
SUBSTITUTES/TEMPORARIES						25.94%
100.300.200.000.363	$2,648.00	$279.50	$1,940.96	$707.04	$0.00	$707.04
WORKERS COMPENSATION						26.70%
100.300.200.000.364	$183,000.00	$10,760.99	$74,644.86	$108,355.14	$2,999.94	$105,355.20
INSURANCE-HEALTH/LIFE						57.57%
100.300.200.000.365	$56,647.00	$1,702.11	$12,430.65	$44,216.35	$0.00	$44,216.35
RETIREMENT CONTRIBUTION-TRS						78.06%
100.300.200.000.366	$64,208.00	$4,889.87	$14,707.20	$49,500.80	$0.00	$49,500.80
RETIREMENT CONTRIBUTION-PERS						77.09%
100.300.200.000.367	$5,500.00	$578.69	$4,012.57	$1,487.43	$0.00	$1,487.43
MEDICARE TAX						27.04%
100.300.200.000.368	$6,363.00	$276.92	$3,656.87	$2,706.13	$0.00	$2,706.13
SOCIAL SECURITY TAX						42.53%
100.300.200.000.451	$4,400.00	$1,042.97	$1,521.88	$2,878.12	$97.69	$2,780.43
ES SPED SUPPLIES						63.19%
100.300.300.000.315	$80,414.00	$6,659.50	$46,616.50	$33,797.50	$33,297.50	$500.00
CERTIFICATED TEACHER						0.62%
100.300.300.000.329	$4,000.00	$0.00	$1,273.34	$2,726.66	$0.00	$2,726.66
SUBSTITUTES/TEMPORARIES						68.17%
100.300.300.000.363	$538.00	$45.76	$328.75	$209.25	$0.00	$209.25
WORKERS COMPENSATION						38.89%
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	$25,452.00	$836.43	$5,855.01	$19,596.99	$0.00	$19,596.99
RETIREMENT CONTRIBUTION-TRS						77.00%
100.300.300.000.366	$0.00	$0.00	$297.54	($297.54)	$0.00	($297.54)

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RETIREMENT CONTRIBUTION-PERS						0.00%
100.300.300.000.367	$1,224.00	$100.19	$719.80	$504.20	$0.00	$504.20
MEDICARE TAX						41.19%
100.300.300.000.368	$248.00	$0.00	$0.00	$248.00	$0.00	$248.00
SOCIAL SECURITY TAX						100.00%
100.300.300.000.451	$1,000.00	$0.00	$480.49	$519.51	$0.00	$519.51
TEACHING SUPPLIES						51.95%
100.300.350.000.315	$38,222.00	$3,143.50	$22,004.50	$16,217.50	$15,717.50	$500.00
CERTIFICATED TEACHER						1.31%
100.300.350.000.329	$980.00	$0.00	$350.00	$630.00	$0.00	$630.00
SUBSTITUTES/TEMPORARIES						64.29%
100.300.350.000.363	$139.00	$21.64	$153.80	($14.80)	$0.00	($14.80)
WORKERS COMPENSATION						-10.65%
100.300.350.000.364	$1,516.00	$125.00	$875.00	$641.00	$625.00	$16.00
INSURANCE-HEALTH/LIFE						1.06%
100.300.350.000.365	$12,015.00	$394.82	$2,763.74	$9,251.26	$0.00	$9,251.26
RETIREMENT CONTRIBUTION-TRS						77.00%
100.300.350.000.367	$582.00	$47.40	$336.87	$245.13	$0.00	$245.13
MEDICARE TAX						42.12%
100.300.350.000.368	$31.00	$0.00	$0.00	$31.00	$0.00	$31.00
SOCIAL SECURITY TAX						100.00%
100.300.350.000.451	$1,000.00	$0.00	$982.80	$17.20	$0.00	$17.20
TEACHING SUPPLIES						1.72%
100.300.350.000.472	$1,000.00	$0.00	$0.00	$1,000.00	$633.54	$366.46
LIBRARY BOOKS						36.65%
100.300.350.000.473	$500.00	$0.00	$270.00	$230.00	$125.00	$105.00
PERIODICALS						21.00%
100.300.350.000.479	$1,500.00	$0.00	$1,239.45	$260.55	$0.00	$260.55
OTHER SUPPLIES AND MATERIALS						17.37%
100.300.400.000.479	$3,000.00	$689.40	$1,421.51	$1,578.49	$0.00	$1,578.49
ES PRINCIPAL SUPPLIES AND MATERIALS						52.62%
100.300.400.000.491	$600.00	$0.00	$0.00	$600.00	$600.00	$0.00
DUES AND FEES						0.00%
100.300.450.000.324	$31,716.00	$3,141.11	$22,558.44	$9,157.56	$7,335.76	$1,821.80
SUPPORT STAFF						5.74%
100.300.450.000.329	$1,300.00	$128.16	$1,313.65	($13.65)	$0.00	($13.65)

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SUBSTITUTES/TEMPORARIES						-1.05%
100.300.450.000.363	$207.00	$21.27	$156.84	$50.16	$0.00	$50.16
WORKERS COMPENSATION						24.23%
100.300.450.000.364	$26,079.00	$2,897.71	$20,283.97	$5,795.03	$0.00	$5,795.03
INSURANCE-HEALTH/LIFE						22.22%
100.300.450.000.366	$8,872.00	$691.04	$5,070.40	$3,801.60	$0.00	$3,801.60
RETIREMENT CONTRIBUTION-PERS						42.85%
100.300.450.000.367	$517.00	$36.90	$272.62	$244.38	$0.00	$244.38
MEDICARE TAX						47.27%
100.300.450.000.368	$80.00	$0.00	$0.00	$80.00	$0.00	$80.00
SOCIAL SECURITY TAX						100.00%
100.300.450.000.433	$2,000.00	$168.94	$1,362.26	$637.74	$0.00	$637.74
COMMUNICATIONS						31.89%
100.300.450.000.434	$500.00	$0.00	$87.10	$412.90	$212.90	$200.00
POSTAGE						40.00%
100.300.450.000.454	$800.00	$0.00	$109.51	$690.49	$0.00	$690.49
OFFICE SUPPLIES						86.31%
100.500.100.000.362	$6,000.00	$0.00	$75.87	$5,924.13	$0.00	$5,924.13
UNEMPLOYMENT INSURANCE						98.74%
100.500.100.000.363	$0.00	$16.92	$86.38	($86.38)	$0.00	($86.38)
WORKERS COMPENSATION						0.00%
100.500.100.000.367	$0.00	$32.82	$123.96	($123.96)	$0.00	($123.96)
MEDICARE TAX						0.00%
100.500.100.000.369	$39,000.00	$3,630.41	$20,039.69	$18,960.31	$3,698.40	$15,261.91
OTHER EMPLOYEE BENEFITS						39.13%
100.500.100.000.474	$20,000.00	$0.00	$4,624.15	$15,375.85	$6,654.96	$8,720.89
CURRICULUM ADOPTION						43.60%
100.500.200.000.315	$48,098.00	$3,735.85	$26,150.95	$21,947.05	$18,299.30	$3,647.75
CERTIFICATED TEACHER						7.58%
100.500.200.000.363	$339.00	$24.75	$173.25	$165.75	$0.00	$165.75
WORKERS COMPENSATION						48.89%
100.500.200.000.364	$8,350.00	$695.88	$4,871.16	$3,478.84	$0.00	$3,478.84
INSURANCE-HEALTH/LIFE						41.66%
100.500.200.000.365	$23,279.00	$469.23	$3,284.61	$19,994.39	$0.00	$19,994.39
RETIREMENT CONTRIBUTION-TRS						85.89%
100.500.200.000.367	$737.00	$51.64	$361.48	$375.52	$0.00	$375.52

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MEDICARE TAX						50.95%
100.500.200.000.418	$0.00	$0.00	$2,097.00	($2,097.00)	$0.00	($2,097.00)
OTHER PROFESSIONAL SERVICES						0.00%
100.500.300.000.365	$58,939.00	$0.00	$0.00	$58,939.00	$0.00	$58,939.00
RETIREMENT CONTRIBUTION-TRS						100.00%
100.500.300.000.366	$16,777.00	$0.00	($3,737.29)	$20,514.29	$0.00	$20,514.29
RETIREMENT CONTRIBUTION-PERS						122.28%
100.500.350.000.318	$91,929.00	$7,665.41	$60,367.36	$31,561.64	$30,661.64	$900.00
CERTIFICATED SPECIALISTS						0.98%
100.500.350.000.324	$41,000.00	$3,916.00	$31,240.98	$9,759.02	$10,181.60	($422.58)
SUPPORT STAFF						-1.03%
100.500.350.000.329	$3,000.00	$0.00	$2,519.15	$480.85	$0.00	$480.85
SUBSTITUTES/TEMPORARIES						16.03%
100.500.350.000.363	$861.00	$76.71	$625.57	$235.43	$0.00	$235.43
WORKERS COMPENSATION						27.34%
100.500.350.000.364	$22,135.00	$2,173.28	$15,316.04	$6,818.96	$0.00	$6,818.96
INSURANCE-HEALTH/LIFE						30.81%
100.500.350.000.365	$28,990.00	$956.50	$7,531.92	$21,458.08	$0.00	$21,458.08
RETIREMENT CONTRIBUTION-TRS						74.02%
100.500.350.000.366	$16,515.00	$861.52	$4,683.44	$11,831.56	$0.00	$11,831.56
RETIREMENT CONTRIBUTION-PERS						71.64%
100.500.350.000.367	$1,956.00	$160.05	$1,318.39	$637.61	$0.00	$637.61
MEDICARE TAX						32.60%
100.500.350.000.368	$824.00	$0.00	$672.17	$151.83	$0.00	$151.83
SOCIAL SECURITY TAX						18.43%
100.500.350.000.417	$43,000.00	$10,541.75	$42,167.00	$833.00	$0.00	$833.00
TECHNOLOGY SUPPORT						1.94%
100.500.350.000.433	$148,000.00	$10,261.30	$81,291.60	$66,708.40	$0.00	$66,708.40
COMMUNICATIONS						45.07%
100.500.350.000.440	$66,000.00	$2,679.82	$35,884.33	$30,115.67	$14,834.51	$15,281.16
PURCHASED SERVICES						23.15%
100.500.350.000.446	$21,000.00	$44.00	$17,919.93	$3,080.07	$0.00	$3,080.07
PROPERTY INSURANCE						14.67%
100.500.350.000.450	$12,000.00	$199.66	$8,168.69	$3,831.31	$3,800.00	$31.31
SUPPLIES, MATERIALS & MEDIA						0.26%
100.500.350.000.475	$115,000.00	$2,786.58	$36,043.08	$78,956.92	$41,449.09	$37,507.83

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TECHNOLOGY SUPPLIES						32.62%
100.500.400.000.313	$180,681.00	$15,043.27	$135,389.42	$45,291.58	$45,129.61	$161.97
PRINCIPAL						0.09%
100.500.400.000.363	$1,296.00	$99.63	$896.67	$399.33	$0.00	$399.33
WORKERS COMPENSATION						30.81%
100.500.400.000.364	$58,677.00	$4,889.88	$44,008.92	$14,668.08	$0.00	$14,668.08
INSURANCE-HEALTH/LIFE						25.00%
100.500.400.000.365	$57,165.00	$1,876.88	$16,891.92	$40,273.08	$0.00	$40,273.08
RETIREMENT CONTRIBUTION-TRS						70.45%
100.500.400.000.367	$2,302.00	$218.12	$1,963.08	$338.92	$0.00	$338.92
MEDICARE TAX						14.72%
100.500.600.000.321	$70,600.00	$6,883.34	$54,950.00	$15,650.00	$20,575.00	($4,925.00)
NON-CERT DIRECTOR/COORD/MANAGR						-6.98%
100.500.600.000.324	$41,326.00	$3,966.17	$25,328.19	$15,997.81	$10,208.44	$5,789.37
SUPPORT STAFF						14.01%
100.500.600.000.325	$188,934.00	$17,971.33	$139,652.98	$49,281.02	$46,263.98	$3,017.04
MAINTENANCE/CUSTODIAL						1.60%
100.500.600.000.329	$9,140.00	$273.41	$7,197.33	$1,942.67	$409.24	$1,533.43
SUBSTITUTES/TEMPORARIES						16.78%
100.500.600.000.363	$10,795.00	$887.48	$6,847.72	$3,947.28	$0.00	$3,947.28
WORKERS COMPENSATION						36.57%
100.500.600.000.364	$48,400.00	$5,469.65	$48,329.68	$70.32	$0.00	$70.32
INSURANCE-HEALTH/LIFE						0.15%
100.500.600.000.366	$82,862.00	$5,457.01	$43,886.37	$38,975.63	$0.00	$38,975.63
RETIREMENT CONTRIBUTION-PERS						47.04%
100.500.600.000.367	$4,290.00	$396.50	$3,080.79	$1,209.21	$0.00	$1,209.21
MEDICARE TAX						28.19%
100.500.600.000.368	$1,721.00	$234.89	$1,559.00	$162.00	$0.00	$162.00
SOCIAL SECURITY TAX						9.41%
100.500.600.000.418	$20,000.00	$4,728.17	$12,830.87	$7,169.13	$660.30	$6,508.83
OTHER PROFESSIONAL SERVICES						32.54%
100.500.600.000.421	$6,000.00	($400.00)	$1,194.00	$4,806.00	$566.49	$4,239.51
STAFF TRANSPORTATION						70.66%
100.500.600.000.431	$30,000.00	$2,476.90	$17,809.28	$12,190.72	$0.00	$12,190.72
WATER AND SEWER						40.64%
100.500.600.000.432	$33,000.00	$4,445.65	$24,452.21	$8,547.79	$0.00	$8,547.79

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2022 To Date: 3/31/2022

Fiscal Year: 2021-2022

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
GARBAGE						25.90%
100.500.600.000.433	$1,000.00	$56.59	$456.66	$543.34	$0.00	$543.34
COMMUNICATIONS						54.33%
100.500.600.000.436	$135,000.00	$22,605.80	$98,607.35	$36,392.65	$0.00	$36,392.65
ENERGY - ELECTRICITY						26.96%
100.500.600.000.438	$198,000.00	$29,442.71	$181,253.77	$16,746.23	$0.00	$16,746.23
ENERGY - HEATING OIL						8.46%
100.500.600.000.440	$45,000.00	$549.00	$12,578.50	$32,421.50	$279.00	$32,142.50
PURCHASED SERVICES						71.43%
100.500.600.000.446	$88,000.00	$0.00	$87,961.21	$38.79	$0.00	$38.79
PROPERTY INSURANCE						0.04%
100.500.600.000.452	$90,000.00	$1,381.58	$53,974.79	$36,025.21	$3,040.98	$32,984.23
MAINTENANCE/CONSTR SUPPLIES						36.65%
100.500.600.000.453	$20,000.00	$61.98	$5,476.08	$14,523.92	$250.28	$14,273.64
JANITORIAL SUPPLIES						71.37%
100.500.600.000.458	$8,100.00	$707.63	$6,898.16	$1,201.84	$0.00	$1,201.84
VEHICLE GAS AND OIL						14.84%
100.500.600.000.479	$1,000.00	$0.00	$0.00	$1,000.00	$125.00	$875.00
MAINTENANCE OTHER SUPPLIES AND MATERIALS						87.50%
100.500.600.000.491	$5,000.00	$0.00	$580.00	$4,420.00	$0.00	$4,420.00
DUES AND FEES						88.40%
100.500.700.000.314	$47,601.00	$3,910.67	$31,285.36	$16,315.64	$15,642.69	$672.95
CERT DIRECTOR/COORD/MANAGER						1.41%
100.500.700.000.363	$304.00	$25.90	$207.24	$96.76	$0.00	$96.76
WORKERS COMPENSATION						31.83%
100.500.700.000.364	$13,038.00	$1,086.64	$8,693.12	$4,344.88	$0.00	$4,344.88
INSURANCE-HEALTH/LIFE						33.32%
100.500.700.000.365	$15,161.00	$488.04	$3,904.32	$11,256.68	$0.00	$11,256.68
RETIREMENT CONTRIBUTION-TRS						74.25%
100.500.700.000.367	$690.00	$53.03	$424.80	$265.20	$0.00	$265.20
MEDICARE TAX						38.43%
100.500.700.000.479	$200.00	$0.00	$105.51	$94.49	$0.00	$94.49
ACTIVITIES OTHER SUPPLIES AND MATERIALS						47.25%
100.600.510.000.311	$136,620.00	$11,385.00	$102,465.00	$34,155.00	$39,477.10	($5,322.10)
SUPERINTENDENT						-3.90%
100.600.510.000.324	$54,000.00	$4,500.00	$40,500.00	$13,500.00	$13,500.00	$0.00

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2022 To Date: 3/31/2022

Fiscal Year: 2021-2022

Account Number / Description	Budget	Range To Date	YTD	Budget Balance	Encumbrance	% Remaining Bud
SUPPORT STAFF						0.00%
100.600.510.000.329	$0.00	$0.00	$60.08	($60.08)	$0.00	($60.08)
SUBSTITUTES/TEMPORARIES						0.00%
100.600.510.000.363	$871.00	$106.86	$962.14	($91.14)	$0.00	($91.14)
WORKERS COMPENSATION						-10.46%
100.600.510.000.364	$35,604.00	$2,966.60	$26,699.40	$8,904.60	$750.00	$8,154.60
INSURANCE-HEALTH/LIFE						22.90%
100.600.510.000.365	$42,998.00	$1,413.00	$12,717.00	$30,281.00	$0.00	$30,281.00
RETIREMENT CONTRIBUTION-TRS						70.42%
100.600.510.000.366	$16,565.00	$990.00	$8,910.00	$7,655.00	$0.00	$7,655.00
RETIREMENT CONTRIBUTION-PERS						46.21%
100.600.510.000.367	$2,764.00	$233.96	$2,106.53	$657.47	$0.00	$657.47
MEDICARE TAX						23.79%
100.600.510.000.414	$15,000.00	$2,782.50	$7,199.90	$7,800.10	$0.00	$7,800.10
LEGAL SERVICES						52.00%
100.600.510.000.421	$3,000.00	$1,059.60	$2,983.67	$16.33	$0.00	$16.33
STAFF TRANSPORTATION						0.54%
100.600.510.000.433	$1,100.00	$89.95	$729.95	$370.05	$0.00	$370.05
COMMUNICATIONS						33.64%
100.600.510.000.434	$500.00	$10.55	$28.25	$471.75	$271.75	$200.00
POSTAGE						40.00%
100.600.510.000.454	$1,000.00	$0.00	$52.00	$948.00	$300.00	$648.00
OFFICE SUPPLIES						64.80%
100.600.510.000.476	$3,500.00	$16.10	$3,378.80	$121.20	$0.00	$121.20
COPIER SUPPLIES						3.46%
100.600.510.000.479	$4,000.00	$0.00	$823.77	$3,176.23	$195.00	$2,981.23
SUPERINTENDENT OTHER SUPPLIES AND MATERIALS						74.53%
100.600.510.000.491	$18,500.00	$0.00	$7,970.33	$10,529.67	$2,000.00	$8,529.67
DUES AND FEES						46.11%
100.600.511.000.421	$1,700.00	$0.00	$1,641.04	$58.96	$0.00	$58.96
BOARD- STAFF TRANSPORTATION						3.47%
100.600.511.000.479	$6,300.00	$3,161.33	$7,450.15	($1,150.15)	$142.22	($1,292.37)
BOE OTHER SUPPLIES AND MATERIALS						-20.51%
100.600.550.000.321	$100,812.00	$8,401.00	$75,609.00	$25,203.00	$25,203.00	$0.00
NON-CERT DIRECTOR/COORD/MANAGR						0.00%
100.600.550.000.363	$675.00	$55.64	$500.76	$174.24	$0.00	$174.24

Expenditure Budget Balance Report

☐ Summary Only From Date: 3/1/2022 To Date: 3/31/2022

Fiscal Year: 2021-2022

Account Number / Description	Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance % Remaining Bud
WORKERS COMPENSATION						25.81%
100.600.550.000.364	$27,057.00	$2,254.78	$20,293.02	$6,763.98	$0.00	$6,763.98
INSURANCE-HEALTH/LIFE						25.00%
100.600.550.000.366	$30,355.00	$1,848.22	$16,633.98	$13,721.02	$0.00	$13,721.02
RETIREMENT CONTRIBUTION-PERS						45.20%
100.600.550.000.367	$1,813.00	$115.75	$1,037.42	$775.58	$0.00	$775.58
MEDICARE TAX						42.78%
100.600.550.000.368	$310.00	$0.00	$0.00	$310.00	$0.00	$310.00
SOCIAL SECURITY TAX						100.00%
100.600.550.000.412	$45,000.00	$0.00	$45,000.00	$0.00	$0.00	$0.00
AUDITING & ACCOUNTING SERVICES						0.00%
100.600.550.000.418	$11,051.00	$0.00	$11,051.20	($0.20)	$0.00	($0.20)
OTHER PROFESSIONAL SERVICES						0.00%
100.600.550.000.421	$3,000.00	$80.00	$308.00	$2,692.00	$0.00	$2,692.00
STAFF TRANSPORTATION						89.73%
100.600.550.000.447	$70,500.00	$0.00	$70,543.09	($43.09)	$0.00	($43.09)
LIABILITY INSURANCE						-0.06%
100.600.550.000.454	$1,000.00	$0.00	$364.75	$635.25	$0.00	$635.25
OFFICE SUPPLIES						63.53%
100.600.550.000.491	$7,000.00	$153.73	$10,180.62	($3,180.62)	$0.00	($3,180.62)
DUES AND FEES						-45.44%
100.600.550.000.495	($25,000.00)	$0.00	($16,217.82)	($8,782.18)	$0.00	($8,782.18)
INDIRECT COST RECOVERY						35.13%
Fund 100 Total:	$8,959,380.00	$671,602.85	$5,121,476.77	$3,837,903.23	$1,590,222.68	$2,247,680.55
						25.09%
Grand Total:	$8,959,380.00	$671,602.85	$5,121,476.77	$3,837,903.23	$1,590,222.68	$2,247,680.55
						25.09%

End of Report

Petersburg School District

Reprint Check Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2022 **To Date:** 03/31/2022

From Check: **To Check:**

From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
47052	03/31/2022	AXMAKER, BRADEE	$504.23	13	Printed	Payroll	☐		
47053	03/31/2022	DAVIS, DANYA L	$207.10	13	Printed	Payroll	☑	03/31/2022	
47054	03/31/2022	GILLEN, WILLIAM T	$364.78	13	Printed	Payroll	☐		
47055	03/31/2022	HARRIS, KAREN	$100.90	13	Printed	Payroll	☐		
47056	03/31/2022	TRAUTMAN, VICTOR	$696.80	13	Printed	Payroll	☑	03/31/2022	
47057	03/31/2022	WOOD, MANDY A	$241.62	13	Printed	Payroll	☐		
47058	03/31/2022	ONEIL, CHERYL A	$126.30	13	Printed	Payroll	☐		
47059	03/31/2022	VANDERVEST, SHANNON L	$4,750.45	13	Printed	Payroll	☐		
47060	03/31/2022	PENNINGTON, AUGUST	$1,864.54	13	Printed	Payroll	☐		
47061	03/31/2022	BIRCHELL, CURTIS W	$217.02	13	Printed	Payroll	☐		
47062	03/31/2022	COLE, KIMBERLEE	$55.41	13	Printed	Payroll	☐		
47063	03/31/2022	WEGENER, CAROL L	$551.88	13	Printed	Payroll	☐		
70964	03/02/2022	AASB	$2,960.00	1135	Printed	Expense	☑	03/31/2022	
70965	03/02/2022	BRIDGET WITTSTOCK	$23.75	1135	Printed	Expense	☑	03/31/2022	
70966	03/02/2022	DOUGLAS JOHN WESSEN	$4,932.71	1135	Printed	Expense	☑	03/31/2022	
70967	03/02/2022	KATHERINE CORCORAN WALTER	$6,815.89	1135	Printed	Expense	☑	03/31/2022	
70968	03/02/2022	PETERSBURG HIGH SCHOOL-01888	$211.99	1135	Printed	Expense	☑	03/31/2022	
70969	03/02/2022	PUBLIC EDUCATION HEALTH TRUST-01982	$131,454.80	1135	Printed	Expense	☑	03/31/2022	
70970	03/02/2022	RING CENTRAL INC	$2,679.82	1135	Printed	Expense	☐		
70971	03/02/2022	THE MASTER TEACHER, INC	$1,180.00	1135	Printed	Expense	☑	03/31/2022	
70972	03/02/2022	TIDES INN-02478	$898.00	1135	Printed	Expense	☑	03/31/2022	
70973	03/02/2022	US FOODS, INC.	$7,791.52	1135	Printed	Expense	☑	03/31/2022	
70974	03/02/2022	BUSINESS CARD-00283	$2,574.90	1136	Printed	Expense	☑	03/31/2022	

Reprint Check Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2022 **To Date:** 03/31/2022
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
70975	03/02/2022	HAMMER & WIKAN-01038	$22.53	1136	Printed	Expense	☑	03/31/2022	
70976	03/02/2022	HEATHER CONN-01075	$85.00	1136	Printed	Expense	☑	03/31/2022	
70977	03/07/2022	AMERICAN FAST FREIGHT, INC	$113.81	1139	Printed	Expense	☑	03/31/2022	
70978	03/07/2022	ANDREA FITTJE	$28.50	1139	Printed	Expense	☑	03/31/2022	
70979	03/07/2022	BRADEE ANN AXMAKER	$2,200.00	1139	Printed	Expense	☑	03/31/2022	
70980	03/07/2022	BRENDA LOUISE	$4.50	1139	Printed	Expense	☑	03/31/2022	
70981	03/07/2022	HAMMER & WIKAN-01038	$269.02	1139	Printed	Expense	☑	03/31/2022	
70982	03/07/2022	HEATHER CONN-01075	$99.64	1139	Printed	Expense	☑	03/31/2022	
70983	03/07/2022	HOTEL CAPTAIN COOK-01119	$360.00	1139	Printed	Expense	☑	03/31/2022	
70984	03/07/2022	JENNY PAYNE	$21.00	1139	Printed	Expense	☑	03/31/2022	
70985	03/07/2022	JOSTENS, INC.-01280	$253.94	1139	Printed	Expense	☑	03/31/2022	
70986	03/07/2022	LEAH VICK	$57.00	1139	Printed	Expense	☑	03/31/2022	
70987	03/07/2022	MAVIS WORTHINGTON-01553	$45.00	1139	Printed	Expense	☑	03/31/2022	
70988	03/07/2022	Monique Davis	$28.50	1139	Printed	Expense	☑	03/31/2022	
70989	03/07/2022	NATUS MEDICAL INCORPORATED	$4,211.95	1139	Printed	Expense	☑	03/31/2022	
70990	03/07/2022	SCANDIA HOUSE-02144	$665.00	1139	Printed	Expense	☑	03/31/2022	
70991	03/07/2022	SEDOR, WENDLANDT, EVENS,-02211	$2,782.50	1139	Printed	Expense	☑	03/31/2022	
70992	03/07/2022	STEPHANIE OWENS	$51.00	1139	Printed	Expense	☑	03/31/2022	
70993	03/07/2022	STIKINE SERVICES-02326	$1,200.00	1139	Printed	Expense	☑	03/31/2022	
70994	03/07/2022	TIDES INN-02478	$260.00	1139	Printed	Expense	☑	03/31/2022	
70995	03/07/2022	US FOODS, INC.	$11,747.55	1139	Printed	Expense	☑	03/31/2022	
70996	03/07/2022	VICTORIA MOORE-02593	$37.50	1139	Printed	Expense	☑	03/31/2022	
70997	03/07/2022	XELLO INC	$3,229.25	1139	Printed	Expense	☑	03/31/2022	

Reprint Check Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2022 **To Date:** 03/31/2022
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
70998	03/16/2022	ALASKA MARINE LINES-00120	$140.30	1141	Printed	Expense	☑	03/31/2022	
70999	03/16/2022	AMERICAN FAST FREIGHT, INC	$896.60	1141	Printed	Expense	☑	03/31/2022	
71000	03/16/2022	HAMMER & WIKAN-01038	$51.97	1141	Printed	Expense	☑	03/31/2022	
71001	03/16/2022	PETERSBURG MEDICAL CENTER-01892	$3,337.50	1141	Printed	Expense	☑	03/31/2022	
71002	03/16/2022	PETERSBURG PARKS & RECREATIO-01895	$300.00	1141	Printed	Expense	☐		
71003	03/16/2022	SERRC, INC.-02214	$17,322.00	1141	Printed	Expense	☐		
71004	03/16/2022	SMEKENS EDUCATION SOLUTIONS, INC	$2,100.00	1141	Printed	Expense	☑	03/31/2022	
71005	03/16/2022	UNUM LIFE INSURANCE COMPANY OF-02556	$561.09	1141	Printed	Expense	☑	03/31/2022	
71006	03/16/2022	XEROX CORPORATION-02716	$184.05	1141	Printed	Expense	☑	03/31/2022	
71007	03/23/2022	ALASKA MARINE LINES-00120	$124.20	1145	Printed	Expense	☑	03/31/2022	
71008	03/23/2022	AMERICAN FAST FREIGHT, INC	$2,002.04	1145	Printed	Expense	☑	03/31/2022	
71009	03/23/2022	AT&T MOBILITY-00004	$779.62	1145	Printed	Expense	☐		
71010	03/23/2022	BRIDGET WITTSTOCK	$132.00	1145	Printed	Expense	☑	03/31/2022	
71011	03/23/2022	CYNTHIA FRY-00628	$132.00	1145	Printed	Expense	☐		
71012	03/23/2022	DARCIE EWERT	$20.00	1145	Printed	Expense	☐		
71013	03/23/2022	GCI COMMUNICATION CORP-00953	$2,067.80	1145	Printed	Expense	☑	03/31/2022	
71014	03/23/2022	GENERATION GENIUS, INC	$2,500.00	1145	Printed	Expense	☐		
71015	03/23/2022	GLACIER EXPRESS-00973	$106.47	1145	Printed	Expense	☐		
71016	03/23/2022	JAIME CABRAL-01202	$272.00	1145	Printed	Expense	☐		
71017	03/23/2022	JOSTENS, INC.-01280	$371.34	1145	Printed	Expense	☐		
71018	03/23/2022	KAREN MORRISON	$80.00	1145	Printed	Expense	☐		
71019	03/23/2022	KELLEY CONNECT CO	$6,200.00	1145	Printed	Expense	☐		

Reprint Check Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2022 **To Date:** 03/31/2022
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
71020	03/23/2022	Northwest Textbook Depository	$2,067.81	1145	Printed	Expense	☑	03/31/2022	
71021	03/23/2022	PROVIDENT LIFE AND ACCIDENT I-01978	$161.25	1145	Printed	Expense	☐		
71022	03/23/2022	US FOODS, INC.	$5,273.76	1145	Printed	Expense	☑	03/31/2022	
71023	03/23/2022	USI NORTHWEST	$1,000.00	1145	Printed	Expense	☐		
71024	03/29/2022	STATE OF ALASKA-02310	$97,805.95	1150	Printed	Payroll Ded	☐		
71025	03/29/2022	AFLAC-00068	$333.47	1149	Printed	Payroll Ded	☐		
71026	03/29/2022	APEA-00222	$1,328.49	1149	Printed	Payroll Ded	☐		
71027	03/29/2022	ATP-00262	$3,296.52	1149	Printed	Payroll Ded	☐		
71028	03/29/2022	GREAT-WEST LIFE & ANNUITY	$7,875.00	1149	Printed	Payroll Ded	☐		
71029	03/29/2022	MINNESOTA CHILD SUPPORT PAYMENT CENTER	$481.00	1149	Printed	Payroll Ded	☐		
71030	03/31/2022	ASPEN SUITES HOTEL - JUNEAU	$158.00	1151	Printed	Expense	☐		
71032	03/31/2022	BRIDGET WITTSTOCK	$37.00	1151	Printed	Expense	☐		
71033	03/31/2022	BUSINESS CARD-00283	$1,767.10	1151	Printed	Expense	☐		
71034	03/31/2022	CHILD NUTRITION PROGRAM	$6,324.00	1151	Printed	Expense	☐		
71035	03/31/2022	ERICA KLUDT-PAINTER-00832	$21.67	1151	Printed	Expense	☐		
71036	03/31/2022	JAIME CABRAL-01202	$217.05	1151	Printed	Expense	☐		
71037	03/31/2022	JOHNSON CONTROLS FIRE PROTECTION LP	$4,728.17	1151	Printed	Expense	☐		
71038	03/31/2022	LJ ANSWERING & ALARM-01447	$279.00	1151	Printed	Expense	☐		
71039	03/31/2022	PETERSBURG HIGH SCHOOL-01888	$1,200.00	1151	Printed	Expense	☐		
71040	03/31/2022	PETERSBURG SCHOOL DISTRICT	$280.00	1151	Printed	Expense	☐		
71041	03/31/2022	PUBLIC EDUCATION HEALTH TRUST-01982	$129,678.00	1151	Printed	Expense	☐		

Petersburg School District

Reprint Check Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: OPERATING ACCOUNT XX3970

From Date: 03/01/2022 **To Date:** 03/31/2022

From Check: **To Check:**

From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
71042	03/31/2022	RAMADA BY WYNDHAM JUNEAU	$836.00	1151	Printed	Expense	☐		
71043	03/31/2022	SAFEWARE-02113	$44.00	1151	Printed	Expense	☐		
71044	03/31/2022	STIKINE SERVICES-02326	$21,046.00	1151	Printed	Expense	☐		
71045	03/31/2022	TED SANDHOFER-02419	$80.00	1151	Printed	Expense	☐		
71046	03/31/2022	THE MATH LEARNING CENTER	$1,287.00	1151	Printed	Expense	☐		
71047	03/31/2022	US FOODS, INC.	$5,041.42	1151	Printed	Expense	☐		
71048	03/31/2022	WILLIAM GILLEN	$92.00	1151	Printed	Expense	☐		
71049	03/31/2022	BUSINESS CARD-00283	$1,086.00	1152	Printed	Expense	☐		
		Total Amount:	$532,484.24						

End of Report

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2022 **To Date:** 03/31/2022

From Voucher: **To Voucher:**

Account: XX3970

03/07/2022	FIRST BANK-00894	$5.00	1140	Posted to G/L AP	☐
03/07/2022	REVTRAK INC.-02052	$103.73	1140	Posted to G/L AP	☐
03/28/2022	SCHOLASTIC INC.-02149	$265.38	1142	Posted to G/L AP	☐
03/28/2022	UNITED STATES POSTAL SERVICE-02544	$10.55	1142	Posted to G/L AP	☐
03/28/2022	PETERSBURG BOROUGH-01881	$2,476.90	1142	Posted to G/L AP	☐
03/28/2022	PETERSBURG BOROUGH-01881	$4,445.65	1142	Posted to G/L AP	☐
03/28/2022	PETERSBURG BOROUGH-01881	$22,605.80	1142	Posted to G/L AP	☐
03/28/2022	PETERSBURG BOROUGH-01881	$270.00	1142	Posted to G/L AP	☐
03/28/2022	PETERSBURG BOROUGH-01881	$707.63	1142	Posted to G/L AP	☐
03/28/2022	PETRO MARINE SERVICES-01909	$29,442.71	1142	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$258.50	1142	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$2,661.64	1142	Posted to G/L AP	☐
03/28/2022	BEST WESTERN COUNTRY LANE	$285.14	1142	Posted to G/L AP	☐
03/28/2022	Gander Publishing	$505.95	1142	Posted to G/L AP	☐
03/28/2022	LITERACY RESOURCES, INC	$759.78	1142	Posted to G/L AP	☐
03/28/2022	DISCOVERY EDUCATION, INC	$4,245.00	1142	Posted to G/L AP	☐
03/28/2022	ORIENTAL TRADING	$76.28	1142	Posted to G/L AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2022 **To Date:** 03/31/2022

From Voucher: **To Voucher:**

	COMPANY-01797				
03/28/2022	AMAZON.COM-00164	$73.86	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$77.88	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$33.12	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$1,042.97	1142	Posted to G/L AP	☐
03/28/2022	ALASKA POWER & TELEPHONE-00125	$107.65	1142	Posted to G/L AP	☐
03/28/2022	ALASKA POWER & TELEPHONE-00125	$107.65	1142	Posted to G/L AP	☐
03/28/2022	ALASKA POWER & TELEPHONE-00125	$56.59	1142	Posted to G/L AP	☐
03/28/2022	ALASKA POWER & TELEPHONE-00125	$56.59	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$130.45	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$73.93	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$114.48	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$617.92	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$136.74	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$447.80	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$881.98	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$1,004.07	1142	Posted to G/L AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2022 **To Date:** 03/31/2022

From Voucher: **To Voucher:**

03/28/2022	AMAZON.COM-00164	$147.81	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$315.33	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$162.89	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$299.70	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$473.74	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$500.66	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$228.83	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$33.02	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$780.00	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$6.49	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$1,559.20	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$24.89	1142	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$965.67	1142	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$29.99	1142	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$67.84	1142	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$94.86	1142	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$190.91	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$71.72	1143	Posted to G/L AP	☐

Non-Check Batch Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2022 **To Date:** 03/31/2022

From Voucher: **To Voucher:**

03/28/2022	P-CARD PROGRAM-01850	$330.86	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$1,396.82	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$1,244.54	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$460.80	1143	Posted to G/L AP	☐
03/28/2022	DEPT OF TRANSPORATION AND PF-00186	$1,117.59	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$217.50	1143	Posted to G/L AP	☐
03/28/2022	BLOMSTER HUS	$25.00	1143	Posted to G/L AP	☐
03/28/2022	ALASKA CAR RENTAL	$500.00	1143	Posted to G/L AP	☐
03/28/2022	ALASKA CAR RENTAL	$415.74	1143	Posted to G/L AP	☐
03/28/2022	ALASKA CAR RENTAL	$468.00	1143	Posted to G/L AP	☐
03/28/2022	ALASKA CAR RENTAL	$327.34	1143	Posted to G/L AP	☐
03/28/2022	ALASKA CAR RENTAL	$415.74	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$515.90	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$515.90	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$4.00	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$5.00	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$3,882.04	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$18.69	1143	Posted to G/L AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2022 **To Date:** 03/31/2022

From Voucher: **To Voucher:**

03/28/2022	P-CARD PROGRAM-01850	$0.00	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$350.00	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$850.69	1143	Posted to G/L AP	☐
03/28/2022	SCHOLASTIC BOOK FAIRS-02150	$628.39	1143	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$15.89	1144	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$139.95	1144	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$1,428.00	1144	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$566.54	1144	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$115.00	1144	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$43.82	1144	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$50.00	1144	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$199.00	1144	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$594.00	1144	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$73.40	1146	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$734.69	1146	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$81.65	1146	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$194.80	1146	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$61.98	1146	Posted to G/L AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2022 **To Date:** 03/31/2022

From Voucher: **To Voucher:**

03/28/2022	P-CARD PROGRAM-01850	$297.04	1146	Posted to G/L AP	☐
03/28/2022	HAMMER & WIKAN-01038	$1,347.72	1146	Posted to G/L AP	☐
03/28/2022	HAMMER & WIKAN-01038	$134.93	1146	Posted to G/L AP	☐
03/28/2022	HAMMER & WIKAN-01038	-$687.92	1146	Posted to G/L AP	☐
03/28/2022	AMAZON.COM-00164	$19,006.50	1146	Posted to G/L AP	☐
03/31/2022	FIRST BANK-00894	$335,662.18	1147	Posted to G/L PR	☐
03/31/2022	FIRST BANK-00894	$3,150.00	1147	Posted to G/L PR	☐
03/31/2022	FIRST BANK-00894	$100.00	1147	Posted to G/L PR	☐
03/31/2022	FIRST BANK-00894	$100.00	1147	Posted to G/L PR	☐
03/30/2022	EFTPS-00804	$34,055.81	1148	Posted to G/L PR	☐
03/30/2022	EFTPS-00804	$1,701.31	1148	Posted to G/L PR	☐
03/30/2022	EFTPS-00804	$6,370.62	1148	Posted to G/L PR	☐
03/30/2022	EFTPS-00804	$1,701.31	1148	Posted to G/L PR	☐
03/30/2022	EFTPS-00804	$6,370.62	1148	Posted to G/L PR	☐
03/28/2022	BSN SPORTS, INC.-00417	$2,621.83	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$799.62	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$1,076.63	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$513.79	1153	Posted to G/L AP	☐

Petersburg School District

Non-Check Batch Listing

Fiscal Year: 2021-2022

Criteria:

Bank Account: OPERATING ACCOUNT XX3970 **From Date:** 03/01/2022 **To Date:** 03/31/2022

From Voucher: **To Voucher:**

03/28/2022	P-CARD PROGRAM-01850	$289.00	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$42.95	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$867.00	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$1,209.79	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$195.77	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$221.69	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$800.00	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$127.18	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$800.00	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$1,600.00	1153	Posted to G/L AP	☐
03/28/2022	P-CARD PROGRAM-01850	$1,600.00	1153	Posted to G/L AP	☐
03/28/2022	UNITED STATES POSTAL SERVICE-02544	$2.54	1153	Posted to G/L AP	☐

Total for Fund: 117 Total Amount: $520,110.04

Total Amount: $520,110.04

End of Report

Spend
Dynamics®

BMO Harris Bank

A part of BMO Financial Group

INVOICE

March 20, 2022

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

ATTN:

Invoice Number: 0703724-2203
Invoice Amount: $ 130,789.46

This invoice amount represents the total balances of all Corporate Card accounts for the billing period ending March 20, 2022.

Your payment is due **April 16, 2022**.

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.

✂ --

Please attach a copy of this invoice or the information below this line with your cheque payment.

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

Invoice Number: 0703724-2203
Amount Paid: $ 130,789.46
Payment Due Date: April 16, 2022

RUN DATE: 03/21/2022

BMO Financial Group

Statement

Account Name:	MORRISON, KAREN	**Card Number:**	xxxx-xxxx-xxxx-1328
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 120,000.00
Employee ID:	7999995418021894		
Statement Date (MM/DD/YYYY):	03/20/2022	**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:	$ 79,671.51
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 79,671.51

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/17	02/21 411339095	OTC BRANDS INC OMAHA NE	$ 76.28 029989	$ 0.00	$ 76.28
02/18	02/21 411339094	AMZN MKTP US 1B38P5YQ1 AMZN.COM/BILL WA	$ 24.89 082881	$ 0.00	$ 24.89
02/18	02/21 411339093	AMZN MKTP US 596UU8DI3 AMZN.COM/BILL WA	$ 33.02 051539	$ 0.00	$ 33.02
02/24	02/25 412015746	AMAZON.COM 1I75902T1 A AMZN.COM/BILL WA	$ 354.00 051490	$ 0.00	$ 354.00
02/24	02/25 412015747	AMAZON.COM 1B7NJ0US2 A AMZN.COM/BILL WA	$ 263.92 094872	$ 0.00	$ 263.92
02/25	02/28 412217068	AMZN MKTP US 1I8QA8VN0 AMZN.COM/BILL WA	$ 500.66 003344	$ 0.00	$ 500.66
03/01	03/02 412605132	ALASKA TELEPHONE COMPA 3603851733 WA	$ 56.59 001943	$ 0.00	$ 56.59
03/01	03/02 412605288	AMZN MKTP US 1I8US65R2 AMZN.COM/BILL WA	$ 136.74 013630	$ 0.00	$ 136.74
03/01	03/02 412605212	AMZN MKTP US 1I38Q0ME2 AMZN.COM/BILL WA	$ 315.33 071037	$ 0.00	$ 315.33
03/01	03/02 412605209	ALASKA TELEPHONE COMPA 3603851733 WA	$ 107.65 087405	$ 0.00	$ 107.65
03/01	03/02 412605131	USPS PO 0269030845 PETERSBURG AK	$ 10.55 001009	$ 0.00	$ 10.55
03/01	03/02 412605208	ALASKA TELEPHONE COMPA 3603851733 WA	$ 107.65 093208	$ 0.00	$ 107.65
03/01	03/02 412605210	ALASKA TELEPHONE COMPA 3603851733 WA	$ 56.59 013405	$ 0.00	$ 56.59

03/01	03/02 412605211	AMZN MKTP US 1I8895VR2 AMZN.COM/BILL WA	$ 799.98 065037	$ 82.00	$ 881.98
03/02	03/02 412605289	AMZN MKTP US 1W6S67LS0 AMZN.COM/BILL WA	$ 130.45 025086	$ 0.00	$ 130.45
03/02	03/03 412775313	AMZN MKTP US 1I8628DU2 AMZN.COM/BILL WA	$ 795.96 032733	$ 81.60	$ 877.56
03/02	03/03 412775314	AMZN MKTP US 1W3660MJ1 AMZN.COM/BILL WA	$ 19.96 010406	$ 0.00	$ 19.96
03/03	03/04 412946339	AMZN MKTP US 1W0GP5HT1 AMZN.COM/BILL WA	$ 780.00 056565	$ 0.00	$ 780.00
03/03	03/04 412946412	AMZN MKTP US 1W4FP1PC0 AMZN.COM/BILL WA	$ 114.48 054739	$ 0.00	$ 114.48
03/03	03/04 412946411	AMZN MKTP US 1W37G70G0 AMZN.COM/BILL WA	$ 473.74 083086	$ 0.00	$ 473.74
03/03	03/04 412946486	GANDER PUBLISHING AVILA BEACH CA	$ 505.95 045796	$ 0.00	$ 505.95
03/04	03/04 412946413	AMZN MKTP US 1W34T6821 AMZN.COM/BILL WA	$ 208.87 029303	$ 0.00	$ 208.87
03/04	03/04 412946415	AMAZON.COM 1I3SI19P2 AMZN.COM/BILL WA	$ 1,067.20 097317	$ 0.00	$ 1,067.20
03/04	03/04 412946414	AMZN MKTP US 1W1HT6821 AMZN.COM/BILL WA	$ 50.38 051903	$ 0.00	$ 50.38
03/04	03/07 413214233	BEST WESTERN JUNEAU JUNEAU AK	$ 285.14	$ 0.00	$ 285.14
03/04	03/07 413214234	AMZN MKTP US 1W6TF0DA1 AMZN.COM/BILL WA	$ 33.12	$ 0.00	$ 33.12
03/07	03/08 413531756	PETRO MARINE SERVICES 9077724251 AK	$ 29,442.71 062344	$ 0.00	$ 29,442.71
03/07	03/08 413531740	PSN PETERSBURG UTILITY 866-917-7368 AK	$ 30,505.98 028959	$ 0.00 (e)	$ 30,505.98
03/07	03/08 413531739	SCHOLASTIC EDUCATION 573-632-1834 MO	$ 244.08 047731	$ 21.30 (e)	$ 265.38
03/08	03/08 413531757	AMZN MKTP US 1W60O0RO0 AMZN.COM/BILL WA	$ 47.82 034260	$ 0.00	$ 47.82
03/08	03/09 413602287	AMAZON.COM 1W6O65X62 AMZN.COM/BILL WA	$ 447.80 058797	$ 0.00	$ 447.80
03/08	03/09 413602288	RIVERSIDE INSIGHTS ITASCA IL	$ 240.47 000321	$ 18.03 (e)	$ 258.50
03/09	03/10 413763908	OFFICEMAX/DEPOT 6858 800-463-3768 AK	$ 64.85 035432	$ 2.99	$ 67.84
03/10	03/10 413763909	AMZN MKTP US 1Z6G72GJ1 AMZN.COM/BILL WA	$ 157.08 026110	$ 0.00	$ 157.08
03/10	03/10 413763910	AMZN MKTP US 1Z5PN2XW1 AMZN.COM/BILL WA	$ 99.99 084229	$ 0.00	$ 99.99
03/10	03/11 414009984	AMAZON.COM 1Z9E94MH1 AMZN.COM/BILL WA	$ 492.00 056362	$ 0.00	$ 492.00
03/11	03/11 414009985	AMZN MKTP US 1Z6ER25L1 AMZN.COM/BILL WA	$ 73.93 047899	$ 0.00	$ 73.93
03/13	03/14 414288045	AMZN MKTP US 1Z1O62UZ1 AMZN.COM/BILL WA	$ 41.99 019102	$ 0.00	$ 41.99

03/14	03/15 414551781	AMZN MKTP US 1Z83C4YC1 AMZN.COM/BILL WA	$ 24.11 096273	$ 0.00	$ 24.11
03/14	03/15 414551782	AMZN MKTP US 1N7X38CO1 AMZN.COM/BILL WA	$ 49.99 005849	$ 0.00	$ 49.99
03/14	03/15 414551783	MYSTERY SCIENCE WALNUT CA	$ 4,245.00 059940	$ 0.00	$ 4,245.00
03/15	03/16 414671895	AMZN MKTP US 1Z4T96P32 AMZN.COM/BILL WA	$ 41.99 027304	$ 0.00	$ 41.99
03/15	03/16 414671819	AMZN MKTP US 1Z4HP1KY0 AMZN.COM/BILL WA	$ 77.88 070611	$ 0.00	$ 77.88
03/15	03/16 414671816	AMZN MKTP US 1Z8WD62V0 AMZN.COM/BILL WA	$ 15.17 039458	$ 0.00	$ 15.17
03/15	03/16 414671741	AMZN MKTP US 1Z0LE72I0 AMZN.COM/BILL WA	$ 118.93 099355	$ 0.00	$ 118.93
03/15	03/16 414671818	AMZN MKTP US 1N9PG5Z61 AMZN.COM/BILL WA	$ 6.49 080997	$ 0.00	$ 6.49
03/15	03/16 414671740	AMAZON.COM 1Z0HV1152 A AMZN.COM/BILL WA	$ 29.99 007019	$ 0.00	$ 29.99
03/15	03/16 414671817	AMZN MKTP US 1Z63J31X2 AMZN.COM/BILL WA	$ 666.59 045500	$ 0.00	$ 666.59
03/15	03/16 414671820	AMZN MKTP US 1Z52867U0 AMZN.COM/BILL WA	$ 49.75 028478	$ 0.00	$ 49.75
03/16	03/16 414671896	AMZN MKTP US 1Z1554GZ2 AMZN.COM/BILL WA	$ 4.13 019418	$ 0.00	$ 4.13
03/16	03/18 415080453	HEGGERTY LITERACY RES OAK PARK IL	$ 690.71 043494	$ 69.07 (e)	$ 759.78
03/17	03/17 414916622	GIH GLOBALINDUSTRIALEQ 800-645-2986 FL	$ 2,414.19 047332	$ 247.45	$ 2,661.64
03/17	03/17 414916623	SOUND CLASSIFIEDS 800-485-4920 WA	$ 94.86 083668	$ 0.00 (e)	$ 94.86
03/17	03/18 415080454	AMAZON.COM 1Z52Y4B22 A AMZN.COM/BILL WA	$ 299.70 069425	$ 0.00	$ 299.70
03/17	03/18 415080455	AMZN MKTP US 1N0CJ0PU1 AMZN.COM/BILL WA	$ 1,004.07 006036	$ 0.00	$ 1,004.07
03/18	03/18 415080456	AMZN MKTP US 1N05I5M21 AMZN.COM/BILL WA	$ 147.72 068905	$ 0.00	$ 147.72

TOTAL CREDITS **xxxx-xxxx-xxxx-1328** **$ 0.00**

TOTAL DEBITS **xxxx-xxxx-xxxx-1328** **$ 79,671.51**

BMO Financial Group

Statement

Account Name:	LOHR, ASHLEY	**Card Number:**	xxxx-xxxx-xxxx-3401
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 1,600.00
Employee ID:	AL		
Statement Date (MM/DD/YYYY):	03/20/2022	**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:	$ 129.72
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 129.72

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/18	02/21 411339017	TRADING UNION PETERSBURG AK	$ 80.09 014473	$ 0.00 (e)	$ 80.09
03/08	03/09 413602208	TRADING UNION PETERSBURG AK	$ 40.71 003107	$ 0.00 (e)	$ 40.71
03/09	03/10 413763906	TRADING UNION PETERSBURG AK	$ 6.38 055634	$ 0.00 (e)	$ 6.38
03/16	03/17 414916621	USPS PO 0269030845 PETERSBURG AK	$ 2.54 096905	$ 0.00	$ 2.54

TOTAL CREDITS	**xxxx-xxxx-xxxx-3401**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-3401**	**$ 129.72**

BMO Financial Group

Statement

Account Name:	KLUDT-PAINTER, JON	**Card Number:**	xxxx-xxxx-xxxx-8382
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 55,000.00
Employee ID:	7999995418021852		
Statement Date (MM/DD/YYYY):	03/20/2022	**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:	$ 3,152.20
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 3,152.20

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/19	02/21 411339092	APPLE.COM/US 800-676-2775 CA	$ 999.00 025090	$ 0.00	$ 999.00
02/22	02/23 411708548	GRAMMARLY CO0X4UPQX 8883186146 CA	$ 139.95 052985	$ 0.00	$ 139.95
02/23	02/24 411785295	PAYPAL VOLUNTEERSP 4029357733 TX	$ 50.00 046302	$ 0.00	$ 50.00
02/25	02/28 412216994	AMZN MKTP US 1I5OF0XA0 AMZN.COM/BILL WA	$ 119.96 067307	$ 0.00	$ 119.96
03/08	03/08 413531738	APPLE.COM/BILL 866-712-7753 CA	$ 15.89 021927	$ 0.00 (e)	$ 15.89
03/08	03/09 413602284	MSFT E0600HW5Q8 8006427676 WA	$ 41.35 056185	$ 2.47	$ 43.82
03/08	03/09 413602285	AMZN MKTP US 1W0FJ9G52 AMZN.COM/BILL WA	$ 49.98 048844	$ 0.00	$ 49.98
03/09	03/09 413602286	AMZN MKTP US 1Z96I2OG0 AMZN.COM/BILL WA	$ 27.40 095288	$ 0.00	$ 27.40
03/09	03/10 413763907	UBIQUITI INC. NEW YORK NY	$ 199.00 052096	$ 0.00	$ 199.00
03/10	03/11 414009983	STIMARE LLC DENVER CO	$ 594.00 095868	$ 0.00 (e)	$ 594.00
03/12	03/14 414288043	APPLE.COM/US 800-676-2775 CA	$ 380.00 063031	$ 0.00	$ 380.00
03/12	03/14 414288044	APPLE.COM/US 800-676-2775 CA	$ 49.00 055566	$ 0.00	$ 49.00
03/15	03/16 414671739	AMZN MKTP US 1Z08T3P82 AMZN.COM/BILL WA	$ 369.20 017256	$ 0.00	$ 369.20

03/17	03/18 415080377	PAYPAL ALASKAMACST 4029357733 AK	$ 115.00 032066	$ 0.00	$ 115.00

TOTAL CREDITS	**xxxx-xxxx-xxxx-8382**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-8382**	**$ 3,152.20**

BMO Financial Group

Statement

Account Name:	WORHATCH, CENA	**Card Number:**	xxxx-xxxx-xxxx-0225
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 1,000.00
Employee ID:	CW		
Statement Date (MM/DD/YYYY):	03/20/2022	**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:	$ 628.39
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 628.39

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
03/14	03/15 414551784	SCHOLASTIC EDUCATION 573-632-1834 MO	$ 577.96 008537	$ 50.43 (e)	$ 628.39

TOTAL CREDITS	**xxxx-xxxx-xxxx-0225**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-0225**	**$ 628.39**

BMO Financial Group

Statement

Account Name:	WARD, IOANA	**Card Number:**	xxxx-xxxx-xxxx-2408
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 500.00
Employee ID:	644		
Statement Date (MM/DD/YYYY):	03/20/2022	**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:	$ 262.63
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 262.63

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/26	02/28 412217071	TRADING UNION PETERSBURG AK	$ 43.79 044983	$ 0.00 (e)	$ 43.79
03/02	03/03 412775390	TRADING UNION PETERSBURG AK	$ 27.93 079339	$ 0.00 (e)	$ 27.93
03/07	03/08 413531775	HAMMER & WIKAN, INC. PETERSBURG AK	$ 60.87 097468	$ 0.00 (e)	$ 60.87
03/17	03/18 415080532	HAMMER & WIKAN, INC. PETERSBURG AK	$ 130.04 034001	$ 0.00 (e)	$ 130.04

TOTAL CREDITS	**xxxx-xxxx-xxxx-2408**	**$ 0.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-2408**	**$ 262.63**

BMO Financial Group

Statement

Account Name:	CABRAL, JAIME	**Card Number:**	xxxx-xxxx-xxxx-4710
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 15,000.00
Employee ID:	7999995418021878		
Statement Date (MM/DD/YYYY):	03/20/2022	**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:	$ 12,638.07
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 12,638.07

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/25	02/28 412215894	STUDEBAKER`S PIZZA PETERSBURG AK	$ 195.77 044170	$ 0.00 (e)	$ 195.77
02/25	02/28 412217072	HAMMER & WIKAN, INC. PETERSBURG AK	$ 221.69 040023	$ 0.00 (e)	$ 221.69
03/03	03/04 412946490	SQ BREAKAWAY FERRY AN GOSQ.COM AK	$ 3,200.00 085007	$ 0.00	$ 3,200.00
03/03	03/04 412946489	SQ BREAKAWAY ADVENTUR GOSQ.COM AK	$ 1,600.00 010078	$ 0.00	$ 1,600.00
03/07	03/08 413531777	BSN SPORTS LLC 8002277404 TX	$ 513.60 003583	$ 0.00	$ 513.60
03/07	03/08 413531776	BSN SPORTS LLC 8002277404 TX	$ 2,108.23 070067	$ 0.00	$ 2,108.23
03/08	03/10 413763990	SUPER 8 9072259088 AK	$ 107.97 039262	$ 7.02	$ 114.99
03/08	03/10 413764145	SUPER 8 9072259088 AK	$ 107.97 070883	$ 7.02	$ 114.99
03/08	03/10 413764068	SUPER 8 9072259088 AK	$ 127.88 027074	$ 8.31	$ 136.19
03/08	03/10 413764066	SUPER 8 9072259088 AK	$ 122.54 085605	$ 7.97	$ 130.51
03/08	03/10 413764065	SUPER 8 9072259088 AK	$ 107.97 016199	$ 7.02	$ 114.99
03/08	03/10 413764143	SUPER 8 9072259088 AK	$ 107.97 008803	$ 7.02	$ 114.99
03/08	03/10 413764144	SUPER 8 9072259088 AK	$ 112.67 098557	$ 7.32	$ 119.99

03/08	03/10 413763988	WAL-MART #2710 KETCHIKAN AK	$ 356.38 037647	$ 23.16	$ 379.54
03/08	03/10 413764064	SUPER 8 9072259088 AK	$ 107.97 099279	$ 7.02	$ 114.99
03/08	03/10 413764067	SUPER 8 9072259088 AK	$ 107.97 005079	$ 7.02	$ 114.99
03/09	03/10 413763989	CAPE FOX LODGE KETCHIKAN AK	$ 289.00 019217	$ 0.00	$ 289.00
03/09	03/11 414010062	WAL-MART #2710 KETCHIKAN AK	$ 37.18 092916	$ 2.42	$ 39.60
03/11	03/14 414288126	WAL-MART #2710 KETCHIKAN AK	$ 88.87 000777	$ 5.78	$ 94.65
03/12	03/14 414288202	LIGHT HOUSE SERVICE KETCHIKAN AK	$ 42.95 028235	$ 0.00	$ 42.95
03/13	03/14 414288203	CAPE FOX LODGE KETCHIKAN AK	$ 867.00 081841	$ 0.00	$ 867.00
03/14	03/15 414551785	CHAMPION TEAMWEAR 877-5978086 KS	$ 799.62 016444	$ 0.00	$ 799.62
03/16	03/16 414671898	AVIS ALASKA - INTERNAT ANCHORAGE AK	$ 394.93 094942	$ 0.00 (e)	$ 394.93
03/16	03/16 414671974	AVIS ALASKA - INTERNAT ANCHORAGE AK	$ 394.93 943687	$ 0.00	$ 394.93
03/16	03/16 414671899	AVIS ALASKA - INTERNAT ANCHORAGE AK	$ 419.93 077524	$ 0.00	$ 419.93

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

TOTAL DEBITS **xxxx-xxxx-xxxx-4710** **$ 12,638.07**

BMO Financial Group

Statement

Account Name:	SANDHOFER, MARSHA	**Card Number:**	xxxx-xxxx-xxxx-5794
Company Name:	PETERSBURG SCHOOL DIST	**Account Limit:**	$ 20,000.00
Employee ID:	7999995746002434		
Statement Date (MM/DD/YYYY):	03/20/2022	**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:	$ 13,062.15
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 13,062.15

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/25	02/28 412217069	AMHS WEB RESERVATION 8777658669 AK	$ 5,616.80 026737	$ 0.00 (e)	$ 5,616.80
02/28	03/01 412527701	PIONEER DRAMA SERVICE 303-7794035 CO	$ 217.50 086353	$ 0.00 (e)	$ 217.50
02/28	03/01 412527770	NYTIMES NYTIMES DISC 800-698-4637 NY	$ 4.00 026578	$ 0.00 (e)	$ 4.00
03/01	03/02 412605290	SUB WASHPOST 023426577 800-477-4679 DC	$ 5.00 054545	$ 0.00 (e)	$ 5.00
03/02	03/03 412775389	IN BLOMSTER HUS 907-7722566 AK	$ 25.00 045960	$ 0.00	$ 25.00
03/03	03/04 412946487	AMHS WEB RESERVATION 8777658669 AK	$ 43.50 085701	$ 0.00 (e)	$ 43.50
03/07	03/08 413531758	AMHS WEB RESERVATION 8777658669 AK	$ -259.00 000000	$ 0.00 (e)	$ -259.00
03/08	03/09 413602364	ALASKA PEST MANAGEMENT 907-2472847 AK	$ 350.00 033484	$ 0.00 (e)	$ 350.00
03/09	03/10 413763986	ICY HOT HYDRATION LLC 503-7383740 OR	$ 4,932.53 019573	$ 0.00	$ 4,932.53
03/13	03/14 414288046	ALASKA CAR RENTAL KETCHIKAN AK	$ 469.48 076444	$ 30.52	$ 500.00
03/13	03/14 414288122	ALASKA CAR RENTAL KETCHIKAN AK	$ 390.36 029931	$ 25.38	$ 415.74
03/13	03/14 414288047	ALASKA CAR RENTAL KETCHIKAN AK	$ 439.43 096150	$ 28.57	$ 468.00
03/13	03/14 414288124	ALASKA CAR RENTAL KETCHIKAN AK	$ 307.36 014136	$ 19.98	$ 327.34

03/13	03/14 414288123	ALASKA CAR RENTAL KETCHIKAN AK	$ 390.36 091352	$ 25.38	$ 415.74

TOTAL CREDITS	**xxxx-xxxx-xxxx-5794**	**$ -259.00**
TOTAL DEBITS	**xxxx-xxxx-xxxx-5794**	**$ 13,321.15**

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):	03/20/2022	**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:	$ 21,244.79
Cash Advance:	$ 0.00
Fees:	$ 0.00
Other Charges:	$ 0.00
New Account Balance:	$ 21,244.79

For your records only. No payment required.

Transaction Summary:

Trans Date	Posting Date Trans ID	Description	Pre-Tax Amount Auth #	Total Tax	Trans Amount
02/18	02/21 411339096	HAMMER & WIKAN #5828 PETERSBURG AK	$ 90.97 059621	$ 0.00 (e)	$ 90.97
02/21	02/22 411565092	HAMMER & WIKAN #5828 PETERSBURG AK	$ 42.19 032876	$ 0.00 (e)	$ 42.19
02/21	02/22 411565091	HAMMER & WIKAN #5828 PETERSBURG AK	$ 29.99 094581	$ 0.00 (e)	$ 29.99
02/23	02/24 411785296	AMZN MKTP US 1B72O2SB2 AMZN.COM/BILL WA	$ 1,439.76 021587	$ 0.00	$ 1,439.76
02/23	02/24 411785297	AMZN MKTP US 1B2TC0292 AMZN.COM/BILL WA	$ 1,465.52 085201	$ 0.00	$ 1,465.52
02/24	02/24 411785298	AMZN MKTP US 1B4WQ5KC2 AMZN.COM/BILL WA	$ 11,035.00 063262	$ 0.00	$ 11,035.00
02/24	02/24 411785375	AMZN MKTP US 1B6F73K72 AMZN.COM/BILL WA	$ 285.76 094101	$ 0.00	$ 285.76
02/24	02/24 411785299	AMZN MKTP US 1I3TQ86R1 AMZN.COM/BILL WA	$ 3,207.41 068673	$ 0.00	$ 3,207.41
02/25	02/28 412217070	AMZN MKTP US 1B9HQ5Y12 AMZN.COM/BILL WA	$ 1,513.06 017115	$ 0.00	$ 1,513.06
03/01	03/02 412605291	GRAINGER 877-2022594 IL	$ 81.65 099345	$ 0.00	$ 81.65
03/03	03/04 412946488	HAMMER & WIKAN #5828 PETERSBURG AK	$ 31.88 076220	$ 0.00 (e)	$ 31.88
03/04	03/07 413214236	HAMMER & WIKAN #5828 PETERSBURG AK	$ 157.96	$ 0.00	$ 157.96
03/04	03/07 413214235	HAMMER & WIKAN #5828 PETERSBURG AK	$ 228.95	$ 0.00	$ 228.95

03/06	03/07 413213039	AMZN MKTP US 1Z99I1C61 AMZN.COM/BILL WA	$ 45.06	$ 0.00	$ 45.06
03/07	03/08 413531759	HAMMER & WIKAN #5828 PETERSBURG AK	$ 1,347.72 045527	$ 0.00 (e)	$ 1,347.72
03/07	03/08 413531760	HAMMER & WIKAN #5828 PETERSBURG AK	$ 134.93 062234	$ 0.00 (e)	$ 134.93
03/07	03/09 413602365	HAMMER & WIKAN #5828 PETERSBURG AK	$ -687.92 118445	$ 0.00 (e)	$ -687.92
03/08	03/09 413602366	HAMMER & WIKAN #5828 PETERSBURG AK	$ 152.75 059148	$ 0.00 (e)	$ 152.75
03/09	03/10 413763987	HAMMER & WIKAN #5828 PETERSBURG AK	$ 61.98 097433	$ 0.00 (e)	$ 61.98
03/11	03/11 414010061	AMZN MKTP US 1W25K3KO2 AMZN.COM/BILL WA	$ 85.99 057183	$ 0.00	$ 85.99
03/11	03/14 414288125	GRAINGER 877-2022594 IL	$ 194.80 007012	$ 0.00	$ 194.80
03/15	03/16 414671897	AMZN MKTP US 1Z0YR77R0 AMZN.COM/BILL WA	$ 165.99 039339	$ 0.00	$ 165.99
03/15	03/17 414916624	ARCHITECTURAL SUPPLY C 9075611919 AK	$ 73.40 067150	$ 0.00	$ 73.40
03/18	03/18 415080457	AMZN MKTP US 1N2PQ04Z0 AMZN.COM/BILL WA	$ 59.99 028813	$ 0.00	$ 59.99

TOTAL CREDITS **xxxx-xxxx-xxxx-3497** **$ -687.92**

TOTAL DEBITS **xxxx-xxxx-xxxx-3497** **$ 21,932.71**

Petersburg School District

Trial Balance

As of March 31, 2022

	DEBIT	CREDIT
1-0110 First Bank Checking	135,786.54	
1-0140 First Bank Gaming	1,707.51	
1-0160 ASB CD	0.00	
2-0020 Activity School Fee-5.00		0.00
2-0035 Activity Director		569.62
2-0040 Activity Pass Sales-Students		1,233.25
2-0045 Activities-Viking Store		617.73
2-0050 Shop Sales		29,386.88
2-0080 Art		195.00
2-0085 Artfest		1,852.35
2-0090 Assoc Student Body Government		7,932.08
2-0097 Baseball		1,699.09
2-0098 Baseball Field		251.00
2-0195 Class of 2014		634.50
2-0200 Class of 2015		183.49
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		708.20
2-0224 Class of 2024		870.00
2-0225 Class of 2025		462.00
2-0250 Close-Up		2,413.88
2-0260 Concessions		2,629.31
2-0280 Cross Country		699.21
2-0290 School wide play		4,777.42
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		1,718.62
2-0325 Elementary Stikine River		13,796.73
2-0330 Elementary Memory Book		2,572.05
2-0337 Track Improvement Project		1,958.28
2-0344 School Garden		4,846.33
2-0350 Gym Sign Advertisements		1,310.36
2-0370 Honor Society		532.17
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		4,580.17
2-0410 Jewelry		351.39
2-0417 LeConte Survey		888.53
2-0420 Little Kid's Rock		310.53
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		281.83
2-0500 MS Band		473.55
2-0510 MS Cheerleaders		389.59
2-0520 MS Robotics		1,341.76
2-0527 MS Student Council		1,128.45
2-0530 MS Tournament/Activities	2,093.59	
2-0540 MS Yearbook and Pro		6,722.25
2-0550 Music-High School		1,995.80
2-0560 Natural Helpers		1,227.91
2-0580 Culinary Arts		548.57
2-0595 PHS Library		1,749.77
2-0597 Scholarships		0.00
2-0600 Principal - High School		722.93
2-0601 Principal - Middle School		125.07
2-0605 PIA Undisbursed Funds		5,646.02
2-0610 PTSA Scholarship		200.00
2-0612 EF Puerto Rico		50.13
2-0615 Raffle		1,068.53
2-0625 Region V Tournaments		2,296.77
2-0630 Rory Smith Scholarship		25.00
2-0634 MS Run Club		50.00
2-0640 Pixellot Advertisements		1,447.63
2-0647 Softball		440.52
2-0648 SPED Memorial Account		4,592.50
2-0649 PSD Shred Safe		301.40
2-0650 Stereo Repair/Replacement		906.59
2-0655 Student Testing Fees		562.00
2-0670 Swim/Dive Team		324.35
2-0690 Track		354.33
2-0699 Tsunami Bowl		1,951.27
2-0700 Unallocated Interest		319.00
2-0710 Varsity Cheer/Stunt	208.26	
2-0730 Viking Basketball	5,221.67	
2-0738 Viking Productions		38.13
2-0740 Volleyball		3,750.42
2-0745 Weekend Backpack Program		2,379.23
2-0750 Work Experience		1,022.00
2-0760 Wrestling	1,985.12	
2-0780 Yearbook		7,659.22
Opening Balance Equity		0.00
TOTAL	**$147,002.69**	**$147,002.69**

Regular Meeting

Tuesday, March 8, 2022 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
Meg Litster:	Present

All present

1. **CALL TO ORDER**
   Discussion: Meeting was called to order at 6:01pm by president Holmgrain
2. **DETERMINE QUORUM**
   Discussion: A quorum was present to do business.
3. **PLEDGE OF ALLEGIANCE**
   Discussion: President Holmgrain lead 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 Jay Lister, Passed.
   Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Meg Litster:	Yea

   Voting Summary: Yea: 5, Nay: 0
   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**
   Discussion: 3rd Grade students and Teachers Mary Midkiff and Becky Martin presented their Whale Google Slides presentation. Whale Presentation
6. **STUDENT REPRESENTATIVE REPORT**
   Discussion: Regionals happening now, many students out of the building as the Basketball, Cheer, and Pep band members are attending. Artfest is happening soon, and the theme is Ocean

Connections, Baseball and Track starting soon.

7. **CORRESPONDENCE**

8. **COMMENTS FROM AUDIENCE UNRELATED TO AGENDA ITEMS**
Discussion: 1 community member was present to comment.

9. **COMMENTS FROM AUDIENCE RELATED TO AGENDA ITEMS**
Discussion: A few community members were present to comment regarding the mitigation plan and masking as well as appreciation for the Board.

10. **COMMENTS FROM BOARD MEMBERS**

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
Meg Litster:	Yea

Voting Summary: Yea: 5, Nay: 0

11.1. FEB, 2022, Monthly accounting report, bills, payroll, and electronic fund transfers, ASB trial balance and P-Card statements in the amount of $746,600.31

11.2. FEB. 8, 2022, 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 Rick Dormer
12.4.	Director of Activities Report	

13. **SCHOOL BOARD COMMITTEE REPORTS**
Discussion: Curriculum: there will be a work session regarding the new science standards and the curriculum, member Holmlund recommended that parents could go to the DEED website to find out more about New Gen science standards that the State put into place. She also mentioned there was a valuable pamphlet called the" Alaska Playbook" for parents and educators that gave helpful hints and tips about learning and

development in student age groups.

14. **OLD BUSINESS**

14.1. Covid Mitigation Update

Action(s):

Masking optional in the buildings districtwide based on low levels of new covid patient admissions to PMC, all other mitigation measures to stay in place Effective date starting March 21, 2022. 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
Meg Litster:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: President Holmgrain made a motion to open discussion that included language from the Description, upon discussion the President rescinded the original motion. There was no objection, the original motion was withdrawn. See attached item for the new mitigation plan approved at this meeting.

15. **NEW BUSINESS**

15.1. Action: Non-Tenured Teacher Contracts

Action(s):

Approve non-tenured teacher contracts as listed. This motion, made by Sarah Holmgrain and seconded by Meg Litster, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Meg Litster:	Yea

Voting Summary: Yea: 5, Nay: 0

15.2. Informational: MAP and AK STAR testing update

Discussion: District Testing coordinator Bridget Wittstock provided an update on District MAP testing, as well as information about the upcoming AK STAR state summative testing. Link to info about AK STAR summative test

15.3. Action: Policy updates in First Reading

BP 1115
BP 3516
E 6164.4
BB 9012

Action(s):
Adopt policies as presented in their first reading. This motion, made by Sarah Holmgrain and seconded by Meg Litster, Passed.
Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Meg Litster:	Yea

Voting Summary: Yea: 5, Nay: 0

15.4. Action: Policy Updates in Second Reading
BP 3510
AR 5112.2
BP 6114.4
AR 6162.5
BP 0520
AR 1312.1
BP 1340
BP 6146.3
Action(s):
approve policy updates as presented 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
Meg Litster:	Yea

Voting Summary: Yea: 5, Nay: 0
Discussion: President Holmgrain opened a public hearing for these specific Policies, there were no community members present to testify.

16. **ADDITIONAL COMMENTS FROM BOARD MEMBERS**
Discussion: None

17. **FUTURE AGENDA ITEMS**
Discussion: 2nd Grade Mammal Presentation / Possible close-up kids
Policies in 2nd reading
Science curriculum

18. **OTHER NEW BUSINESS**

18.1. Executive Session
Discussion: The board recessed to Executive Session at 7:53pm all members present. The Executive session was regarding. Superintendent and Principal evaluations and contracts. The board came out of Executive session at 9:33pm

18.2. Action: Superintendent Contract
Action(s):

Approve the Superintendent contract for three years, FY 2023, FY 2024, FY 2025. This motion, made by Sarah Holmgrain and seconded by Meg Litster, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Meg Litster:	Yea

Voting Summary: Yea: 5, Nay: 0

19. **ADJOURNMENT**

Action(s):

Adjorn Meeting. This motion, made by Sarah Holmgrain and seconded by Meg Litster, Passed.

Voting Detail:

Carey Case:	Yea
Sarah Holmgrain:	Yea
Katie Holmlund:	Yea
Jay Lister:	Yea
Meg Litster:	Yea

Voting Summary: Yea: 5, Nay: 0

Discussion: Meeting adjourned at 9:35pm

_____

Board Secretary

_____

Board President

Personnel Action Report for 2021-2022

3-08-2022

EMPLOYMENT OF CERTIFIED PERSONNEL

Chelsea Corrao
District Music Teacher
22-23 SY

RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

Jamie Eddy
4th Grade Teacher

EMPLOYMENT OF CLASSIFIED PERSONNEL

RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL

EXTRA DUTY CONTRACTS

Jim Engell
Baseball Varsity

Ethan Bryner
Baseball Asst.

Cyndy Fry
High School Play

James Valentine
Track and Field Head Coach

Bridey Short
MMS Student Council

Ioana Ward & Tim Shumway
Prom Advisors split

2021-2022 School Year

Teachers	46.00
Classified*	33.00
Principals	2.00
District Administration/Exempt (Superintendant, Finance, Maintenance, Food Service, Board Admin, Nurse)	6.00
Total Employees	**87.00**

(*This is the number of classified personnel working for the district.)

March 4, 2022

Superintendent's Report

Mr. Dormer and I will be attending the Legislative Fly-In March 26-29. There are several educational bills moving through the legislature:

HB 272 would increase the BSA in FY23 and again in FY24. This allows for districts to address their operational costs and plan with some certainty to meet student needs. Currently, many districts' budgets are due to their municipalities before they know their revenue. This would also eliminate the need to "pink slip" valuable staff.

HB 273 would add inflation proofing to the BSA formula beginning in FY25 for all years going forward. This would be based on the Consumer Price Index for Urban Alaska, ensuring that education's growth is directly tied to Alaska's growth.

Two versions of the READS Act continue to move through the legislative process: SB 111 Alaska Academic Improvement and Modernization Act and HB 164 The Alaska READS Act.
Similarities between the bills:
*Research clearly shows that high quality early education prepares learners to be proficient readers by 3rd grade, and universal voluntary pre-K is the most equitable investment providing opportunities for all children.
*Statewide reading policy for K-3rd grade.
*Screeners three times/year for K-3 struggling readers.
*Individualized evidence-based interventions required and training provided for teachers.
*Parent notification and involvement.

There will be training for teachers/staff/admin about the Science of Reading and the Alaska Reading Playbook. Check out the AK Reading Playbook link for more information about the six training sessions coming up this spring (Mar. 22-April 7). These resources and training opportunities are very relevant with the Alaska READS Act and to guide instruction for all students to be reading at grade level by 3rd grade.

We have received two quotes for roof repairs from two Juneau-based construction companies: Silverbow Construction and Alaska Commercial Contractors. We will review these proposals and determine next steps for summer installation. Aaron Buller and Kevin Hagan have also started demolition and repairs in the District Office.

We are moving forward with several hiring processes and staffing determinations for next year.

Petersburg School District is hosting our first Teen Health Fair for high school students on April 15. We are working with local partners through our Health Living grant and Wellness Committee.

Tuesday, March 8th @6:00pm

- What has happened
    - Feb. 17th @6:00pm Virtual Literacy Night: “The Jelly Donut Difference” By Maria Dismondy
    - No School Friday, March 11th
    - Stedman Level Spelling Bee Winners
        - Andi M.
        - Silas S-G
        - Savina P.
- Special Acknowledgments
    - Katie Eddy, Niccole Olsen, and Susan Erickson
    - Jeb Morrow, Rick Braun, Craig Olson, and Stacey Eilenberger
- Currently enrolled
    - Prek - 5th Grade 204.25 Total Enrolled
- Current after school programs being offered:
    - After School Recess
        - M-TH 3:00-3:45
        - F 12:00-1:00
    - Chess Club
        - Started by Lachlan B.
        - Supported by Mrs. Etcher and Stacey E.
    - Homework Busters
    - Foursquare Club
    - Student Council Starts
    - Lego Club
- Preschool Day
    - 8:00-12:00
    - Tuesday - Friday
    - Starting September 7th - May 27th
        - Running on same schedule as school calendar
- School Day for Kindergarten
    - 8:00-1:15
- School Day for 1st-5th Grade
    - Monday - Thursday 8:00-2:45
    - Friday 8:00-12:00
- SPED Numbers:
    - Currently: 50
    - Referrals: 4
    - Screenings/Observations: 1
- What is on our radar:
    - No School Friday, March 11th
    -

Attendance Comparison Report

- 17-18 September (288 Absences)
  - 23 days with an average absence of 13 students per day
- 21-22 September (357 Absences)
  - 20 days with an average absence of 18 students per day
- 17-18 October (281 Absences)
  - 20 days with an average absence of 14 students per day
- 21-22 October (389 Absences)
  - 20 days with an average absence of 20 students per day
- 17-18 November (317 Absences)
  - 19 days with an average absence of 17 students per day
- 21-22 November (718 absences and 149 virtual absences(assumed))
  - Virtual 6 days with an average absence of 25 students per day
  - In-Person 12 days with an average absence of 50 students per day
- 17-18 December (513 Absences)
  - 15 days with an average absence of 34 students per day
- 21-22 December (343 Absences)
  - 13 days with an average absence of 27 students per day
- 17-18 January (391 Absences)
  - 18 days with an average absence of 22 students per day
- 21-22 January (420 absences and 22 virtual absences(assumed))
  - Closed 2 days
  - VIrtual 1 day with 22 student absences
  - In-Person 16 days with an average absence of 27 students per day
- 17-18 February (351 Absences)
  - 19 days with an average absence of 19 students per day
- 21-22 February (444 Absences)
  - 20 days with an average absence of 22 students per day
- 17-18 March (357 Absences)
  - 16 days with an average absence of 23 students per day
- 17-18 April (253 Absences)
  - 18 days with an average absence of 14 students per day
- 17-18 May (350 Absences)
  - 22 days with an average absence of 16 students per day

Testing Data Report

Winter MAP Testing 2022 Data (Can't Control)

- **Reading Scores Below Proficient:**
  - Kindergarten 72% - Data Not Considered Valid
  - 1st Grade 77% - Data Not Considered Valid
  - 2nd Grade 60%
  - 3rd Grade 35%
  - 4th Grade 22%
  - 5th Grade 35%
- **Math Scores Below Proficient:**
  - 2nd Grade 43%
  - 3rd Grade 42%
  - 4th Grade 46%
  - 5th Grade 29%

Winter 21' to Winter 22' MAP Growth (Can Control)

- **Reading Growth**
  - Kinder to 1st - Data Not Considered Valid
  - 1st to 2nd 46%(sp) Proficient to 41%
  - 2nd to 3rd 54% Proficient to 67%
  - 3rd to 4th 60%(sp) Proficient to 79%
  - 4th to 5th 77% Proficient to 65%
  - 5th left us at 66% Proficient
- **Math Growth**
  - Kinder to 1st - No Data
  - 1st to 2nd 59%(sp) Proficient to 57%
  - 2nd to 3rd 46% Proficient to 59%
  - 3rd to 4th 46% Proficient to 54%
  - 4th to 5th 77% Proficient to 70%
  - 5th left us at 62% Proficient

Data is showing that we are moving/growth at a pace that exceeds the growth expectation.

MS/HS Principal Report

March 8th, 2022 Board Meeting

- Thanks for covering so I could advocate for school funding in Washington DC on state-sponsored trip. Very Successful, and I met with PHS grad Helen Martin!
- Busy times for PHS!
    - Homecoming weekend was awesome, including games, dance, pep assembly. Thanks to many hands.
    - Regionals now; I head down on Thursday to cheer for Vikings and meet with Region Admins
    - Close Up leaves on March 26th
- End of Quarter 3 March 25th
- Legislative Fly in for me (state sponsored) last week of March
- New NWEA State Testing in early April

Activities Report for School Board

March 8, 2022

PHS Basketball, Cheer, and Pep Band @ Region 5 Tournament

6th Grade JNYO's Season Complete

7th & 8th Grade JNYO's headed to Juneau April 1-4 for Traditional Games Tournament for NYO's

PHS Theater/Play

- First Practice is April 1, 2022.

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.

Ticketing System for Home Events

- We have partnered with HomeTown Ticketing for all of our home events. Ticketing is now down online and you must present a ticket through the HomeTown Fan App OR print off your ticket to enter into the games.
- Overall this system will benefit the ease of gate keeping for events at PHS & MMS. I think the negative response we have fielded was based on capacity limits and not the system itself.
- We will have the option of having the Ticketing system as well as at the door availability. We had this option at the Alaskan Nets showing.

TESTING UPDATE

- All students at MMS & PHS as well as coaches involved in activities and athletics that compete in-person, travel, and have in-person interscholastic competitions are involved in Twice Weekly Antigen testing.

REGION 5 UPDATE:

- **Testing is now required for all culminating indoor events for the remainder of the 21-22 calendar year.**
- **Testing may be required by specific school districts for attending and participation as per their schools policies or mitigation measures.**
- **Best option for PHS & MMS is to continue with the testing regimen that we are doing for our interscholastic activities that travel and or have in-person competition. Testing may be a requirement to group-house in schools which will save us a lot of money, some school districts in our region will still test for the remainder of the calendar year.**
- **The Testing requirements for any ASAA State Tournament is no longer in effect, however School Districts are encouraged to continue COVID testing as part of their overall mitigation plan if deemed necessary.**

- **Masking policy for the Region is now:**
    - **Region V events will comply with the mask requirement of the venue in which the event and/or tournament is being held.**
- **School districts may have different Mitigation Measures in place that visiting teams are required to follow.**

Track/Baseball Begins March 2, 2022

- First day of TRACK & FIELD will be Monday March 7, 2022. First Day of Baseball is tentatively scheduled for March 14, 2022.

PETERSBURG
SCHOOL DISTRICT

Petersburg School District Covid protocols updated February 8, 2022

****Universal Mitigation Measures: Ventilation/air purifying units, handwashing and respiratory etiquette, symptom-free policy, N95 caliber masks available upon request, students and staff encouraged to receive COVID vaccine and booster, if eligible****

Masking is required upon entry to all schools, regardless of status. Nurse Oppenheim will provide information to staff members/classrooms regarding status each day to determine masking levels in classrooms.

Red - Universal Masking-Goes into effect when:

Primary (K-5): 4 or more classrooms have a positive case

Secondary (MS/HS): 3 or more students are positive, building-wide

Masking is required on buses, per federal statute.

Masking is required for spectators at all indoor extracurricular events, per Region 5 rules.

Yellow - Limited Optional Masking-Goes into effect when:

Primary (K-5): 3 or fewer classrooms have a positive case

- Masking on the move: masks in hallways, masks in shared spaces (library), masks in mixed group sessions. *Within individual classrooms, masks may be removed by students and staff*. Students and staff may continue to wear a mask at any time if they choose.
- When a child or staff member in a classroom tests positive and has been at school while infected: the classroom moves to STRICT universal masking for 10 days after exposure; test kits will be sent home with families to test at home; strict symptom monitoring; if sick, stay home.

Secondary (MS/HS): 2 or fewer students are positive, building-wide.

- Masking on the move: masks in hallways, masks in shared spaces (auditorium, etc.). *Within individual classrooms, masks may be removed by students & staff while seated and spacing of 3' is possible*. Students and staff may continue to wear a mask at any time if they choose.
- Deciding when/where mask removal is possible will be guided by the teacher and will be based on common sense and logic with the understanding that some classrooms will not accommodate mask removal. Not all students will have the same opportunity to remove masks during the day simply because of their schedule/size of classrooms.

Green - Optional masking building-wide-Goes into effect when:

No cases for a period of 10 consecutive days.

Below you will find information regarding procedures for what to do if you:

1. Test positive for Covid-19.
2. Have been exposed to someone with Covid-19 at school.
3. Are planning to travel on Alaska Airlines or the Alaska Ferry System.

If You Test Positive for COVID-19

Everyone, regardless of vaccination status:

- Stay home for 5 full days isolating away from others. Day 0 is the day of a positive viral test. Day 1 is the first full day after your test specimen was collected. If you have COVID-19 or have symptoms, isolate for at least 5 days.
- If you have no symptoms after 5 days, you may return to school on day 6.
- Continue to wear a mask around others for 5 additional days upon returning to school.

Individuals must be fever free for a minimum of 24 hours before returning.

If You Were Exposed to Someone with COVID-19 at school

- You will be notified via email/ ONE CALL if the exposure was at school.
- Monitor for symptoms for 10 days after exposure / Stay home if sick.
- Daily at-home antigen testing before school for 5 consecutive days. Students can come to school **as long as they are testing at home.**
- Recommended PCR test on day 5 (Call PMC to schedule test 907-772-5788).
- If you have symptoms at any time, quarantine and take an antigen test or schedule a PCR test at PMC.
- The school **must** be notified of any positive test results. Negative test results do not need to be reported and are not tracked.
- Close contacts from the same household quarantine at home for 5 days **or** return to school and test daily at home every morning for 10 days.

If you plan to travel or have returned from travel

- Contact the school office to pick up your free at-home antigen test kits (as supplies are available).
- Daily at-home antigen testing before school for 5 consecutive days upon return. Students can come to school **as long as they are testing at home.**
- Recommended PCR test on day 5 after your return (Call PMC to schedule test 907-772-5788).
- The school **must** be notified of any positive test results. Negative test results do not need to be reported and are not tracked.

***Regardless of vaccination status, If you develop symptoms at any time get a test and stay home. Symptoms may include:**

- ***A temperature of 100.4 or greater in the last 72 hours***
- ***Cough or Sore Throat or Shortness of Breath***
- ***Chills, Muscle Pain Runny or Stuffy Nose***
- ***Headache, Vomiting, or Diarrhea***
- ***New Loss of Taste or Smell***

Any questions regarding this information can be directed to the Petersburg School District Nurse or the School Office at 1-877-526-7656. Request Home Covid Test Kits Here with this online form.

2022-23 Non–Tenured Teachers:

Short, Bridey
Gates, Casey
Thain, Tyler
Marifern, Sam
Allison, Laura
Crump, Dustin
Eddy, Debby
Smith, Hannah
Bryner, Ethan

AK STAR
ALASKA SYSTEM OF ACADEMIC READINESS

FACT SHEET

WHAT
The Alaska System of Academic Readiness is Alaska's innovative assessment system. The AK STAR System connects MAP Growth interim assessments with the end-of-the-year AK STAR summative assessment for English language arts (ELA) and mathematics.

In spring 2022, students will take both assessments and reports will show MAP Growth norm-referenced performance (RIT score) and summative proficiency scores to be used for accountability.

Beginning in 2023, students will take the MAP Growth in fall and winter and the AK STAR summative in spring. The AK STAR spring summative assessment's adaptive design will give each student a unique testing experience that produces both a RIT growth score and a proficiency score.

WHO
Alaska students in grades 3-9

WHEN
The statewide test window for AK STAR summative assessment is March 28 – April 29, 2022. Districts may administer the spring MAP Growth assessment in their regularly scheduled interim testing window.

WHERE
Students take the AK STAR summative assessment via the NWEA State Solutions Secure Browser The browser is loaded onto a computer, laptop, or tablet provided by the school. Practice tests are available on the AK STAR Student Readiness webpage.

WHY
AK STAR is an innovative, balanced assessment system that aims to change the way we think about assessment and instruction across Alaska.

AK STAR INTENDS TO:

- ★ produce more actionable data for teaching and learning,
- ★ recognize and celebrate students' academic progress,
- ★ create a more efficient testing experience, thus maximizing classroom instruction time, capitalize on useful tools like MAP Growth, and
- ★ streamline the student testing experience by reducing the number of tests students take to MAP Growth in fall and winter, and the AK STAR summative in spring (beginning in spring 2023).

AK STAR ALASKA SYSTEM OF ACADEMIC READINESS

Personnel Action Report for 2021-2022

4-12-2022

EMPLOYMENT OF CERTIFIED PERSONNEL

Chelsea Corrao
District Music Teacher

Jilleen Dolbeare
HS Special Education Teacher

Elsa Wintersteen
HS English Teacher

Cyndy Fry
Special Education Director

RESIGNATION/RETIREMENT CERTIFIED PERSONNEL

Bridget Wittstock
Special Education Director

Laura Allison
Elementary Teacher

Debby Eddy
Elementary Teacher

EMPLOYMENT OF CLASSIFIED PERSONNEL

RESIGNATION/RETIREMENT CLASSIFIED PERSONNEL

Kaliegh Versteeg
Instructional Aide

EXTRA DUTY CONTRACTS

2021-2022 School Year

Teachers	46.00
Classified*	33.00
Principals	2.00
District Administration/Exempt (Superintendant, Finance, Maintenance, Food Service, Board Admin, Nurse)	6.00
Total Employees	**87.00**

(*This is the number of classified personnel working for the district.)

Superintendent Report
School Board Meeting 4.12.22

Mr. Dormer and I attended the legislative fly-in March 26-30. There is lots of action on several important bills related to education:

HB 132: School Apprenticeship-technical education and apprenticeships

HB 272: Increase Base Student Allocation-is a bill increasing the base student allocation to $6,153 in FY22 and $6,208 in FY23. The BSA has not increased since 2017. The legislature is also debating whether to pay the comparable BSA increase (approx. $57 million) as a one-time payment, rather than putting it into the BSA itself. We are not in favor of this.

HB 273: Increase Base Student Allocation; Inflation-is a bill increasing the base student allocation by a percentage tied to the inflation indicated by the Consumer Price Index in urban Alaska.

HB 164 & SB 111-READS Act/literacy/early childhood education

HB 220: Retirement Systems; Defined Benefit Option. Currently, all employees only have the option for a defined contribution (401K) program. This bill would allow a choice, and would help with teacher recruitment and retention. Currently, Alaska is the only state that does not have a defined benefit option.

SB 225: An Act Related to Teacher Registered Apprentice Programs-paraprofessional training for teacher resident apprentice programs

SB 72: Secondary School Civics Education-civics education and graduation requirement

Karen Morrison and I met with Borough staff to discuss the school district's 22-23 budget request, as well as multiple maintenance and capital project needs.

The District will be entering negotiations with Petersburg District Support Staff (PDSP) on April 14 and 15.

We continue to work through multiple staff changes, resignations, and job postings as we prepare for the 22-23 school year.

Elementary Principal Report
Tuesday, April 12th @6:00pm

- What has happened
    - No School Friday, March 11th
    - Accepting Preschool Applications
        - The application is on our website pcsd.us
    - Kindergarten Registration April 7th estimated 30 incoming students
    - Kindergarten teachers visited the preschools on April 8th
- Special Acknowledgments
- Currently enrolled
    - Prek - 5th Grade 212.25 Total Enrolled
- Current after school programs being offered:
    - After School Recess
    - Chess Club
    - Homework Busters
    - Foursquare Club
    - Student Council Starts
    - Lego Club
- Preschool Day
    - 8:00-12:00
    - Tuesday - Friday
    - Starting September 7th - May 27th
        - Running on same schedule as school calendar
- School Day for Kindergarten
    - 8:00-1:15
- School Day for 1st-5th Grade
    - Monday - Thursday 8:00-2:45
    - Friday 8:00-12:00
- SPED Numbers:
    - Currently: 52
    - Referrals: 5
    - Screenings/Observations: 1
- What is on our radar:
    - 5th Grade Play
        - Students: April 28th @10:00am
        - Parents: April 29th @10:00 am
    - Exploratory Night May 4th @6:00pm
    - Stikine River Trip May 10th All Day
    - Artist in Residence
        - Week of May 9th
    - 5th Grade Petersburg Creek Day Trip (only with good weather)
    - 4th Grade Survival Day TBD
    - 5th Grade Move Up Day May 16th and 17th
    - PHS Graduation Walk Through TBD
    - 5th Grade Graduation May 26th @6:30pm

April 12, 2022 Board Meeting

MS/HS Principal Report

- Thanks for supporting my travel over the past month. Very impactful meetings in Washington DC as well the Legislative Fly-in meetings in Juneau. We are seeing legislation moving forward to increase the BSA (and inflation proof it), Forward funding, Alaska Performance Scholarship support for CTE courses, the Reads Act, Improving Teacher Retirement, money for the ferry system, and more.
- Testing completed in PHS and mostly completed in MMS, with only the 8th grade Science test happening next week during class. Very smooth considering it was all new. Thanks to Bridget and Jenna for leading this important time!
    - AP Exams in early May
    - Last MAP Growth also in early May
- Friday will be our PHS Teen Health and Financial Fair–thanks to Carlee Johnson-McIntosh, PMC, Public Health Nurse, Police and Fire Departments and our volunteers for supporting this event.
- Friday is also the last MMS Activity Night of the year!
- Earth Day on April 22nd–thanks to Hannah for organizing
- NHS and NJHS induction ceremonies (in-person) on April 26th.
- Be sure to check out the calendar as we look forward to Prom on April 30th along with the many exciting end-of-year activities such as Senior Picnic, MS Balloon launching, Scholarship Presentations and Graduations! We are also having more community events at the school, including the recent Vietnam Veterans gathering, Mitkof Dance Troupe, Arts Council concerts, Community Foundation, Little Norway, and more.

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Department of Activities & Athletics
PO Box 289 Petersburg, AK 99833
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Petersburg School District Activities & Athletics Antigen Testing for COVID-19

The following is the new update for Activities & Athletics Antigen testing in regards to COVID-19.

For the remainder of the 2021-2022 calendar year for Activities & Athletics the following will occur:
NOTE – Updates and/or changes to this protocol may take place when updated information from governing bodies is provided.

NOTE – School districts in which our PHS & MMS teams travel to, group house, and/or participate in activities/athletics MAY require a negative test prior to travel and/or participation in that event.

Region 5 Events that require negative tests PRIOR to attendance:

- Region 5 Music Fest
- Region 5 Art Fest – Testing will be morning of day of departure.
- School districts in which our PHS & MMS teams group house and/or participate in activities ***MAY*** require a negative test prior to travel and/or participation in that event. Notification of testing will be given to participants.

***Currently ASAA State Tournaments/Meets DO NOT require a negative COVID-19 test result to attend.**

PHS Track & Field & PHS Baseball Testing & Masking Update:

*TESTING:

- Due to the outdoor nature of the activities of Track & Field & Baseball, all participants and coaches are **NOT** required to test for COVID-19 unless the following events require a negative test prior to arrival:
  - Sitka Invitational Baseball Tournament
  - Sitka Conference Games
  - Track @ Ketchikan
  - Track @ Juneau
  - Track @ Ketchikan
  - Track @ Ketchikan Regionals
  - Track @ State Meet
  - Baseball @ State Tournament

- Testing will take place on the day of travel or closest school day up to departure time for any event that PHS & MMS attends that requires testing prior to participation.

*MASKING:

- Masking is recommended when indoors, but not required.

- Any individual that recently tested positive and is still within day 6 through day 10 of a positive result will be required to mask while indoors including during physical activity.

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- Masks are required when traveling entities require masks to be worn OR if on another school districts campus that requires masking.

MMS Volleyball & MMS Track & Field Masking Update:

*TESTING:

- Due to the indoor nature of the activity, all MMS Volleyball participants and coaches are required to test for COVID-19 twice-weekly unless they are within their 90 days of a past positive result.

- Due to the outdoor nature of the activity, all MMS Track & Field participants are **NOT** required to test for COVID-19 unless the following event requires testing prior to participation:
  - MMS 2022 Spring Track Meet @ TBD

*MASKING:

- Masking is recommended when indoors, but not required. Any individual that recently tested positive and is still within day 6 through day 10 of a positive result will be required to mask while indoors including during physical activity.

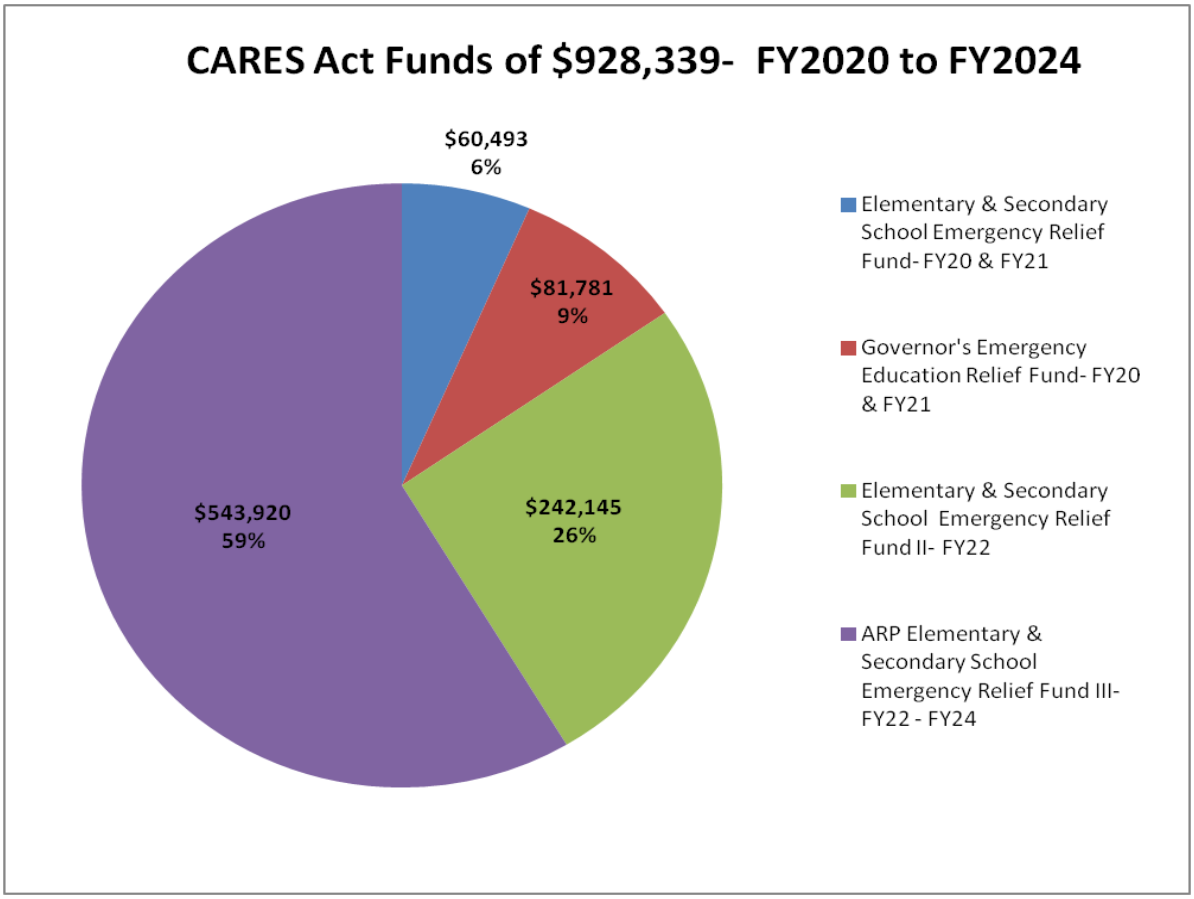
- Masks are required when traveling entities require masks to be worn OR if on another school districts campus that requires masking.

FAQ re: Federal COVID Relief Funding for Petersburg School District from Alaska DEED

How much money has the Petersburg School District received for Covid Relief?
PSD has received a total of $928,339 in CARES Act funding since the spring of 2020. We have used these funds for additional staffing to allow for smaller classrooms and additional small group instruction in order to address learning loss. We have also purchased technology devices and software programs so that all students have equal access to a device for onsite or remote learning. These funds expire on June 30, 2024. The district has strategically planned to use these funds over the course of the four years to minimize anticipated funding shortfalls due to decreased enrollment and increased fixed costs.

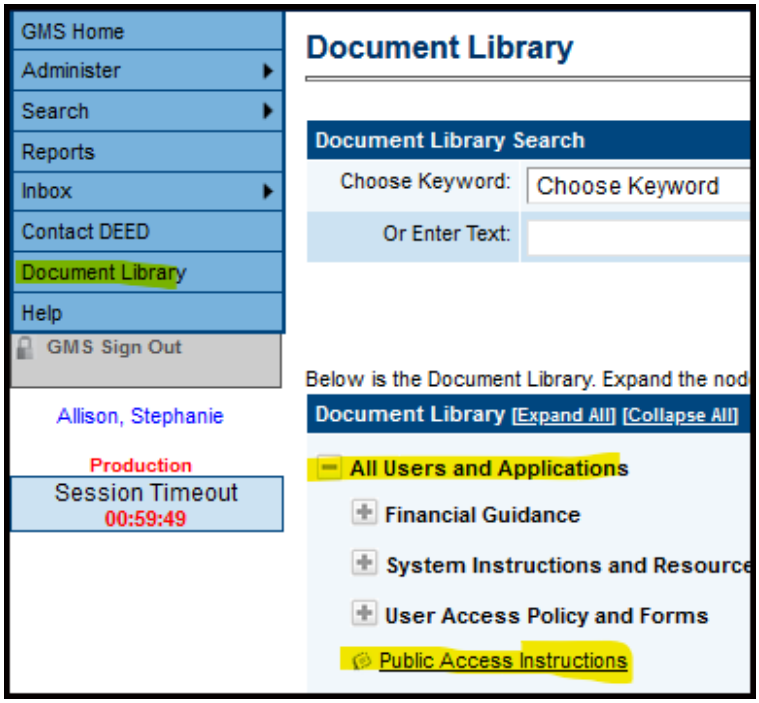
Why was the Petersburg School District eligible for Covid Relief funds?
The Federal Government and the State of Alaska presented the application guidelines. These funds were not granted without stipulations. You can see the documentation outlining the process for districts to qualify for the CARES Act, ARP Funds, and ESSER funds here.
https://education.alaska.gov/safeschools/infectiousdisease/arp-state-plan
and a slideshow with DEED's presentation regarding School District requirements here.
https://education.alaska.gov/safeschools/infectiousdisease/5-4-21%20District%20requirements%20-%20accessible.pdf

Here is a visual overview of the Covid Relief funding:



Where can I find the Petersburg School District Covid Relief application?
All approved applications may be viewed for any school district in the state of Alaska through the Alaska Grant Management System (GMS) website granting public access to documents related to Federal Covid funding sources: https://gms.education.alaska.gov/Default.aspx?ccipSessionKey=637782975098783751. I have also attached a pdf document (below) with instructions for public access to grant information.

Public Access to Approved Applications (1/6/2022)
A user name and password are not needed to access approved applications. Or you can follow this link



How was the money spent?
A brief recap of our CARES Act funds are provided below:
Fiscal Year 2020
We received $60,493 in ESSER (Elementary and Secondary School Emergency Relief) funds and $81,781 in GEER (Governor's Emergency Education Relief) funds.
We spent $46, 617.34 in ESSER funds in FY20 on the following and $0 on GEER funds in FY20; the remaining balances in these funds were carried forward to FY21.

- We purchased 160 chromebooks for 3-5th grades for students to take home for remote learning and also have onsite for the classroom.
- We also purchased technology accessories for teachers and students such as mice, monitors and keyboards for the remote learning platform.

Fiscal Year 2021
We had the $13,875.66 carry over from FY20 for ESSER and used those funds for the following:

- We used $12,866.90 for a 0.2 FTE teacher for smaller classrooms (6th grade); salaries and prorated benefits
- $602.01 was used to purchase sanitization supplies

We carried forward the entire allocation of GEER funds $81,781 and we used these funds for the following:

- We used $1380 for Kami software (digital teaching platform for teachers)
- We spent $76,019.35 for technology needs including refurbished macbooks for the MS, Smartboards at the ES for remote learning and software programs that support remote learning.
- We spent $1984.29 for PPE and sanitation supplies.

Fiscal Year 2022
We received $242,145 for the ARP (American Rescue Plan) Act: ESSER II and $543,920 for the ARP ESSER III.
The ESSER II funds expire June 30, 2022 and are currently allocated as follows:

- $145,851 for 3 full time teachers (2 at the ES and 1 MS) and $41,904.67 on the benefits for these positions.
- $43,210.58 for technology and teaching supplies. This includes several new smartboards and software subscriptions. Teaching supply budget for the 3 teachers are funded in this grant.

The ARP ESSER II funds award of $543,920 expire on June 30, 2023. In FY2022, we have allocated $136,822.48 and intend to carry forward the remaining balance of $407,097.52.
The $136,82.48 is currently allocated for the following:

- $4,400 for 3 certified teacher salaries for an Extended Summer School Program July 6-30th, 2021
- $62,030 for a full time certified teacher/reading interventionist for 4-6th grade
- $3,000 for student after school technology support for sanitizing devices and $800 for sub costs
- $9.904 for bus services for extended summer school in July 2021
- $700 for Parks and Recreation lifeguard for summer adaptive swim program
- $8,000 for PPE and sanitation supplies and materials
- $3,000 supplies for addressing learning loss district wide.

Here is a link to the State of Alaska COVID Dashboard that provides information on Alaska K-12 Education COVID-19 Federal Funding.

What are important considerations for future Petersburg School District budgets?

- The expenditures for FY22 are higher because we have added 2 additional teachers in the ES (classroom and special education teacher) that are funded in the general fund. The district has also increased the maintenance budget for heating fuel with the skyrocketing fuel costs and purchased services to address the damages to the

buildings from the snow in December/January. We increased the budget for student activity travel with the loss of the AMHS. The district increased supply budgets for technology, teaching supplies and maintenance supplies to plan for this year and next.

- The district has seen a reduction in our state revenue from FY20 (our student enrollment was 470) to FY21 (student enrollment was 425) by 2.4% and an additional 2.7% from FY21 to FY22 (student enrollment is 425). So over a 5% decrease in state funding since COVID. Most families (students) who left due to Covid concerns have returned to the district.
- In FY21, the district hired 5 new teachers to address learning loss, smaller classrooms and pods. We funded these positions with local borough Cares Act funds that expired on December 31, 2020 and the state of Alaska Cares Act funds.
- In FY22, we maintained these additional positions as well as hiring 2 more teachers and creating a new reading interventionist position for 4-6th grade. These positions are funded from the operating budget, CARES Act funds and ESEA federal funds.
- The district is strategically carrying forward the CARES Act funds to FY23 in order to support these additional positions, maintain smaller classroom sizes and focus on learning loss due to the pandemic.
- The district has intentionally used the Cares Act funds to pay for staff and resources that are a direct response to COVID and address student learning needs while keeping them safe.
- In FY25, all school districts in Alaska will once again be required to cap their fund balance at 10%. We are ending FY22 with over 11% fund balance. A portion of the fund balance in FY22 will be used to help offset the loss in state revenue.

BP 1115

Employee and Volunteer Use of Electronic and Social Media Communications

Purpose

This policy pertaining to use of electronic and social media communications informs employees and volunteers, especially those who work directly with students, to be aware of and avoid the risks associated with electronic communication and participation in social media. The policy and administrative regulations are intended to assist employees and volunteers in avoiding such risks. This policy is not intended to directly address students' use of electronic communication.

Policy

A. Communication is an essential element of the learning process. Using available technology can enhance communication and thereby enhance learning. (Cross reference School Board Policy 6161.4 Internet Use).

B. All employees are held to a professional standard in their conduct toward students, parents, guardians, co-workers, and members of the public, including engagement in constructive, tactful communication. Electronic communication is held to the same professional standard of conduct as traditional face-to-face, verbal, or written communication.

C. Employees and volunteers must understand the importance of establishing and maintaining the proper boundaries in communications with students. The same standards for appropriate content apply to electronic and social media communication.

D. The district reserves the right to monitor electronic communications conducted using district equipment, systems or network. Employees and volunteers using electronic communication and social media should be mindful that it can be difficult to control and maintain privacy online, remembering that social media content can always become public and even content with privacy controls may be made available to those outside preferred settings. Any content posted online may be discovered or reported to the district. For example, the district may discover information as a result of its own efforts to monitor its online reputation, as a result of an investigation or complaint, or other legitimate reason. The district will handle information received or discovered in accordance with the district's policies and procedures. Electronic and social media communication found to violate law, policy, regulations, guidelines or rules may result in corrective or disciplinary action, up to and including termination.

E. This policy supplements, and does not replace, other district policies. Electronic communications remain subject to all applicable district policies, including but not limited to nondiscrimination and harassment, sexual misconduct, telecommunications access, staff ethics, confidentiality, and professional and ethical conduct standards.

F. The superintendent may develop an administrative regulation to implement this policy which may be reviewed periodically and revised as needed in order for it to evolve to reflect emerging social media technologies.

G. Use of Social Media on Behalf of the District

To the extent that the Superintendent determines that it is appropriate for the district to have a presence online including social media accounts, the Superintendent may develop policies governing access to and control over official school district accounts.

A successful social media presence requires monitoring and attention. Individuals using social media to disseminate information for the district should consider whether there are adequate resources (including time) to maintain the communication, monitor and address responses and communications from others regarding the content.

Individuals using social media for the district must be transparent and make clear that any postings made as part of their job are posted for the district.

Everyone using social media for the district should be accurate, fair, and courteous, use proper grammar and avoid jargon and unnecessary abbreviations or acronyms that may be unfamiliar to the intended audience, students, or parents.

No one should conduct or encourage illegal activity or engage in commercial solicitation while using social media for the district.

No one should publish profane or obscene or sexually explicit language or content while using social media for the district.

No one using social media for the district should violate the legal ownership interests of any party. It is important to respect copyrights and give credit where credit is due.

No one should use social media for the district to promote, foster or perpetuate impermissible discrimination.

Everyone social media for the district must refrain from disseminating information that may tend to compromise the safety or security of students, the public or the district. Guidelines and legal limitations such as FERPA apply in social media. Confidential matters must be kept private.

It is important for everyone using social media for the district to do so in a respectful and professional manner.

Users who make an error while using social media for the district should be honest about mistakes and correct them quickly. Negative comments or developments should be handled quickly and professionally. If employees or volunteers choose to edit or modify an earlier post, they should make clear they have done so.

The district reserves the right to restrict or remove any content provided by employees or volunteers in the course of their employment that is in violation of district policy or applicable law.

H. Employee Communication with Students

1. An employee's communication with students in the classroom or directly related to instruction is an extension of the employee's job.
2. An employee's communication with students outside of the classroom or not directly related to instruction may be restricted and require parent consent.
3. When using electronic communication and social media to communicate with students and their families, employees and volunteers are required to do so in a manner that:
    a. is consistent with responsible and professional use;
    b. does not elicit, encourage, solicit, aid, abet or endorse any illegal activity, including the illegal use of drugs by any person or the consumption or alcohol or marijuana;
    c. does not elicit, encourage, solicit, aid, abet or endorse violence, intimidation or bullying towards any person;
    d. does not elicit, encourage, solicit, aid, abet or endorse discrimination against or harassment of any individual or group based on race,

religion, national origin, gender, disability, sex other characteristic protected by law or identified in school board nondiscrimination policy;

e. does not interfere with efficient and effective operation of the district;
f. does not compromise the safety and well-being of students; and
g. does not disclose confidential information.

4. An employee using social media to communicate with students must provide equitable communication by alternative methods to any students without access to technology.
5. Employee communication with students must comply with individual sites' terms of use and privacy policies (COPPA).
6. Employee communication with students must recognize the school district's student web protection parameters which limit student access during school hours (CIPA).

I. Private Use of Social Media

Volunteers and employees of the District have First Amendment rights to speak on matters of public concern.

Employees and volunteers engaging in social media as private citizens should not attribute their personal statements, opinions, or beliefs to the district.

Employees and volunteers may not use district logos or trademarks or other intellectual property of the district when engaging in social media as private citizens.

Employees and volunteers engaged in social media as private citizens should remain aware that guidelines and limitations such as FERPA remain applicable and should not use social media to disclose confidential information regarding students.

Employees should be mindful of their ongoing ethical obligations as educators and should not post any material that constitutes harassment, hate speech or libel.

Nothing in this policy restricts or modifies the right of a teacher to engage in comment and criticism outside of school hours regarding school personnel, members of the governing body of any school or school district, or any other public official or any school employee to the same extent that a private individual may exercise that right in accordance with Alaska Statute 14.20.095.

Staff members should follow these guidelines to ensure their online conduct meets the school district's expected conduct standards:

- Be professional. Maintain professionalism in all online conduct. Before engaging in online conduct, consider the impact such conduct would have on your reputation and relationship with co-workers, peers, district administration, students, parents, and the community at large. Consider how your social media will reflect on the school and the school district.

- Be cautious. Be particularly cautious about protecting yourself, your privacy, and any sensitive or confidential information. Consider the potential consequences if the information you publish is later republished or shared by others without your express permission. There is no reasonable expectation of privacy with respect to information published online. Once published on the Internet, information cannot be retracted or completely deleted and its further publication cannot be limited or prevented. Staff members should be mindful that information published online, including via social media, may be public and permanent.

- Be transparent. Be honest in all online conduct. Correct any misinformation that you publish immediately. Do not purport to be an expert if you are not one.

J. Factors the district may consider when considering violations of this policy include:
   1. whether the employee or volunteer knowingly and directly initiated inappropriate communication with students;
   2. whether the employee or volunteer intended or intentionally disregarded the possibility that students would see his or her inappropriate postings, and
   3. whether the nature of the communication itself reflected (a) inappropriate employee-student communication, such as discussion of sexually suggestive or sexually explicit topics, (b) unprofessional communication that has negatively impacted the employee's or volunteer's ability to perform his or her job responsibilities effectively, or (c) false or misleading communication that damages the reputation of the school districts, its students, or employees.

K. Definitions:

   1. Electronic communication shall mean, but not be limited to, any communication that is sent by, delivered by, received by, or that otherwise uses: a) e-mail; b) instant messaging; c) text message; d) telephone, including cellular or mobile phone or smartphone; e) social-media site; f) the Internet; or g) any similar technology.

2. Online conduct shall mean the transmission of any electronic communication and the publication of content via social media.
3. Social media shall mean forms of electronic communication through which users create online communities to share information, personal messages, ideas, photographs, videos and other content.

Legal reference: Professional Teaching Practices Commission Code of Ethics (20 AAC 10.020 – 20AAC 10.030); AS 14.20.095; Garcetti v. Ceballos, 547 U.S. 410 (2006); Pickering v. Board of Education, 391 U.S. 563 (1968).

BP 3516 Video Surveillance

PURPOSE OF Video Surveillance at school

The primary purposes of having a video surveillance system in our schools are for student and staff safety, the deterrence of staff and student behavior that (does not support the education mission of the school), including incidents of bullying, criminal activity, school thefts and break-ins, etc.

Deterrence: The primary objective of PSD in acquiring or deploying a video surveillance system is the prevention of crime and student misconduct. The acknowledged presence of security cameras in appropriate locations provides a disincentive for illegal or inappropriate behavior, and helps ensure a facility is safe for students, staff, and visitors.

Apprehension: A secondary objective of video surveillance deployment is to facilitate the apprehension of those that will not be deterred from the conduct described above.

Other Outcomes: There are other tasks that a video surveillance system can be useful in accomplish which may from time to time prove valuable to the PSD such as diagnosis of false alarms and investigation of alleged employee misconduct, for example.

AUTHORIZATION

Video surveillance systems are authorized for use only in public places. In the event that misconduct on the part of a staff member is being investigated, no notification needs to be given prior to placing either covert or overt video surveillance tools.

Unless specifically authorized by the Superintendent in writing, all video surveillance system uses will be overt.

Covert video surveillance uses shall be undertaken only when individually authorized, in advance, by the Superintendent. Such uses shall be coordinated with law enforcement. Any such operation shall be narrowly focused, of limited duration, and will be dismantled upon conclusion of the investigation.

Video surveillance system access is limited to authorized users. The Superintendent shall specifically determine who may be granted system access, for what reasons, and at what permission levels. System access shall be logged. Each authorized user is responsible for ensuring that unauthorized does not occur at any terminal that the user is controlling. Unauthorized access includes allowing a person who have not received authorization to access or view the system, or allowing an authorized user to operate the system at a higher permission level than authorized. Unauthorized viewing includes allowing non-users to observe images when there is no legitimate reason for this observation. Copies of video shall not be provided to anyone, including parents and/or government officials unless legally compelled. Authorized users may allow non-users to see selected images for demonstration or operational purposes consistent with the District's mission, provided that such viewing does not violate any rules of evidence of confidentiality defined elsewhere in this document.

PSD is interested in operation video surveillance systems that are both efficient and effective, which can be supported and maintained affordably, that can be kept technologically current, and that have features consistent with policy and these procedures. Therefore, any and all video surveillance acquisitions shall be facilitated by and through the Director of Technology.

USE OF VIDEO SURVEILLANCE SYSTEMS

Areas of Surveillance

Only public places will be covered by a video surveillance camera. Private places will not be covered. There may be "gray" areas in terms of the public's expectation of privacy, and there may be areas that are clearly public, but which PSD nonetheless chooses to place limits on in terms of surveillance. If a need arises to cover such an area, application shall be made to the Superintendent who shall consider the request, and if appropriate, obtain a legal analysis. Written permission will be obtained. On occasion, the status of an area may change due to the designated use of the area at any given time, for example a classroom that maybe used as a visiting student sleeping area. Classrooms with video surveillance will have signage to that effect. Any camera covering such an area will be programmed to turn off (or manually disabled) during off-limits time. Such split-coverage will be approved in advance by the Superintendent or designee.

Facility Responsibility

Video systems will only be accessed by users who are authorized specifically by the Superintendent. The Director of Technology will have primary oversight of video operations, and will keep the Superintendent informed of any issues with the system. The Director of Technology is responsible for the day-to-day operations and all maintenance of that facility's equipment. They will track system performance, replace batteries and cleaning lenses as necessary, reporting system problems, installing video surveillance notice signage, and determining the extent live monitoring will occur.

Monitors shall not be left on when an authorized user is not viewing images on the video surveillance system. Users accessing any system remotely will remain signed in only while actively using that system. Video saps a great deal of network capacity, so users must not allow their sessions to run on unnecessarily or indefinitely.

The primary responsibility for live monitoring of overt systems (if it occurs at all) rests with the person in charge of a facility's system. From time to time, overt systems may be accessed and monitored as needed by other authorized PSD users external to facility staff. Examples include the Director of Technology, law enforcement, maintenance and operations (for building maintenance reasons), authorized administrators (for oversight, training, or demonstration reasons).

Covert systems will be monitored only with specific approval of the Superintendent, for participation in an operation/investigation.

RETENTION and STORAGE

To the maximum extent permitted by the equipment, motion images will be maintained for a minimum of 14 days. If a digital video recorder hard drive is over-writing motion images before 14 days has expired, then the person in charge must adjust the frame rate and/or resolution so that the minimum storage requirement is met. If accomplishing this task results in unacceptable degradation of image quality, then the person in charge should explore system enhancement.

All Digital Video Recorders (DVRs) will be properly secured to preserve the integrity of the record and prevent vandalism to the equipment itself. This generally means DVRs will be located in a secure room (such as a keyed communications closet,) or in a specially designed, locking DVR cabinet/case. Employees will not advertise the location of the DVRs to students or the public.

Pupil transportation will only use digital technology. Digital equipment will conform to the digital technology retention requirements.

The foregoing paragraphs deal with the total recorded record. Various portions of that record may be copied as "video clips" to support investigations and other operational activities. The retention schedule for clips differs from that of the total record. Clips supporting criminal, student discipline, and personnel matters will be maintained as set forth in the Video Evidence section, below. There is no

specific retention/destruction requirement for clops made for other reasons, but such clips should be retained as long as needed to meet the purpose of the clip, i.e., training, demonstration, etc.

LEGAL RESPONSIBILITY

Visual electronic records, like paper and email, may be subject to discovery and open records laws. Retention schedules, and storage procedures are to be adhered to so that electronic records that are requested can be produced, or an explanation provided as to why production cannot occur, i.e., the electronic record was overwritten pursuant to the record retention schedule.

NOTICE and SIGNAGE

Wherever an overt system is installed or activated, notices to that effect will be displayed about the premises. The site principal is responsible for ensuring that the signage is installed and maintained. The signs shall be prominently displayed, and state that the site is under 24 hour surveillance. Notice is not required for covert use of surveillance systems.

VIDEO EVIDENCE

Video clips supporting a criminal investigation will be turned over to law enforcement. The PSD (or other enforcement agency) is responsible for the maintenance, production, and destruction of that evidence. If a PSD employee retains a copy of the clip (generally for purposes of court preparation), he/she will restrict viewing according to the direction of law enforcement and/or prosecutor.

Video clips supporting a student discipline matter may become a “student record” when maintained as part of the disciplinary file. All District policies and FERPA requirements for student records apply to these clips.

Parents will have a limited access to viewing video, and is restricted to student discipline incidents, and they must be able to identify their child only. Thus, digital “pixelating” may be required. If multiple students are involved in a disciplinary incident, several versions of the clip may be necessary. It is the responsibility of the person in charge of the facility’s video surveillance system to make arrangements for the necessary digital enhancements. The Director of Technology will be responsible for performing this pixilation as necessary as directed by the Superintendent. Parents may consent under FERPA to let other parents view an unedited clip identifying their child. The extent to which parents in a given case agree to do this determines the degree to which “pixelating” can be eliminated in that case. Any such consent shall be obtained in writing. The signed form(s) shall remain permanently attached to the disciplinary case record. The clips will be retained and/or destroyed along with the file per existing policy.

Evidentiary video clips will be backed up, if possible showing uninterrupted recording for a reasonable period of time “surrounding” the event in question permitting the viewer to view the event in context of pre- and post-event occurrences, if any.

SYSTEM MAINTENANCE

The Director of Technology is responsible for initial system installation, general system administration and oversight. The site Administrator is responsible for reporting damage and malfunctions to the Director of Technology.

VIOLATIONS

Violations of these procedures may result in loss of video surveillance system access, and appropriate disciplinary action, or both.

DEFINITIONS

For purposes of these regulations and procedures, the following definitions are utilized:

FERPA (Family Educational Rights and Privacy Act of 1974): Please see the information link on FERPA. All district policy and program comply with FERPA regulations, as required.

Video Surveillance: A system that records video and sometimes sound. These devices can record either to the video unit themselves, or to a remote storage unit. Footage generated by these system can usually be downloaded from the system for documentation or storage. Most of the video systems likely to be deployed by PSD are IP based systems that require users to know the device address and have login credentials to be able to access.

Public Places: Areas of schools or other PSD facilities where the public has no reasonable expectation of privacy. These areas include, but are not limited to, playgrounds, fields, parking lots, entrances/exits, hallways, gym, multipurpose rooms, cafeterias, theaters, classrooms, libraries, labs, music rooms, and schoolbuses.

Private Places: Areas of schools or other PSD facilities where the public has a reasonable expectation of privacy. These areas include, but are not limited to, restrooms, locker rooms, dressing rooms, and showers.

Overt: A video surveillance application or use that is publicly acknowledged through notice or posting and/or through the use of cameras that are identifiable as such and clearly visible to observant users of the premises.

Covert: A video surveillance application or use that is not publicly acknowledged and that may incorporate hidden cameras.

Criminal Matters: An allegation that, if proved, would amount to a crime under municipal, state, or federal law. These matters require that evidence be seized, handled, stored, and destroyed in accordance with rules established through law and law enforcement procedure.

Discipline Matter: An allegation that, if proved, would amount to misconduct in violation of District, school or classroom policies such that the PSD may take disciplinary action against one or more individuals. These matters may require that evidence be collected, handled, releases and/or withheld, in accordance with law, District policy and negotiated agreements.

Adopted:
DATED :

Stedman Computer Usage Agreement 2021-2022

As a part of my schoolwork, my school gives me the use of computers and storage space on the server for my work. My behavior and language are to follow the same rules I follow in my class and in my school. To help myself and others, I agree to the following promises:

1. I will use the computers only to do school work, as explained to me by my teacher and not for any other reason. I will not use a school computer for personal or illegal purposes.

2. I will use my school-issued email only for school work and will not use any private email accounts while at school.

3. I will use the Internet only in ways the teacher has approved.

4. I will not give my password to anyone else, and I will not ask for or use anyone else's password.

5. I will not put on the computer my address or telephone number, or any other personal information about myself or anyone else.

6. I will not upload, link, or embed an image of myself or others without my teacher's permission.

7. I will not use games or other electronic resources that my teacher has not approved.

8. I will be polite and considerate when I use the computer. I will not use it to annoy, be mean to, frighten, tease, or poke fun at anyone. I will not use swear words or other rude language. I will not post private, or inappropriate photos of myself or others.

9. I will not use the computer to bully or threaten anyone, including teachers, schoolmates or other children.

10. I will not try to see, send, or upload anything that says and or shows bad or mean things about anyone's race, religion or gender.

11. I will not damage technology devices or anyone else's work.

12. I will not break copyright rules or take credit for anyone else's work.

13. If I have or see a problem, I will not try to fix it myself but I will tell the teacher. If the problem is an inappropriate image I will close the laptop or iPad and then seek help.

14. I will not block or interfere with school or school system communications.

15. My computer use is not private; my teacher may look at my work to be sure that I am following these rules, and if I am not, there will be consequences which may include not being able to use the computer.

Student Signature _____-_

Technology Responsible Use Policy Mitkof Middle School

Students are prohibited from the following:

- **submitting, publishing, displaying or retrieving any defamatory, inaccurate including a profile picture other than the user, abusive, obscene, profane, sexually-oriented, threatening, racially offensive or illegal material**.

- **using other free web-based email, messaging, video conferencing, or chat services without the permission of PSD staf**f or your parents.

- **using a communication device, either school-provided or personal, (including a computer, phone, etc) on school grounds or at a school-related function with the intent to intimidate, harass, or coerce another person.**

- **to use vulgar, obscene, profane, lewd, or lascivious language to communicate such harassment, or to threaten an illegal or immoral act**

- **using a communication device, either school-provided or personal, to publish on social media sites or share with others text/image/video/audio files of any school-related activity, class project, or individuals without permissions.**

- **using any tool for "computer hacking", "planting viruses", logging into the network/email as someone other than yourself, i.e., possessing or loading on district premises or district-provided device any tool used for hacking.**

Examples of Acceptable Use

I will:

- **Use school technologies for school-related activities.**

- **Follow the same guidelines for respectful, responsible, and safe behavior online that I am expected to follow offline.**

- **Treat school resources carefully, and alert staff if there is any problem with their operation**.

- **Encourage positive, constructive discussion when directed to use communicative or collaborative technologies**.

- **Alert a parent, teacher or another staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online**

- **Use school technologies at appropriate times, in approved places, for educational pursuits.**
- **Recognize that the use of school technologies is a privilege and treat it as such.**
- **Be cautious to protect the safety of myself and others.**
- **respect all copyright and license agreements.**
- **cite all quotes, references, and source**s.
- **use mail for school-related assignments that pertain to my educational goals**.

Any instance in which cyberbullying creates a climate of fear and/or causes a substantial disruption to the school or the rights of other students, the person committing the act shall be subject to school disciplinary proceedings as outlined in the student handbook.

Student Signature _____

Name_____ **Date**_____

Appendix B Petersburg School District Technology Student Use Policy and Parent/Student Contract Responsible Use Policy

Computer Use and Internet Access Policies:

The Board recognizes the educational and communication opportunities that exposure to the Internet and other computer networks can provide students and staff. The Board provides access to the Internet as a means to improve the effectiveness of education for all of our students by taking students beyond traditional curriculum and learning activities to future-oriented curricula and problem-solving activities. The Board has established the Internet acceptable use policy to ensure appropriate use of this resource.

Definition of the Internet

The Internet is the major global network for education, research, public service, business and information interchange. The Internet is a collection of thousands of interconnected computer networks around the world that make it possible to share information and educational resources. The networks are owned by commercial, research, governmental, and educational organizations, as well as by individuals

Your child has access to electronic communication known as the Internet. The Internet is a collection of more than 20,000 interconnected computer networks. The vast domain of information contained within the Internet's libraries can provide unlimited opportunities to students.

Students will be able to access the Internet at school. Individual student accounts and electronic mail addresses will be issued to students.

Technologies Supported

PSD may provide the privilege of Internet access, desktop computers, mobile computers or devices, video conferencing capabilities, online collaboration capabilities, message boards, email, and more. This Acceptable Use Policy applies to both school-owned technology equipment utilizing the PSD network, the PSD Internet connection, and/or private networks/Internet connections accessed from school-owned devices at any time. This Acceptable Use Policy also applies to privately-owned devices accessing the PSD network, the PSD Internet connection, and/or private networks/Internet connections while on school property. As new technologies emerge, PSD will seek to provide access to them. The policies outlined in this document address all available technologies now and into the future, not just those specifically listed or currently available.

24/7 Access Requirements for Students

Students will meet technology standards by taking courses to learn the skills and then demonstrating their understanding and knowledge of those skills in the academic classrooms. This will be an ongoing process with teachers assessing the student's progress through projects and classroom assignments. When students fail to make progress, or meet these standards, and/or are newly enrolled in the high school, they will be enrolled in the online digital literacy class. This enables them to gain individualized instruction to make the required progress toward satisfactory Standards achievement. Currently all middle school students are enrolled in a technology literacy skills classes during the 6-8th grade year. The 8th grade digital literacy class

includes a certification program that students must pass before they will have 24/7 access to their assigned laptop.

BYOD (Bring Your Own Device)

PSD supports a digitally rich environment with 1:1 computer access for K-12. At this time, PSD does not support students bringing in their own devices. However, if a student chooses to bring a personal device to school for school-approved use, these conditions must be met:
User agrees to have the PSD add an administrator account to the ipad or Mac laptop
User agrees to PSD approved hardware list
Macbook with a minimum of 4 gigs of ram running the latest apple operating system (e.g. OS 10.14.6)
iPad Pro
iPad Air

PSD is not responsible for any damage, data costs, corruption or deletion of data or software, loss of use or liability associated with the use of a personal device.

1:1 Laptop Prerequisite

All students are required to participate in a Digital Literacy course to be issued a laptop. All eighth grade students enrolled in PSD participate in a digital literacy class. The Digital Literacy Class will also be used for high school students who are new to PSD or who violate the Responsible Use Agreement.

Consequences for Inappropriate Use

a. Loss of access and other disciplinary actions as addressed in the student handbook shall be consequences for inappropriate use. When appropriate, law enforcement agencies may be

involved.

b. Digital Literacy class requirement.

c. Content filtering for students in violation of the acceptable use agreement.

d. Computer access time restrictions.

Petersburg School District fully expects that all members of the school community will use the computer systems in a responsible, appropriate, and legal manner. The following are the general terms of this contract:

1. The school's Internet connection should be used only for research or information gathering that is directly related to academic assignments or extracurricular projects supervised by the school staff faculty.

2. During school hours, game playing, listening to music or watching videos on computers is not allowed unless they are authorized by a teacher and directly related to a school assignment or activity. At no time during the school day 8-3:30 is streaming music for non-educational purposes allowed.

3. E-mail (or any other computer communication) should be used only for legitimate and responsible communication between students, faculty, and the outside world. Rude, abusive threatening, or otherwise inappropriate language is not permitted.

4. Students may access only those files that belong to them or which they are certain they have permission to use.

5. Files stored within the school computer systems should be limited to those relating to

formal school courses or activities. Games, photographs, commercial software, or graphic files that are not for a school project or formal activity should not be stored on the school computer systems.

6. The district will not be monetarily responsible for any copyright infringements on student machines. Should district officials learn otherwise, the student would be responsible for any copyright violations. Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited. However, the duplication and distribution of materials for educational purposes are permitted when such duplication and distribution fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.

7. Petersburg School District computers are to be used primarily for educational purposes. Access to the Internet for personal purposes is prohibited during instructional periods. Personal purposes include, but aren't limited, to: gaming, banking, online auctions, chat groups, etc. Students accessing restricted sites or participating in any illegal activity at any time with a school laptop will be subject to school discipline policy and loss of laptop use.

8. Users are responsible for both the hardware and software of the school issued laptops. If changes are made to the system settings or software, including administrative privileges, the user will be responsible for the consequences of those actions.

Student Responsibilities:

The laptop is an important learning tool and is for educational purposes only.
(Students please initial each statement.)

- I will treat the laptop with care by not defacing it (including stickers on the top case

unless students create these as a part of the CADD class), dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby._____

- I will not load software from CDs or the Internet onto the laptop without the direction of a school employee._____
- I will follow the Petersburg School District Technology Student Use Policy when using the Internet on the laptop at home and at school._____
- I will honor my family's values when using the Internet._____
- I will not give personal information when using the Internet._____
- I will not attempt to repair the laptop._____

Mobile Devices

(Any mobile device that sends or receives a signal. Included but not limited to Kindle, iPad, Blackberry, iPhone, Android etc.)

The mobile device:

- On silent mode unless directed by the teacher.
- In pockets or backpacks until it is time to use them.
- Used in class for academic/learning purposes.
- Any activity conducted on mobile devices in class cannot be published without permission of teacher and/or students who are involved in the text/image/video/audio file (e.g. no publishing a photo of any activities, class projects, or individuals on social media sites without permissions).
- Students shall use appropriate mobile device etiquette by respecting the privacy of other's device numbers and using appropriate language with their mobile communication.

Network Etiquette:

Students will be expected to abide by the following network etiquette:

1. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. Students will abide by the policies and procedures of these other networks. (Students please initial each statement.)

2. Students shall respect all copyright and license agreements._____

3. Students shall cite all quotes, references, and sources._____

4. Students shall apply the same privacy, ethical and educational considerations utilized in other forms of communication._____

5. Students should adhere to the following guidelines for mail:
(a) All mail must be school related and pertain to the student's educational goals._____
(b) Delete unwanted messages immediately._____
(c) Use of objectionable language is prohibited._____

6. Students are prohibited from the following:
a. submitting, publishing, displaying or retrieving any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive or illegal material._____

b. using other free web-based email, messaging, video conferencing, or chat services during school time without permission of PSD staff._____

c. using a communication device, either school-provided or personal, (including a computer, phone, etc) on school grounds or at a school-related function
1. with the intent to intimidate, harass, or coerce another person, or _____
2. to use vulgar, obscene, profane, lewd, or lascivious language to communicate such harassment or _____

3. to threaten an illegal or immoral act _____

d. using a communication device, either school-provided or personal, to publish on social media sites or share with others text/image/video/audio files of any activity, class project, or individuals without permissions. _____

e. using any tool for "computer hacking", i.e., possessing or loading on district premises or district provided device any tool used for hacking. _____

f. using any school provided device or network for illegal activities such as planting viruses, hacking, or attempting unauthorized access to any system._____

7. Any instance in which cyberbullying creates a climate of fear and/or causes a substantial disruption to the school or the rights of other students, the person committing the act shall be subject to school disciplinary proceedings as outlined in the student handbook.

Examples of Acceptable Use (Students please initial each statement.)

I will:

- Use school technologies for school-related activities. _____
- Follow the same guidelines for respectful, responsible, and safe behavior online that I am expected to follow offline._____

- Treat school resources carefully, and alert staff if there is any problem with their operation._____
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies._____
- Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images,

- messages, posts) online._____
- Use school technologies at appropriate times, in approved places, for educational pursuits._____
- Cite sources when using online sites and resources for research._____
- Recognize that use of school technologies is a privilege and treat it as such. _____
- Be cautious to protect the safety of myself and others. _____
- Help to protect the security of school resources_____.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Examples of Unacceptable Use (Students please initial each statement.)

I will not:

- Use school technologies in a way that could be personally or physically harmful._____
- Use school technologies for illegal activities or to pursue information on such activities. _____
- Intentionally seek inappropriate images or content._____
- Create a **personal mobile "hot-spot"** or utilize a "**proxy site"** for the purpose of circumventing network safety measures and filtering tools. ._____
- Create, distribute or deploy multi-user servers or gaming software on or within the PSD network without approval of the staff _____.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others_____.
- Try to find ways to circumvent the school's safety measures and filtering tools._____
- Use school technologies to send spam or chain mail._____
- Plagiarize content I find online. _____
- Post or otherwise disclose personally-identifying information about myself or others outside the PSD approved student information systems. _____
- Agree to meet someone I meet online in real life. _____
- Use language online that would be unacceptable in the classroom. _____
- Attempt to hack or access sites, servers, or content that isn't intended for my use._____

Filtering and Monitoring:

Filtering software is used to block or filter access to visual depictions that are obscene and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision.

1. Filtering software cannot be 100% effective. While filters make it more difficult for objectionable material to be received or accessed; filters are not a solution in themselves. Every user must take responsibility for his or her use of the network and Internet and avoid objectionable sites.

2. Any attempts to defeat or bypass the district's Internet filter or conceal Internet activity are prohibited: proxies, https, special ports, modifications to district browser settings and/or any other techniques designed to evade filtering or enable the publication of inappropriate content is prohibited.

3. The district will provide appropriate adult supervision of student Internet use during instructional periods. The first line of defense in controlling access by minors to inappropriate material on the Internet is deliberate and consistent monitoring of student access to district computers.

Downloads

Users should not download or attempt to download or run .jar files / programs over the school

network or onto school resources without express permission from IT staff. You may be able to download other file types, such as images of videos. For the security of our network, download such files only from reputable sites, and only for educational purposes.

Home Use

The student laptop issued to each student is an educational tool and should only be used in that capacity.

In supervising laptop use at home, the Petersburg School District recommends the following:
(a) student laptops should ALWAYS be used in a common family location with adult supervision; and
(b) parents/guardians should have their child's login and password in order to supervise student's usage at home.

In addition, the Petersburg School District reserves the right to review laptop files and communications in order to ensure that users are using this technology responsibly and for educational purposes. Users should not expect that their use is private.

Revision of AUP (Responsible Use Policy)
PSD may change this AUP at any time by posting a new version on this page and sending the user written notice thereof. The new version will become effective on the date of such notice.

Web Page Publishing Guidelines:

During their studies, students may be asked to participate in the creation of web pages for a class, or they may choose to create their own page to put on the school website. Each school web page

shall contain a disclaimer statement similar to the following:

- "We have made every reasonable attempt to insure that our web pages are educationally sound and do not contain links to any questionable material or anything that can be deemed in violation of the Acceptable Use Policy."
- Material to be published must not display, access or link to sites deemed offensive by the District's Acceptable Use Policy. All published material must have educational value and/or support the District's guidelines, goals and policies.
- The web is a very dynamic resource. It is strongly recommended that links to pre-existing sites be checked regularly to ensure that their links are not linking to inappropriate sites.
- Student work should not be published on a website unless both the students and the parent(s) or guardian(s) have signed the signature page. An exception would be if the work were part of an existing publication such as newspaper or school newsletter.

At no time should a student's personal e-mail address or phone number appear on a school or district web page. All email should be directed to the school or site Webmaster.

Signature Page – For Students and Parents

I understand that by signing this page, I agree to the terms of the Computer Use and Internet Access Policies, Parent and Students responsibilities, Network Etiquette, Filtering and Monitoring, and Web Page Publishing Guidelines (see exceptions below) as outlined in the Technology Policy Manual. Access to the Petersburg School District computer systems is a privilege, not a right. Violating the letter or spirit of the above regulations may cause denial of access to the Petersburg School District computer systems, and/or may result in more serious disciplinary action(s).

As the parent or guardian of this student, I have read this contract and understand that access to electronic information resources is designed for educational purposes. I agree to allow to have my student's work* and/or photograph** to be published on the school web page. I understand that it is impossible for the District to restrict access to all controversial materials and I will not hold the District responsible for controversial materials my child acquires on the District's Wide Area Network.

I accept full responsibility for supervision if and when my child's use of electronic information resources is not in a school setting. I hereby give my permission to issue an account for my child and certify that the information contained on this form is correct.

Parent Name (Please Print)_____

Parent Signature_____

I have read and understand the terms of the above contract and agree to take responsibility for the laptop I am issued. I understand that by not signing this form, I will not be issued a laptop

and will not be held responsible for any laptop. I also realize I will be required to sign and agree to a Checkout Form when my laptop is issued to me.

Student Signature_____

Name_____ Date_____

Optional

_____(Initial) *I do not give permission for my student's work to be published on the school web page. (For example, Edline)

_____(Initial) **I do not give permission for my student's photograph to be published on the school web page. (For example, www.pcsd.us)

_____(Initial) **I do not give permission for my student's photograph to be published on the school social media page. (For example, Facebook, Edmodo)

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Bylaws of the Board BB 9012

COMMUNICATIONS TO AND FROM THE BOARD

The Board recognizes that appropriate communication procedures must be adhered to when communicating among Board members, and between Board members, district administration, and members of the public. Public communication by the Board should reflect positively on the district and serve the community by keeping it informed about the goals, programs, and achievements of the district and it schools.

Staff members, parents, and community members should submit questions or communications to the School Board through the Superintendent. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. If contacted individually, Board members will refer the person to the appropriate channel of authority, except in unusual situations. Board members will not take private action that might compromise the Board or administration.

(cf. 9200 – Board Members)

Board Member Use Of Electronic Communications~~mail~~

Electronic communications are an efficient and convenient way to communicate and can expedite the exchange of information. Board members shall exercise caution so as to ensure that these communications are not used to discuss, deliberate, or take action on Board business outside of a properly scheduled meeting. To ensure compliance with the Open Meetings Act, electronic communications by and between members ~~E-mail to, by, and between Board members, in their capacity as Board members,~~ shall not be used to conduct Board business but ~~.~~ ~~It~~ shall be limited to:

1. Disseminating information; and
2. Messages not involving deliberation, debate, or decision-making.

Board members may properly use electronic communications to provide~~It may contain~~:

1. Agenda item suggestions;
2. Reminders regarding meeting times, dates, and places;
3. Board meeting agenda or public record information concerning agenda items; or
4. Responses to questions posed by the community, administrators, or school staff, subject to the requirements of this policy~~'s first section~~.

Board members shall make every effort to ensure that their electronic communications conform to Board Bylaw 9010, Public Statements. Unless authorized to speak on behalf of the full Board, a Board member should clarify that the member is speaking as an individual member, and not as an official Board or district spokesperson.

A Board member sending an electronic communication~~mail~~ concerning the district shall copy the Superintendent or designee, who shall store the message consistent with the district's practice of record retention.

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Board members shall abide by the district's acceptable use policy when using district-issued devices or technology resources, including district Internet access on a personal device. There is no expectation of privacy for any Board member messages sent or received by e-mail or other electronic communication, and these communications may be subject to public disclosure. Board members should keep public and personal communication totally separate.

Board Member Use Of Social Media

Social media can be a positive tool for fostering community engagement with the district but this form of communication carries unique responsibilities. Board members desiring to utilize social media to communicate on matters of the district must adhere to the rules above. In addition, Board members must be cognizant to:

1. Keep public and personal social media accounts totally separate;

2. Post only content that the district has already released to the public;
3. Clarify that the posting is not an official record of Board meetings or Board business;
4. Conduct yourself online in a manner that reflects well on the district and on you as a publicly elected official;
5. Do not post anonymously about school business;
6. Immediately report harassing or defamatory communications to the Superintendent if they involve the district, its employees, or students;
7. Retain a copy of your posts and what others post on your account if required by the district's records retention procedures; and

8. Immediately report to the district any potential security breach.

Board members should not use social media as a vehicle for communicating with each other outside of properly noticed meetings.

(cf. 3523 – E-Mail)
(cf. 9010 – Public Statements)
(cf. 9320 – Meetings)
(cf. 9322 – Agenda/Meeting Materials)

WORKSHEETS for the district policy committee:
DISCARD WHEN FINISHED

Legal Reference:

ALASKA STATUTES
40.25.110 - .220 – Alaska's Public Records Act
44.62.310 - .312 – Alaska's Open Meetings Act

Revised ~~2~~3/2017~~/08~~

AASB POLICY REFERENCE MANUAL
9/92

Note: This policy is intended to provide a framework for developing a legally compliant wellness policy. The policy adopted by your school board must be developed with the involvement of the identified advisory group discussed in Section A.

The School Board recognizes that schools are in a position to promote healthy lifestyle choices by students that can affect their lifelong wellness. Therefore the School District will provide environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity.

Schools will provide nutrition promotion and education, physical education, and other school-based activities to foster lifelong habits of healthy eating and physical activity, and will establish linkages between nutrition education and school meals.

(cf. 1020 - Youth Services)

A. Planning and Periodic Review by Stakeholders

The school district and/or individual schools within the district will create or work with an appropriate existing advisory group, the wellness committee, that will assist in developing, implementing, monitoring, reviewing and, as necessary, revising school nutrition and physical activity goals. The Wellness Committee~~advisory group~~ should be composed of students, parents, food service personnel, school board, school administration, (*teachers, health professionals)* and other interested community members. The Wellness Committee~~advisory group~~ should be provided with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies. The district will promote opportunities to participate in the Wellness Committee ~~advisory group~~ at least once a year through parent and stakeholder communication which may include: newsletters, public announcements, web-postings, parent communication, etc.

The school district will provide the Wellness Committee ~~advisory group~~ with appropriate information and clear guidelines to assist in the development and/or revision of relevant policies on~~and~~ nutrition and physical activity goals. Goals will be based on available scientific evidence for improving school nutrition and physical activity programs from agencies such as the Centers for Disease Control (CDC), U.S. Department of Agriculture (USDA), Society for Health and Physical Educators (SHAPE) and National Association for Sport and Physical Education (NASPE). Goals and policy and description of the plan for measuring the implementation of

(b)this~~implementation this~~ policy will be presented to the Board starting with the presentation of goals within six (6) months of the passage of this policy and continuing annually thereafter.

(cf. 1000 - Concepts and Roles)

B. Nutrition

All foods available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing childhood obesity.

All foods and beverages provided through the National School Lunch or School Breakfast Programs shall meet nutritional requirements of the National School Lunch Act. (7 C.F.R. Parts 210 and 220).

To the maximum extent practicable, all schools in the district will participate in available federal school meal programs. The school district sees the value of universal breakfast and will cover the cost of all students to eat breakfast.

All other foods and beverages made available on campus (including, but not limited to vending, concessions, a la carte, student stores, classroom parties, and fundraising) during the school day, between the hours of 12:00 AM and 30 minutes after the conclusion of the instructional day, shall meet nutritional requirements of the National School Lunch Act and~~,~~ Nutrition Guidelines for All Foods Sold in Schools also known as Smart Snacks in School (Federal Register/Vol. 78, No. 125) See attached document. For the purpose of this policy, the school campus is defined as all property under the jurisdiction of the school district that is accessible to students.

Schools will provide students with access to a variety of affordable, nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate, as much as possible, the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide, clean, safe, and pleasant settings for students to eat. Schools will provide adequate time for students to enjoy eating healthy foods with friends in school; a minimum of 20 minutes of eating time, after being served, for lunch and 10 minutes for breakfast.

Traditional cultural foods may be exempted from the nutritional requirements when offered free of charge and for educational purposes. Traditional cultural foods offered for sale or as a part of the school breakfast or lunch program must meet nutritional requirements.

Foods and beverages will not be offered as reward for students' performance or behavior unless a waiver has been applied for and approved.

Schools will provide free potable water in the place where meals are served and elsewhere throughout the school buildings.

When practicable, Alaska farm and fish products will be utilized in meals and snacks.

Schools will encourage all students to participate in federal school meal programs and protect the identity of students who eat free and reduced priced meals.

Schools will encourage all students to eat healthy and nutritious meals within the school dining environment and will, to the extent practicable, involve students in menu planning.

~~Schools will place fruits and vegetables where they are easy to access (such as near the cafeteria cashier). Schools are encouraged to utilize behavioral economic strategies such as the USDA Smarter Lunchroom techniques to improve consumption of healthier foods and discourage waste.¶~~

To the extent practicable, schools will schedule lunch as close to the middle of the school day as possible. Schools are encouraged to provide opportunities for mid-morning or mid-afternoon healthy snack breaks.

Schools will limit food and beverage marketing on campus to the promotion of foods and beverages that meet the National School Lunch Act, Nutritional Guidelines for All Foods Sold in Schools. In Elementary, each classroom can schedule one day per month for celebration, parties or activities that involve food as part of a celebration or educational process. High School and Middle school will be allowed one day per month per school. All other food offered outside the designated day must meet smart snack compliance. ~~This includes, but is not limited to, the promotion or marketing of non-compliant food and beverage products on the exterior of vending machines, through posters, menu boards, food display racks, other food service equipment, cups used for beverage dispensing, coolers, trash cans, scoreboards, and school publications. Schools are not required to immediately replace these items, but will demonstrate progress towards removing, covering, or replacing noncompliant advertising. This requirement does not apply to materials used for educational purposes in the classroom, such as teachers' use of soda advertisements as a media education tool; or when implementing a health or nutrition education curriculum.¶~~

Schools will provide age-appropriate nutrition education as part of the health and physical education curricula that respects the cultural practices of students, is integrated into core subjects, and provides opportunities for students to practice skills and apply knowledge both

inside and outside the school setting. The District will seek to provide evidence-based nutrition education curricula that foster lifelong healthy eating behaviors integrated into comprehensive school health education. **To the extent practicable:**

(a) Students in grades pre-K-12 shall receive nutrition education that teaches the skills needed to adopt lifelong healthy eating behaviors that may include resources and materials from the USDA, Food and Nutrition Services, Team Nutrition.
(b) Classroom nutrition education shall be reinforced in the school dining room or cafeteria setting as well as in the classroom, with coordination among the nutrition service staff, administrators and teachers.
(c) Students shall receive consistent nutrition messages from schools and the district. This includes in classrooms, cafeterias, outreach programs and other school-based activities.
(d) Nutrition education shall be taught by a certified/licensed health education teacher.
(e) Schools will strive to establish or support an instructional garden within nutrition education and the core curriculum that provides students with experiences in planting, harvesting, preparing, serving and tasting.
(f) Schools will make available to students information on the caloric, sodium and other nutritional content (such as fat, nutrients, and sugars) of foods and beverages available for purchase at school.

(*cf. 0210 - Goals for Student Learning)*
(cf. 3550 - Food Service)
(cf. 3551 - Food Service Operations)
(cf. 3552 - Regular Lunch Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 3554 - Other Food Sales)
(cf. 6163.4 - School Gardens, Greenhouses, and Farms)

NOTE: **Federal law** requirements for Local Wellness Policies state that districts MUST have physical activity goals. **Alaska State law AS14.30.360** (amended in 2016 by Senate Bill 200 'Mandatory Physical Activity in Schools') states that school districts shall establish guidelines for schools to provide opportunities during each full school day for students in grades K-8 for a minimum of 54 minutes of daily physical activity. These requirements cannot be met using **Section C: Physical Education** and **Section D: Physical Activity.**

C. Physical Education

Physical education will be closely coordinated with the overall school health program, especially health education, so that students thoroughly understand the benefits of being physically active and master the self-management skills needed to stay active for a lifetime.

To the extent practicable, all elementary students will be provided at least the National Association for Sport and Physical Education (NASPE) recommendation of 150 minutes of physical education per week for the entire school year.

To the extent practicable, middle and high school students shall be provided at least the National Association for Sport and Physical Education (NASPE) recommendation of 225 minutes of physical education per week for the entire school year.

All students in grades kindergarten through eight will be required to participate in physical education for all years of enrollment in school. All high school students shall be required to participate in physical education for one full year. Physical education shall be exclusive of health education and shall be available for all four years of high school.

At least 50% of physical education class time should be spent in moderate to vigorous physical activity.

The district will adopt a physical education curriculum that aligns with the Alaska State Standards for Physical Education for grades K-12, with grade level benchmarks. The curriculum shall be reviewed in accordance with regular curriculum review and adoption schedule of the District.

Student achievement shall be based on physical education standards, and a written physical education grade shall be reported for students according to the grading schedule of the District. ~~A fitness assessment shall be performed using a valid and reliable tool and used to track student progress.~~ Physical education classes shall have a pupil-teacher ratio comparable to that in the core classes. Waivers, exemptions, substitutions, and/or pass-fail options for physical education are prohibited for freshmen physical education students. Accommodations will be made for those with medical, cultural, or religious considerations.

To the extent practicable, physical education shall be taught by a certified/endorsed physical education teacher. ~~Physical education teachers shall receive annual professional development specific to physical education content.~~¶

Physical education equipment shall be age-appropriate, inviting, and available in sufficient quantities for all students to be able to participate. Equipment shall be inspected regularly for safety and replaced when needed.

NOTE: **Federal law** requirements for Local Wellness Policies state that districts MUST have physical activity goals. **Alaska State law AS14.30.360** (amended in 2016 by Senate Bill 200 'Mandatory Physical Activity in Schools') states that school districts shall establish guidelines for schools to provide opportunities during each full school day for students in grades K-8 for a minimum of 54 minutes of daily physical activity. These requirements cannot be met using **Section C: Physical Education** and **Section D: Physical Activity.**

D. Physical Activity

All students in grades kindergarten through eight shall be provided opportunities for ~~at least 90 percent of the Centers for Disease Control and Prevention recommended minutes~~ of daily physical activity~~, or 54 minutes per day,~~ for each full school day. Physical activity minutes may be accumulated throughout the school day and may include minutes spent in moderate to vigorous activity in physical education classes, recess, and classroom based physical activity.

Whenever possible, all students shall be given opportunities for physical activity through a range of programs including, but not limited to, intramurals, interscholastic athletics and physical activity clubs.

Elementary and middle school students shall be provided with at least 20 minutes each day of recess. When practicable, recess shall be scheduled before lunch periods, take place outdoors, and include structured, active recess options. Classroom based physical activity is encouraged ~~and counts toward the 54 minute requirement as long as it does~~ but will not replace recess.

Administrative regulations shall be developed to ensure that physical activity opportunities are provided in accordance with Alaska State Law 14.30.360 (amended in 2016 by Senate Bill 200 'Mandatory Physical Activity in Schools')

Indoor and outdoor facilities shall be available so that physical activity is safe and not dependent on the weather. Physical activity equipment shall be age-appropriate, inviting, available in sufficient quantities for all students to be active. Equipment shall be inspected regularly for safety and replaced when needed.

Using physical activity as punishment or withholding physical activity/physical education time for behavior management is strongly discouraged and shall be prohibited to complete class work.

The district/school will promote strategies/events designed to generate interest in and support active transport to school (walking school busses, 'bicycle trains', Walk/Bike to School Day, Safe Routes to School Programs).

Schools are encouraged to negotiate mutually acceptable and fiscally responsible arrangements with community agencies and organizations to keep school spaces and facilities available to students, staff and community members before, during, and after the school day, on weekends, and during school vacations.

(*cf. 1330 - Community use of school facilities)*

E. Communication with Parents

The district/school will regularly, at least annually, inform and update the public, including students, parents, and the community, about the content ofcontent, of this policy. Parents will be actively notified through email or other notification processes and provided access to this policy and all subsequent reports and updates as well as the position, title, and contact information of the designated district/school official(s) coordinating the school wellness policy committee(s) or advisory group (s).¶

The district/school will support the efforts of parents to provide a healthy diet and daily physical activity for their children. Schools will encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet nutrition standards. The district will provide parents and the public with information on healthy foods that meet the requirements of the National School Lunch Act, Nutritional Guidelines for All Foods Sold in Schools also known as Smart Snacks at School (USDA) standards and ideas for policy compliant foods for vending, concessions, a la carte, student stores, classroom parties and fundraising activities (Federal Register/Vol. 78, No. 125). Schools will make available to families information on the calorie, sodium and other nutritional content (such as fat, nutrients, sugars) of foods and beverages available for purchase at school.¶

¶

The district/school will provide information about physical education and other school-based physical activity opportunities before, during and after the school day; and support the efforts of parents to provide their children with opportunities to be physically active outside of school. Such supportsupports will include sharing information through a website, newsletter, or other take home materials, special events, or physical education homework. ¶

(cf. 6020 - Parent Involvement)

F. Monitoring, Compliance and Evaluation

The superintendent or designee (s) as indicated in the annual policy notification will ensure compliance with this policy and accompanying administrative regulations. A comprehensive

assessment of implementation of the local wellness policy will be conducted, at a minimum every three years. Administrative regulations may be developed to ensure that information will be gathered to assist the Board and district in evaluating implementation of this policy and to ensure that necessary documentation is maintained in preparation for the triennial administrative review conducted by Child Nutrition Programs, Department of Education & Early Development. At a minimum, the district must retain records to document compliance with the local school wellness policy requirements including the written local school wellness policy; documentation demonstrating compliance with community involvement requirements (see Section A); documentation of the triennial assessment of the local school wellness policy; and documentation to demonstrate compliance with the annual public notification requirements.

The Superintendent or designee will designate one or more persons to be responsible for ensuring that each school within the district complies with this policy, and that school activities, including fundraisers and celebrations, are consistent with district nutrition and physical activity goals.

The School Board will receive an annual summary report on district-wide compliance with the established nutrition and physical activity policies, and the progress made in attaining the district nutrition and physical activity goals, based on input from the schools within the district. The report will also be distributed to advisory councils, parent/teacher organizations, school principals, and school health services personnel and will be made to the public. When new standards, rules, or regulations for nutrition and wellness are created, the Wellness Policy Committee will review and update the policy as needed for compliance.

Legal Reference:

ALASKA STATUTES
03.20.100 Farm-to-School program
14.30.360 Curriculum

UNITED STATES CODE
Richard B. Russell National School Lunch Act, 42 U.S.C. 1751-1769j
Child Nutrition Act of 1996, 42 U.S.C. 1771-1793

CODE OF FEDERAL REGULATIONS
7 C.F.R. Parts 210 and 220, National School Lunch Program and Breakfast Program

FEDERAL REGISTER
Vol. 78, No. 125, Part II, Department of Agriculture

Revised 4/22

Replace AR 5040 with AASB model policy AR 5040.

NUTRITION

Foods and beverages provided through the National School Lunch, ~~or~~ School Breakfast Programs or the Child and Adult Care Facility Program At-Risk Youth after school meal shall comply with federal nutrition guidelines~~standards~~ under the School Meals Initiative and Healthy, Hunger-Free Kids Act of 2010. All schools in the district will participate in available federal school meal programs. Current USDA guidelines are available online at: www.fns.usda.gov . The food service director must attend the Alaska State Nutrition training each year. All food service staff must receive annual professional development training.

~~All students will have at least a 20-minute lunch period.~~

Schools will not withhold food or beverages as a punishment. Schools will not use foods or beverages as rewards for academic performance or good behavior. Suggestions for alternatives to food rewards:
Elementary school students:

- Make deliveries to the office
- Teach a lesson
- Sit by friends
- Eat lunch with teacher
- Play favorite game
- Stickers
- Fun video
- Extra recess
- School supplies
- Trip to treasure box filled with non-food items
- Paperback book
- Show and tell
- Listen to music while working at desk
- Bank system - earn play money to be used for privileges
- Teacher performs special skill/challenge

Middle School students:

- Sit with friends
- Listen to music while working at desk
- 5-minute chat break at the end of class
- Reduced homework
- Extra credit

- Fun video
- Computer time
- Special assembly
- Field trip
- Eat lunch outside (or have class outside)

High school students:

- Extra credit
- Fun video
- Reduced homework
- Coupons to video store, restaurant, etc.
- Drawings in donated prizes
- Few minutes of "free choice" time at end of class period

Traditional cultural foods may be exempted from the food standards for educational and/or special school events.

Food and beverages (including but not limited to vending, concessions, a la carte, student stores, parties and fundraising), served from 12:00 AM~~one-half hour~~ before the start of the school day until one-half hour after the end of the school day, must meet the following food and beverage nutrition standards:

Competitive Foods:

Please see attached document. ~~All food (including but not limited to vending, concessions, a la carte, student stores, classroom parties and fundraising) sold in school must:¶~~

- ~~Be either fruit, a vegetable, a dairy product, a protein food, a "whole-grain rich" grain product (50% or more whole grains by weight or have whole grams as the first ingredient), or a combination food that contains at least ¼ cup fruit or vegetable; or¶~~
- ~~Contain 10% of the Daily Value (DV) of a nutrient cited as a public health concern in the 2010 Dietary Guidelines for Americans (DGA) (calcium, potassium, vitamin D, or fiber).¶~~

~~Additionally, foods sold must meet a range of calorie and nutrient requirements:¶~~

- ~~Total fat must be no more than 35% of calories; saturated fat must be no more than 10% of calories; and trans fat must be 0g as stated on the label. Exemptions are provided for~~ reduced fat cheese; nuts and nut butters without other ingredients and seafood with no added fat;
- Snack items shall contain no more than 200 milligrams of sodium. ~~For entree items, sodium levels must be no more than 480 milligrams per protein, for non-NSLP/ SBP entree items;¶~~

- For total sugar levels the proposal includes two alternatives: one is no more than 35% of calories and the other is no more than 35% of weight. Exemptions are provided for fruits and vegetables packed in juice or extra-light syrup and for certain yogurts.
- Snack items have a limit on calories of no more than 200 calories per portion. Non-NSLP/SBP entree items have a calorie limit of no more than 350 calories.¶
-

Beverage Requirements:¶

Elementary School:¶

- Plain water (no size limit);¶
- Low-fat milk, plain (not more than 8 fluid ounces);¶
- Non-fat milk, plain or flavored (not more than 8 fluid ounces);¶
- Nutritionally equivalent milk alternatives as permitted by the school meal requirements (not more than 8 fluid ounces); and¶
- 100% fruit/vegetable juice (not more than 8 fluid ounces).¶

Middle School:¶

- Plain water (no size limit);¶
- Low-fat milk, plain (not more than 12 fluid ounces);¶
- Non-fat milk, plain or flavored (not more than 12 fluid ounces);¶
- Nutritionally equivalent milk alternatives as permitted by the school meal requirements (not more than 12 fluid ounces); and¶
- 100% fruit/vegetable juice (not more than 12 fluid ounces).¶

High School:¶

- Plain water (no size limit);¶
- Low-fat milk, plain (not more than 12 fluid ounces);¶
- Non-fat milk, plain or flavored (not more than 12 fluid ounces);¶
- Nutritionally equivalent milk alternatives as permitted by the school meal requirements (not more than 12 fluid ounces);¶
- 100% fruit/vegetable juice (not more than 12 fluid ounces).¶
- Calorie-free, flavored and/or carbonated water (not more than 20 fluid ounces) allowed, but not in the meal service area during meal service periods;¶
- Other beverages (not more than 20 fluid ounces) that comply with the FDA requirement for bearing a "calorie free" claim of less than 5 kcals/serving allowed, but in the meal service area during meal service periods; and

- Other beverages in not more than 12 oz servings are allowedservings allowed, but not in the meal service area during the meal service periods. No more than 40 calories per 8 ounce serving of beverages (or no more than 60 calories per 12 ounce serving of such beverages) for high school students.

Exceptions to these administrative regulations for food and beverages may be made for individual products which have sufficient nutritional value to offset sugar or fat content, or other requirements or to prohibit the sale of individual products which are deemed inappropriate for sale to students despite meeting these guidelines. Nutritional information, along with samples of the product in question (when possible) shall be provided to the superintendent's designee in charge of nutrition services for approval before products are placed in schools.

PHYSICAL ACTIVITY

Physical Activity Opportunities

Schools shall strive to encourage students to take advantage of the opportunity for moderate physical activity each day to include time before, during, and after school. Schools will provide movement activities throughout the day, and will discourage extended periods of inactivity.

~~The district will be available at least one hour before school starts for students, staff, and community members. The school facilities will be available for staff and students during the school day and facilities will be available for students, staff, and community members upon request in the evenings and on the weekends based on the fee schedule. Supervision will be provided by groups sponsoring the activity or The district will be available at least one hour before school starts for students, staff, and community members.using the facility. School staff will provide supervision of students fifteen minutes prior to the start of each school day, but will not be responsible for students and/or groups who arrive earlier than that.~~

Physical Education

The district will provide all students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, with quality daily physical education or its equivalent.

Health curricula will include instruction on the benefits of good nutrition and the role nutrition plays in preventing chronic diseases and maintaining a healthy weight. Health curricula will reflect continuity across grade levels and will be aligned with Alaska's Skills for a Healthy Life. It is recommended that staff members receive annual inservice training regarding nutrition education by a trained nutritionist or medical professional. It is further recommended that coaches receive training specifically related to nutritional needs of athletes, information regarding use of nutritional supplements, etc.

Nutrition education will occur on a continuous basis, in conjunction with activities in the lunchroom. Nutrition information will be provided on a regular basis to parents/families in order to encourage healthy eating habits at home and to improve quality of snacks brought to school.

Recess

All elementary students shall have at least 20 minutes a day of supervised recess, preferably outdoors as weather permits, during which students are encouraged to participate in moderate to vigorous physical activity with space and equipment to support these activities.

Other

Teachers and other school and community personnel will not use physical activity as a recurring form of punishment (i.e. running laps, pushups), and will only withhold opportunities for physical activity as punishment on a limited basis (i.e., recess, physical education, physical activity breaks).

Schools should provide at a minimum, one indoor and one outdoor physical activity facility for community, student and school staff use. Schools should provide, at a minimum, one indoor and one outdoor physical activity facility for community, student and school staff use.

Monitoring, Compliance and Evaluation

In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

School food service staff will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent. In addition, the school district

will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past three years, the district will request from the state agency that a SMI review be scheduled as soon as possible. The food service program must also be certified in the USDA 6 cents certification program.

This policy should be measured periodically on the extent to which schools are in compliance with the local wellness policy, the extent to which the local education agencies local wellness

policy compares to model local school wellness policies, and the progress made in attaining the goals of the local wellness policy, and make this assessment available to the public.

Assessments will be repeated every four years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will conduct School Health Index, PECAT, and HECAT. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

DATE: August 29, 2013

New DATE: April 7, 2015

Review DATE: April 19, 2018

Review and Update Date: April 12, 2022

USDA United States Department of Agriculture

Smart Snacks in School

USDA's "All Foods Sold in Schools" Standards

USDA recently published practical, science-based nutrition standards for snack foods and beverages sold to children at school during the school day. The standards, required by the Healthy, Hunger-Free Kids Act of 2010, will allow schools to offer healthier snack foods to children, while limiting junk food.

The health of today's school environment continues to improve. Students across the country are now offered healthier school lunches with more fruits, vegetables and whole grains. The *Smart Snacks in School* standards will build on those healthy advancements and ensure that kids are only offered tasty and nutritious foods during the school day.

Smart Snacks in School also support efforts by school food service staff, school administrators, teachers, parents and the school community, all working hard to instill healthy habits in students.

Nutrition Standards for Foods

- **Any food sold in schools must:**
  - Be a "whole grain-rich" grain product; or
  - Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
  - Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
  - Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).*
- **Foods must also meet several nutrient requirements:**
  - Calorie limits:
    - Snack items: ≤ 200 calories
    - Entrée items: ≤ 350 calories
  - Sodium limits:
    - Snack items: ≤ 230 mg**
    - Entrée items: ≤ 480 mg
  - Fat limits:
    - Total fat: ≤35% of calories
    - Saturated fat: < 10% of calories
    - Trans fat: zero grams
  - Sugar limit:
    - ≤ 35% of weight from total sugars in foods

*On July 1, 2016, foods may not qualify using the 10% DV criteria.
**On July 1, 2016, snack items must contain ≤ 200 mg sodium per item

Smart Snacks in School: USDA's "All Foods Sold in Schools" Standards

Nutrition Standards for Beverages

- **All schools may sell:**
  - Plain water (with or without carbonation)
  - Unflavored low fat milk
  - Unflavored or flavored fat free milk and milk alternatives permitted by NSLP/SBP
  - 100% fruit or vegetable juice and
  - 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.

- **Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.**

- **Beyond this, the standards allow additional "no calorie" and "lower calorie" beverage options for high school students.**
  - No more than 20-ounce portions of
  - Calorie-free, flavored water (with or without carbonation); and
  - Other flavored and/or carbonated beverages that are labeled to contain < 5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces.
  - No more than 12-ounce portions of
  - Beverages with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces.

Other Requirements

- **Fundraisers**
  - The sale of food items that meet nutrition requirements at fundraisers are not limited in any way under the standards.
  - The standards do not apply during non-school hours, on weekends and at off-campus fundraising events.
  - The standards provide a special exemption for infrequent fundraisers that do not meet the nutrition standards. State agencies may determine the frequency with which fundraising activities take place that allow the sale of food and beverage items that do not meet the nutrition standards.

- **Accompaniments**
  - Accompaniments such as cream cheese, salad dressing and butter must be included in the nutrient profile as part of the food item sold.
  - This helps control the amount of calories, fat, sugar and sodium added to foods by accompaniments, which can be significant.

Public Comment

USDA is seeking comments on these standards. The formal 120-day comment period is open through October 28, 2013. We also want to continue to receive feedback during implementation of the standards, so that we are able to make any needed tweaks to the standards based on real-world experience. Feedback from students, parents, school food staff, school administrators, State agencies and other interested parties is critical to ensuring successful standards.

To find the standards online, simply go to **http://www.regulations.gov** and search by the docket number, which is FNS-2011-0019, or you may type in the name of the rule "Nutrition Standards for All Foods Sold in School".

Comment Online:
http://www.regulations.gov

Comment by Mail:
William Wagoner
Section Chief, Policy and
Program Development Branch
Child Nutrition Division
Food and Nutrition Service
P.O. Box 66874
St. Louis, MO 63166

the School Day just got Healthier
United States Department of Agriculture

USDA is an equal opportunity provider and employer.

Unit of Study	Sequence/	AK Science	AK Cultural	AK	Learning Objectives	Key Terms/	Activities/Assessment
Unit 1: Microbiome	Beginning of September to	MS-LS1-1, MS-LS1-2; MS-LS1-3; MS-	A1, B4, D2		Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers	antibiotics, bacteria, cells	**Activities: Lesson 1.3:** Observing Microorganisms **Lesson 2.1:**
Unit 2: Metabolism	mid-September to mid-October	MS-LS1-1, MS-LS1-2; MS-LS1-3; MS-	B4, D2		Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers	amino acids, carbon dioxide	**Activities:** Intro to Microscopes; **Lesson 1.3, Activity 3:** 3-D
Unit 3: Engineering Internship	mid- October to beginning of	MS-ETS1-1, MS-ETS1-2; MS-ETS1-3; MS-LS1-4; MS-	B4, E1, E3	A1, A2, B2	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into	criteria, food engineer	**Activities: Research Phase-** review information from the Metabolism
Unit 4: Traits and Reproduction	Beginning of November to	MS-LS1-4; MS-	D2		Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. Use	allele, chromosome	**Activities: Lesson 1.4, Activity 3:** 3D Performance Task: Modeling Silk
Unit 5: Populations and Resources	Beginning of December to mid-	MS-LS1-7; MS-LS2-1; MS-	A5, B4, D2		Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of	change, competition	**Activities:** Lesson 1.3, Activity 2: Hands-On Activity: Birth and Death
Unit 6: Matter and Energy in	Mid-January to mid-February (29	MS-LS1-2, MS-LS1-6; MS-LS1-7; MS-	A5, B4, D2		Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of	abiotic matter, atoms, biodome	**Activities: Lesson 1.3, Activity 2:** Reading and Discussion: "Sunlight
Unit 7: Natural Selection	Mid-February to mid-March (19	MS-LS2-4, MS-LS3-1; MS-LS4-4; MS-	A5, D2		Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect	adaptive trait, ancestor	**Activities: Lesson 1.3, Activity 4:** Hands-On Activity: Building
Unit 8: Engineering Internship: Natural	Mid-March to beginning of	MS-ETS1-1, MS-ETS1-2; MS-ETS1-3; MS-LS4-1; MS-	D2		Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into	adaptive trait, analyze	**Activities: Research Phase-** review information from the Natural
Unit 9: Evolutionary History	Beginning of April to	MS-LS4-1; MS-LS4-2; MS-LS4-3; MS-	B1, D2		Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of	adaptive trait, ancestor, body	**Activities: Lesson 1.3, Activity 2:** Reading: "How You Are Like a Blue

Unit of Study	Sequence/	AK Science	AK Cultural	AK	Learning Objectives	Key Terms/	Activities/Assessment
Unit 1: Geology on Mars	Beginning of September to mid-september	**MS-ESS1-3 MS-ESS2-2** MS-ESS1-4, MS-ESS2-2; MS-ESS2-	A1, D2	A1	**MS-ESS1-3.** Analyze and interpret data to determine scale properties of objects in the solar system. **MS-ESS2-2**	atmosphere, analyze,	**Activities: Lesson 1.2: Observing the Surfaces of Mars and Earth**
Unit 2: Plate Motion	mid-october to end of october	MS-ESS1-1, MS-ESS2-2; MS-ESS2-	A5, D2	A1, B1	**MS-ESS1-4.** Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is	continent,	**Activities: Lesson 1.3; Activity 3: Hands-On Activity: Analyzing Mars**
Unit 3: Engineering Internship: Plate Transformations	beginning of November to mid-December (19 days)	MS-ESS1-5, MS-ETS1-2; MS-ETS1-	B4, D2, E1, E3	A2, B2	**MS-ETS1-1.** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful	criteria, deliverable,	**Activities: Research Phase- review information from the Plate Motion**
Unit 4: Rock		MS-ESS2-1; MS-ESS2-	A5, D2	A1, B1	**MS-ESS2-1.** Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this	cementation, compaction,	**Activities: Lesson 1.3; Activity 3: Student Writing: Reflecting on How**
Unit 5: Earth, Moon, and Sun	mid-December to mid-January (19 days)	MS-ESS1-1, MS-ESS1-2; MS-ESS1-	B1, D2	A1. B1	**MS-ESS1-1.** Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases	crescent moon, exomoon,	**Activities: Lesson 1.2, Activity 3: Investigation in the Sim;**
Unit 6: Ocean, Atmosphere, and Climate	end of February - March (19 days)	MS-ESS2-5; MS-ESS2-5; MS-ESS2-	A5, B1, B4, D2, E1	A1, B1	**MS-ESS2-6.** Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of	cause, climate; air parcel, air	**Activities: Lesson 1.4; Activity 3: 3D Performance Task: Modeling**
Unit 7: Weather Patterns		MS-ESS2-1, MS-ESS2-4; MS-ESS2-	A5, B1, B4, D2,	A1, B1	**MS-ESS2-4.** Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the	climatology, air pressure,	**Activities: Lesson 1.5; Activity 3: Sim Mission: Making Different**
Unit 8: Earth's Changing Climate	April (29 days)	MS-ESS3-2, MS-ESS3-3; MS-ESS3-	B1, D2, E1	A1, B1	**MS-ESS3-5.** Apply scientific principles to design a method for monitoring and minimizing a human impact on the	absorb, carbon dioxide, change,	**Activities: Lesson 1.5; Activity 3: 3D Performance Task: Modeling**
Unit 9: Engineering Internship: Earth's	May (19 days)	MS-ETS1-1, MS-ETS1-2; MS-ETS1-	B4, D2, E1, E2, E3	A1, A2, B2	**MS-ETS1-1.** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful	albedo, CEO, climate impact,	**Activities: Research phase- investigate the albedo effect**

	Sequence/	AK Science	AK Cultural	AK	Learning Objectives	Key Terms/	Activities/Assessment
Unit 1: Harnessing Human Energy	start of school to mid-September	MS-PS3-1, MS-PS3-2; MS-PS3-5; MS-	B4, E1	A2	**MS-PS3-1.** Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of	claim, convert,	**Activities:** Energy lab (hand-crank generator, a battery, and solar cell)
Unit 2: Force & Motion	mid-September to mid-October	MS-PS2-1, MS-PS2-2; MS-PS3-1	E1	A2	**MS-PS2-1.** Apply Newton's third law to design a solution to a problem involving the motion of two colliding objects. **MS-PS2-**	cause, collision,	**Activities. Lesson 1.4, Activity 2:** Student Discussion: Explaining
Unit 3: Engineering Internship: Force &	mid-October to end of October	MS-ETS1-1, MS-ETS1-2; MS-ETS1-	E1, E3	A1, B2	**MS-ETS1-1.** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful	all resistance,	**Activities: Research Phase:** review information from the Force and
Unit 4: Magnetic Fields	end of October to end of	MS-PS2-3, MS-PS2-4; MS-PS2-5; MS-		A2	**MS-PS2-3.** Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. **MS-**	attract, convert,	**Activities: Lesson 1.4, Activity 2:** Reading and Discussion: "Earth's
Unit 5: Thermal Energy	December/ mid-January (20	MS-PS1-1, MS-PS1-4; MS-PS1-	E1, E3	A2	**MS-PS3-5.** Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal	average,	**Activities: Argument Driven Inquiry Science Report:** Thermal
Unit 6: Phase Change	mid-January to mid-February (19	MS-PS1-1, MS-PS1-4; MS-PS3-4; MS-		A2	**MS-PS1-4.** Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure	freedom of movement,	**Activities. Lesson 1.4, Activities 2 and 3:** Reading and Annotation:
Unit 7: Engineering Internship: Phase	mid-February to end of February	MS-ETS1-1, MS-ETS1-2; MS-ETS1-	E1, E3	A1, A2, B2	**MS-ETS1-1.** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful	Chemical engineer,	**Activities: Research Phase:** review information from the Phase Change
Unit 8: Chemical Reactions	March to mid-April (20 Days)	MS-PS1-1, MS-PS1-2; MS-PS1-3; MS-		A2	**MS-PS1-1.** Develop models to describe the atomic composition of simple molecules and extended structures. **MS-**	atoms, boiling point, chemical	**Activities. Lesson 1.4, Activities 2 and 3:** Reading and Discussion:
Unit 9: Light Waves	mid-April to mid-May (19 Days)	MS-PS4-1, MS-PS4-2; MS-PS4-3; MS-		A2	**MS-PS4-1.** Use mathematical representations to describe a simple model for waves that includes how the amplitude of a	absorb, amplitude, emit,	**Activities. Lesson 1.2, Activity 3:** Hands-On Activity: Evidence of
End of Year Project: Weather Balloons	mid-May to end of school (10						

Unit of Study	Sequence/	AK Science	AK Cultural	AK	Learning Objectives	Key Terms/	Activities/Assessment
Unit 1: Living Systems	start of school -	HS-LS-1-2, HS-LS-1-		A1, A2, A6	develop and use a model to illustrate the hierachical organization of	system, feedback,	Robot CER, ADI Lab: Cells,
Unit 2: Chemistry in Living	October	HS-LS1-6		A1, A2, A6	construct and revise an explanation based on evidence for how	atom, element,	Build an Atom- PhET, Marshmallow
Unit 3: Matter and Energy in	November	HS-LS1-5, HS-LS1-7,		A1, A2, A6	use a model to illustrate how photosynthesis transforms light energy	producer,	Photosynthesis and Cellular
Unit 4: Ecosystems: Stability and	December	HS-LS2-1, HS-LS2-2,	A1, A5, B1, C2, C5,	A1, A2, A6	Use mathematical and/or computational representations to support	survivorship	Where's Waldo quadrat sampling
Unit 5: Cells: Stability and	January	HS-LS1-4		A1, A2	Use a model to illustrate the role of cellular division (mitosis) and	cell cycle,	Cell Theory History activity, Potato
Unit 6: The Structure and	February	HS-LS1-1		A1, A2	Construct an explanation based on evidence for how the structure	trait, heritable,	Double Helix short film- HHMI, DNA
Unit 7: Genetics and Heredity	March	HS-LS3-1, HS-LS3-2,	C6	A1	Ask questions to clarify relationships about the role of DNA and	gamete, meiosis,	Bikini Bottom Genetics, Ready Set
Unit 8: Evidence for Evolution	April	HS-LS4-1, HS-LS4-2,	A2, A3, A4, C6, C7, D	A1	Communicate scientific information that common ancestry and	evolution,	The Making of a Theory short film-
Unit 9: Patterns of Evolution	April	HS-LS4-4, HS-LS4-5,	A2, A3, A4, C6, C7,	A1	Construct an explantion based on evidence for how natural	gene pool, allele	Human male deep voice CER,
Unit 10: Human Impacts on the	May	HS-LS2-2, HS-LS2-7,	A1, B2, C2, D2, E1,	A1, A2, A6	Use mathematical representations to support and revise explantions	renewable	Alaska Renewable Energy activity

Unit of Study	Sequence/	AK Science	AK Cultural	AK	Learning Objectives	Key Terms/	Activities/Assessment
Unit 1: Planet Earth	start of school -	HS-ESS-1-6, HS-ESS-	A3, B1, C2, D2	A1	Compare the characteristics of Earth's oceans. Discuss how early	nebula,	map of current Earth, Earth's
Unit 2: Plate Tectonics and	October	HS-ESS-1-5, HS-ESS-	C6	A1	Evaluate the evidence that supports continental drift. Summarize	convection,	ancient Earth map puzzle, future
Unit 3: Marine Provinces	October	HS-ESS-2-1		A1, A2	Discuss the techniquees that are used to determine ocean	volcanic arc,	Construction of ocean basin and
Unit 4: Marine Sediments	end of October -	HS-ESS-2-5, HS-ESS-		A1	Demonstrate an understanding of how marine sediments are	coccolithophore,	marine sediment lab, stromatolites
Unit 5: Water and Seawater	mid November -	HS-LS-2-7, HS-LS-4-		A1, A2, A6	Specify water's unique chemical properties. Discuss water's	polarity, halocine,	Hot, Cold, Fresh and Salty Water
Unit 6: Air-Sea Interaction	mid December -	HS-ESS-2-2, HS-ESS-		A1	Explain variations in solar radiation on Earth, including the cause of	trade winds,	Earth-Sun drawings (seasons), The
Unit 7: Currents, Tides and	mid January -	HS-ESS-2-5, HS-ESS-		A1	Explain the origin of ocean surface currents and how surface	conveyer-belt	Ocean Current map activity, Toys at
Unit 8: Biological Productivity and	mid February -	HS-LS-1-5, HS-LS-2-		A1, A2, A6	Describe various kinds of photosynthetic marine organisms.	biomass pyramid,	marine food webs, plankton tows
Unit 9: Animals of the Pelagic	mid March - mid	HS-LS-1-3, HS-LS-2-	A3, B1, B3, E1, E2,	A1, A2, A6, B1, B2	Compare the various methods by which marine organisms are able	symbiosis,	Orca-sea otter-kelp-urchin trophic
Unit 10: Animals of the Benthic	mid April - mid	HS-LS-1-3, HS-LS-2-	E1, E2, E3	A1, A2, A6, B1, B2	Specifiy characteristics of the communities that exist along rocky	benthic	Nematocyst lab, dissections

Unit of Study	Sequence/	AK Science	AK Cultural	AK	Learning Objectives	Key Terms/	Activities/Assessment
Unit 1: Overview of the Body	start of school -		A5	A1, A2, B1	Learn body orientation terms that explain or describe: body location,	anatomy,	Introductory/pre-assessment,
Unit 2: The Body's Chemical	mid September -	HS-LS-1-1, HS-LS-1-6	A5	A1, A2, A6, B1	Demonstrate understanding of atomic structure and bonding and	biochemistry,	Build an Atom (PhET), Sources of
Unit 3: Organization of the Body	early October -	HS-LS-1-2, HS-LS-1-4	A5	A1, A2, B1	Use terminology associated with cell structure and function. Learn	cell, organ, organ	Identifying Cell Structure and
Unit 4: The Skin and Its Parts	end October -	HS-LS-4-4	E1	A1, A2, A6, B1, B2	Use the terminology associated with the integumentary system.	integumentary	layers of skin coloring (Kapit/Elson
Unit 5: The Skeletal System	mid November -		E1	A1, A2, A6, B1, B2	Use the terminology associated with the skeletal system. Learn	appendicular	skeletal colorings (Kapit/Elson book),
Unit 6: The Muscular System	January	HS-LS-1-7,	E1	A1, A2, A6, B1, B2	Learn how to use the termiology associated with the musculature	BMI, contraction,	muscular system colorings
Unit 7: The Endocrine Glands	January	HS-LS-1-3	E1	A1, A2, A6, B1, B2	Use the terminology associated with the endocrine system. Learn	hormone,	Chemical Eric (NCCSTS), Endocrine
Unit 8: Function of the Nervous	end of January -		E1	A1, A2, A6, B1, B2	Use the terminology associated with the nervous system.	neurons, axons,	nerve coloring (Kapit/Elson book),
Unit 9: Structure of the Nervous	February		E1	A1, A2, A6, B1, B2	Use the terminology associated with the nervous system. Learn	CNS, PNS,	nerve structure colorings
Unit 10: The Respiratory System	end of February -		E1	A1, A2, A6, B1, B2	Use the terminology associated with the respiratory system. Learn	breath, lung,	respiratory system colorings
Unit 11: The Cardiovascular	early March - mid		E1	A1, A2, A6, B1, B2	Use the terminology associated with the cardiovascular system.	blood pressure,	cardiovascular system colorings
Unit 12: The Lymphatic System	end of March -		E1	A1, A2, A6, B1, B2	Use the terminology associated with the blood and lymphatic	centrifuge,	Vaccine Development (Labxchange),
Unit 13: The Digestive System	April		E1	A1, A2, A6, B1, B2	Use the terminology associated with the digestive system. Learn	digestive tract,	digestive system colorings
Unit 14: The Urinary System	end of April -		E1	A1, A2, A6, B1, B2	Use the terminology associated with the urinary system. Learn	kidney, umbilical	urinary system colorings (Kapit/Elson
Unit 15: The Reproductive	May	HS-LS-3-1	E1	A1, A2, A6, B1, B2	Use the terminology associated with the reproductive system. Learn	puberty,	reproductive system colorings

Unit of Study	Sequence/	AK Science	AK Cultural	AK	Learning Objectives	Key Terms/	Activities/Assessment
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Unit of Study	Sequence/ Month	AK Science	AK Cultural Standards	AK	Learning Objectives	Key Terms/ Vocabulary	Activities/Assessment
Unit 1: Introduction to Chemistry and Engineeri	September	HS-PS1-2, HS- PS1-3, HS-ETS1-1, HS-ETS1-3, HS-ETS1-4	A5	B1, B2	The learning experiences in this unit prepare students for mastery of **MATTER AND ITS INTERACTIONS**. **HS-PS1-3** Plan and construct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. **ENGINEERING DESIGN** **ETS1-1** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. **ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. **ETS1-4** Use a computer simulation to model the impact of proposed solutions to a complex real world problem with	Physical Change, Chemical Change, Matter, Physical Property, Chemical Property, Extensive Property, Intensive Property, Model, Engineering Design Process, Criterion, Constraint, Tradeoff, System	Lab Safety Handbook. Hands on Lab: Exploring Physical and Chemical Changes. Lesson 1 Exploring Matter Quiz. Hands on Lab: Separating a Mixture. Lesson 2 Chemistry and the Enginnering Design Process Quiz. Unit Project: Optimizing Toothpaste
Unit 2: Atoms and Elements	October- Mid November	HS-PS1-1, HS-PS1-8,HS-ETS1-1, HS-ETS1-3		A2, B1	The learning experiences in this unit prepare students for mastery of **MATTER AND ITS INTERACTIONS.** **HS- PS1-1** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electons in the outermost energy level of atoms. **HS-PS1-8** Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. **ENGINEERING DESIGN** **HS-ETS1-1** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. **HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and	Element, Atom, Electron, Nucleus, Proton, Neutron, Atomic Number, Isotope, Valence Electron, Atomic Radius, Ionization Energy, Electronegativity, Nucleon, Nuclide, Radioactive, Nuclear Radiation, Half-life, Nuclear Fission, Nuclear Fusion	Lesson 1 Modeling Atomic Structure Quiz Hands-On Lab: Exploring Reactivity Hands- On Lab: Identifying Elements Using a Flame Test. Lesson 2: Investigating Patterns in the Periodic Table Quiz Hands-On Lab: Modeling Periodic Trends Lesson 3: Analyzing Nuclear Reactions Quiz Hands-On Lab: Modeling Radioactive Half -Lives Unit Project: Designing an Atomic Model
Unit 3: Compounds and Mixtures	Mid November- End ofJanuary	HS-PS2-6, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3	E1, E3	B1, B2	The learning experience in this unit prepare the students for mastery of **MATTER AND ITS INTERACTIONS** **HS- PS1-1** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electons in the outermost energy level of atoms. **HS-PS1-3** Plan and construct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. **MOTION AND STABILITY: FORCES AND INTERACTIONS** **HS-PS2-6** Communicate scientific and technical information about why the molecular level structure is important in the functioning of designed materials. **ENGINEERING DESIGN** **HS-ETS1-2** Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. Additional supported standards include **MATTER AND ITS INTERACTIONS PS1-2, and ENGINEERING DESIGN ETS1-1, ETS1-3, and ETS1-4**	Ionic Bond, Covalent Bond, Molecule, Metallic Bond, Polyatomic Ion, Intermolecular Forces, Polarity, Hydrogen Bond, Solution, Solvent, Solute, Solubility, Concentration, Electrolyte, Colligative Property, Materials Science, Polymers, Hydrocarbons, Composite	Lesson 1: Investigating Chemical Compounds Quiz. Hands-On Lab: Analyzing the Properties of Compounds. Hands-On Lab: Modeling the Shapes of Molecules Lesson 2: Analyzing the Properties of Compounds and Solutions Quiz Hands-On Lab: Exploring Intermolecular Forces in Liquids Hands- On Lab: Measuring the Electrical Conductivity of Solutions Lesson 3: Engineering Materials Quiz Hands-On Lab: Experimenting with Polymers Unit Project: Designing Detergents
Unit 4: Chemical Reactions	February- Mid March	HS-PS1-4, HS-PS1-7, HS-PS3-4,HS-ETS1-1, HS-ETS1-2, HS-ETS1-4	A5	A2, B1	The learning experiences in this unit prepare students for mastery of **MATTER AND ITS INTERACTIONS** **HS-PS1-4** Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. **HS-PS1-7** Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. **ENGINEERING DESIGN** **HS-ETS1-4** Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.	Chemical Reaction, Law of Conservation of Mass, Chemical Equation, Coefficient, Mole, Conversion Factor, Molar Mass, Limiting Reactant, Excess Reactant, Potential Energy, Kinetic Energy, Thermal Energy, Law of Conservation of Energy, Specific Heat Capacity, Exothermic Reaction, Endothermic Reaction	Lesson 1: Observing and Modeling Chemical Reactions quiz. Hands-On Lab: Evaluating Systems in Chemical Reactions Hands-On Lab: Modeling the Conservation of Mass Lesson 2: Analyzing Chemical Reactions Quiz Hands-On Lab: Gravimetric Analysis Lesson 3: Investigating Energy in Chemical Reactions Quiz Hands-On Lab: Exploring Thermal Energy and Temperature Unit Project: Modeling Heat Efficiency.

Unit 5: Reaction Rates and Equilibrium	Mid March- Mid May	HS-PS1-5, HS-PS1-6, HS-ETS1-1, HS-ETS1-2, HS-ETS1-3, HS-ETS1-4	D2	A1, A2, B1	The learning experiences in this unti prepare students for mastery of **MATTER AND ITS INTERACTIONS** **HS-PS1-5** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a recation occurs. **HS-PS1-6** Refine the design of a chemical system by specifying a change in conditions that would produced increased amounts of products at equilibrium. **ENGINEERING DESIGN** **HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aestehtics, as well as possible social, cultural, and envrironmental impacts. **HS-ETS1-4** Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and	Collision Theory, Reaction Rate, Activation Energy, Catalyst, Rate Law, Reversible Reaction, Chemical Equilibrium, Le Chatelier' s principle, Acid, Base, pH, Ocean Acidification.	Lesson 1: Investigating Reaction Rates Quiz Hands-On Lab: Observing Reaction Rates Lesson 2: Exploring Chemical Equlibrium Quiz Hands-On Lab: Analyzing Acids and Bases Lesson 3: Analyzing Chemical Systems Quiz Hands-On Lab: Storing a Charge Hands-On Lab: Exploring the Effects of Carbon Dioxide and pH Unit Project: Investigating the Solvay Process

Unit of Study	Sequence/ Month
Unit 1: Physics and Engineering	September/ October
Unit 2: Energy and Motion	November/ December

Unit 3: Field Forces and Energy	January/ February
Unit 4: Electromagnetism and Generators	March/ Mid April
Unit 5: Wave Energy and Communication	End April/ May

AK Science Standards	AK Cultural Standards
HS- PS2- 1 HS- ETS1-1 HS- ETS1-2 HS- ETS1-3 HS- ETS1-4	A5
HS- PS2-2 HS- PS2-3 HS- PS3-1 HS-PS3-2 HS- PS3-3 HS-PS3-4 HS- ETS1-4	C4, D2

HS- PS2-4 HS- PS3-2 HS- PS3-5	D2, E3
HS-PS2-5 HS-PS3-3 HS-PS3-5 HS- HS-PS4-1. HS-PS4-2. HS-PS4-3 HS-	C4, B2 E3

AK Employability Standards	Learning Objectives
A6	The learning experiences in this unit prepare students for mastery of **MOTION AND STABILITY** : Forces and Interactions **HS-PS2-1** Analyze data to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. **ENGINEERING DESIGN**. **HS- ETS1-**1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. **HS- ETS1-2** Design a solution to a complex real- world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. **HS-ETS1-3** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade- offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, and environmental impacts. **HS- ETS1-4**. Use a computer simulation to model the impact of proposed solutions to a complex real- world problem with numerous criteria and constraints on interactions within
B1	The learning experiences in this unit prepare students for mastery of **MOTION AND STABILITY** : Forces and Interactions **HS-PS2-2** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no force acting on the system. **HS-PS2-3** Apply science and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. **ENERGY HS-PS3-1** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other components and energy flows in and out of the system are known. **HS-PS3-2** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects). **HS-PS3-3** Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. **HS-PS3-4** Plan and construct an investigation to provide evidence that the transfer of thermal energy when two components of differentt temperatures are combined within a closed system results in more uniform energy distribution among the components in the system(the second law of thermodynamics) **HS- ETS1-4**. Use a computer

B5	The learning experiences in this unit prepare students for mastery of **MOTION AND STABILITY** : Forces and Interactions **HS-PS2-4** Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe to describe and predict the gravitational and electrostatic forces between the objects. **ENERGY: HS-PS3-2** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles(objects) and energy associated with the relative possitons of particles(objects). **HS-PS3-5** Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the
A2	The learning experiences in this unit prepare students
A2	The learning experiences in this unit prepare students

Key Terms/ Vocabulary	Activities/Assessment
Criteria, constraint, trade off, prototype, frame of reference, velocity, acceleration, force, weight, mass, normal force, friction, net force, stress.	Lesson 1: Engineering Design Quiz. Lesson 2: Modeling Motion Quiz Hands-on Lab: Frame of Reference Motion Hands-on Lab: Modeling Displacement Hands-on Lab: Falling Objects Lesson 3: Effects of Forces Quiz Hands- on Lab: Model Stresses Hands- on Lab: Testing a Bridge Unit 1 Connections: Life Science Connection(A Very Long Jump- Grasshopper's leap compared to that of a champion human athlete), Art Connection (Fictional characters who live and operate by their own rules of nature), Architecture Connection (Floating structures- tensegrity structures)
Momentum, elastic collision, inelastic collision, perfectly inelastic collision, impulse, energy, kinetic energy, potential energy, system, work, thermal energy, temperature, heat, thermal equlibrium.	Lesson 1: Momentum and Collisions Quiz. Hands-on Lab : Modeling Impact Protection Additional Lab Option: Protecting an Egg. Lesson 2: Analyzing Energy in System Quiz Case Study : Energy for Vehicles. Lesson 3: Transferring Thermal Energy Quiz. Case Study: Jet Engine Improvements. Hands-on Lab: Predicting Temperature. Unit Project: Impractical Machines: Students will design and build a Rube Goldberg Machine. They will refine their design, evaluate the energy transfers and transformations that occur in the system, and explain how it meets the criteria of the design.

Inertia, gravity, field force, gravitational field, attractive force, repulsive force, magnetic force, electric field	Lesson 1: Mass and gravitational fields Quiz. Hands-On Lab: Gravitational Field Strength Lesson 2: Modelling Electric and Magnetic Fields Quiz. Hands-on Lab: Magnetism. Virtual Lab : Magnetism
Electrical energy, voltage, electric	Lesson 1: Flow of Electrical Energy Quiz.
Mechanical wave, transverse wave,	Lesson 1: Modeling and Using Waves Quiz.

Unit of Study

Unit 1: Chemistry and Measurement

Unit 2: Elements and Compounds

Unit 3: The properties of Matter and Energy

Unit 4: The periodic table and Chemical Nomenclature

Unit 5: Chemical Reactions

Unit 6: Quantitative Relationships in Chemical Reactions

Unit 7: Modern Atomic Theory

Unit 8: The Chemical Bond

Unit 9: Solid, Liquid , and Gaseous States

Unit 10: Aqueous Solutions

Unit 11: Acids, Bases, and Salts

Unit 12: Oxidation- Reduction Reactions

Unit 13: Nuclear Chemistry

Unit 14: Organic Chemistry

Sequence/ Month	AK Science Standards
September	HS-PS1-2, HS- PS1-3, HS-ETS1-1, HS-ETS1-3, HS-
End of September	HS-PS1-1, HS-PS2-6, HS-PS1-8,HS-ETS1-1, HS-
October	HS-PS1-5, HS-PS1-6
Mid October	HS-PS1-1, HS-PS-1-3, HS-PS2-6
November	HS-PS1-4, HS-PS1-7, HS-PS3-4,HS-ETS1-1, HS-
Mid November	HS-PS1-4, HS-PS1-7, HS-PS3-4,HS-ETS1-1, HS-
December	HS-PS1-1, HS-ETS1-1, HS-ETS1-4
Mid December	HS-PS1-3, HS-PS2-6, HS-ETS1-4
January	HS-PS1-4, HS-PS1-7, HS-PS3-4,HS-ETS1-1, HS-
End of January	HS-PS1-2, HS-PS1-5
February	HS-PS1-7
March	HS-PS1-7, HS-PS1-2
April	HS-PS1-8
May	HS-PS1-1, HS-ETS1-1, HS-ETS1-4

AK Cultural Standards	AK Employability
A5	B1, B5, A6
E1, E3	A1, A2
E1, E3	B1
D2	A2, B1
A5	A6
	A6, B1
D2	A2, B1
D2	A2, B1
	B1
	A6, B1
E1, E3	A6, B1
D2	A2
D2	B1
E1, E3	A2

Learning Objectives	Key Terms/ Vocabulary
Students will learn how to apply and manipulate measurements to	Chemistry, Measurement, Significant
Studeny will become familiar with the basic components of matter and	Element, Compound, Symbol, Atomic
Students will learn how a sample of matter can be described by its	Physical Property, Physical State,
Students will be able to explain the significance of the periodic table, its	Periodic Table, Periodic Law, Metals,
Students should be able to write balanced chemical equations for simple	Chemical Equations, Reactants,
Students will perform stoichiometric calculations using mole ratios from	Stoichiometry, Moles ratios, Limiting
Describe how Bohr's model of the atom account for observed	Electromagnetic radiation,
Write the Lewis dot symbols of atomic and monoatomic ions by following	Octet rule, Valence electrons, Lewis
Using Kinetic molecular theory to distinguish the physical proeprties of	Intermolecular Forces, London
Describe the role of water in the formation of aqueous solutions of ionic	Miscible, Immiscible, Ion-dipole
List the general properties of both acids and bases. Identify Bronsted	Hydronium Ion, Bronsted- Lowry,
Using oxidation states determine the species oxidized, the species	Half- reactions, Oxidation process,
Write balanced nuclear equations for the five types of radiation. Using half-lives, estimate the time needed for various amounts of radioactive decay to occur. Describe how the three natural types of radiation affect matter. Describe the methods and units used to detect and measure radiation. Write balanced nuclear equations for the synthesis of specific isotopes by nuclear reactions. List and describe the beneficial uses of radioactivity. Identify the differences between natural radioactivity, nuclear fission, and nuclear fusion.	Radiation, Radioactive isotopes, Alpha particles, Beta particle, Gamma rays, Positrons, Electron Capture, Half-life, Radioactive decay, Ionizing radiation, Free radicals, Geiger counters, Transmutation, Neutron activation analysis, Fission, Fusion
of a compound. Write the formulas and IUPAC names of simple alkanes,	compound, Isomers, Condensed

Activities/Assessment

Measurement Lab, Study Guide, Vocabulary Quiz, Unit 1 Test
Making it Real: Iridium, the missing dinosaurs, and the Scientific Method
Separating a mixture lab, Density lab , Vocabulary Quiz, Unit 3 Test,
Combining Ions into Ionic Compounds Lab, Vocabulary Quiz, Unit 4 Test
Chemical Reaction Lab, Vocabulary Quiz, Unit 5 Test
Limiting Reactants in a recipe, Vocabulary Quiz, Unit 6 Test
Forensic Chemistry: Solving Crimes with Light, Vocabulary Quiz, Unit 7
Enzymes- The Keys of Life, Nitrogen- From the air to proteins,
The Melting Point of Iron and the World Trade Center, Vocabulary Quiz,
Osmosis in a diaper, Vocabulary Quiz, Unit 10 Test
Forensic Chemistry: Salts and Fingerprint Imaging, Vocabulary Quiz,
Lightning bugs- Nature's little night- lights, Vocabulary Quiz, Unit 12 Test
Virtual Lab visit nuclear lab, Vocabulary Quiz, Unit 13 Test

Aspirin- An old drug with a new life, Vocabulary Quiz, Unit 14 Test

Petersburg City School District
2022 K-5 Science Curriculum Standards

Click the grade below to go to its science standard bookmark

Kindergarten

Instructional Focus:

- Alaskan Animals and Salmon Cycle
- Healthy Choice: Food and Nutrition
- Animals Two By Two

- Trees / Winter / Weather
- Dinosaurs
- Spring / Plants
- Materials and Motion
- Ocean Life

Kindergarten Science Content Standards

Domain: Forces and Interactions: Pushes and Pulls

Standard: K-PS2-1

Students who demonstrate mastery can: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.

Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations • With guidance, plan and conduct an investigation in collaboration with	**PS2.A: Forces and Motion** • Pushes and pulls can have different strengths and directions. • Pushing or pulling on an object can change	**Cause and Effect** • Simple tests can be designed to gather evidence to support or refute student ideas about causes.

peers. **Connections to the Nature of Science** **Scientific Investigations Use a Variety of Methods** • Scientists use different ways to study the world.	the speed or direction of its motion and can start or stop it. **PS2.B: Types of Interactions** • When objects touch or collide, they push on one another and can change motion. **PS3.C: Relationship Between Energy and Forces** • A bigger push or pull makes things speed up or slow down more quickly. (secondary)	

Examples and Resources: FOSS Kit: Materials and Motion

Domain: Forces and Interactions: Pushes and Pulls

Standards: K-PS2-2

Students who demonstrate understanding can: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.

Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts

Analyzing and Interpreting Data • Analyze data from tests of an object or tool to determine if it works as intended.	**PS2.A: Forces and Motion** • Pushes and pulls can have different strengths and directions. • Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. **ETS1.A: Defining EngineeringProblems** • A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (secondary	**Cause and Effect** • Simple tests can be designed to gather evidence to support or refute student ideas about causes.

Examples and Resources: FOSS Kit: Materials and Motion

Domain: Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Standards: K-LS1-1

Students who demonstrate understanding can: Use observations to describe patterns of what plants and animals (including humans) need to survive.

Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** • Scientists look for patterns and order when making observations about the world.	**LS1.C: Organization for Matter and Energy Flow in Organisms** • All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.	**Patterns** • Patterns in the natural and human designed world can be observed and used as evidence.

Examples and Resources: FOSS Kit: Animals Two by Two Foss Kit: Trees / Winter / Weather Units: Healthy Choices / Food and Nutrition, and Salmon Lifecycle

Domain: Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Standards: K-ESS2-2

Students who demonstrate understanding can: Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete, or local plant and animal observations.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence • Construct an argument with evidence to support a claim.	**ESS2.E: Biogeology** • Plants and animals can change their environment. **ESS3.C: Human Impacts on Earth Systems** • Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary)	**Systems and System Models** • Systems in the natural and designed world have parts that work together.

Examples and Resources: FOSS Kit: Animals Two by Two Foss Kit: Trees / Winter / Weather Unit: Dinosaurs

Domain: Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

Standards: K-ESS3-1

Students who demonstrate understanding can: Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.

Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system. Explain the characteristics of the model and the relationships.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models • Use a model to represent relationships in the natural world.	**ESS3.A: Natural Resources** • Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.	**Systems and System Models** • Systems in the natural and designed world have parts that work together
Examples and Resources: FOSS Kit: Animals Two by Two Foss Kit: Trees / Winter / Weather Units: Dinosaurs, Salmon Lifecycle		
Domain: Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment		
Standards: K-ESS3-3 **Students who demonstrate understanding can:** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.* **Clarification Statement:** Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Obtaining, Evaluating, and Communicating Information	**ESS3.C: Human Impacts on Earth Systems** • Things that people do to live comfortably	**Cause and Effect** • Events have causes that generate

• Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. **ETS1.B: Developing Possible Solutions** • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary)	observable patterns.
Examples and Resources: FOSS Kit: Animals Two by Two. FOSS Kit: Trees / Winter / Weather FOSS Kit: Spring / Plants		
Domain: Weather and Climate		
Standards: K-PS3-1 **Students who demonstrate understanding can:** Make observations to determine the effect of sunlight on Earth's surface. **Clarification Statement:** Local observation of duration of sunlight. Examples of Earth's surface could include sand, soil, rocks, and water. **Assessment Boundary:** Assessment of temperature is limited to relative measures such as warmer/cooler.		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**

Planning and Carrying Out Investigations • Make observations (firsthand or from media) to collect data that can be used to make comparisons. **Connections to Nature of Science** **Scientific Investigations Use a Variety of Methods** • Scientists use different ways to study the world.	**PS3.B: Conservation of Energy and Energy Transfer** • Sunlight warms Earth's surface	**Cause and Effect** • Events have causes that generate observable patterns.
Examples and Resources: FOSS Kit: Trees / Winter / Weather		
Domain: Weather and Climate		
Standards: K-PS3-2 **Students who demonstrate understanding can: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.*** **Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun. Explain the characteristics of the structure and their effect on the temperature.]**		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Constructing Explanations and	**PS3.B: Conservation of Energy and**	**Cause and Effect**

Designing Solutions • Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.	**Energy Transfer** • Sunlight warms Earth's surface.	• Events have causes that generate observable patterns.

Examples and Resources: FOSS Kit: Trees / Winter / Weather

Domain: Weather and Climate

Standards: K-ESS2-1

Students who demonstrate understanding can: Use and share observations of local weather conditions to describe patterns over time.

Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.

Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data • Use observations (firsthand or from	**ESS2.D: Weather and Climate** • Weather is the combination of sunlight,	**Patterns** • Patterns in the natural world can be

media) to describe patterns in the natural world in order to answer scientific questions. **Connections to Nature of Science** **Science Knowledge is Based on Empirical Evidence** • Scientists look for patterns and order when making observations about the world.	wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.	observed, used to describe phenomena, and used as evidence.

Examples and Resources: FOSS Kit: Trees / Winter / Weather

Domain: Weather and Climate

Standards: K-ESS3-2

Students who demonstrate understanding can: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.*

Clarification Statement: Emphasis is on local forms of severe weather.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems • Ask questions based on observations to find more information about the designed world.	**ESS3.B: Natural Hazards** • Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to	**Cause and Effect** • Events have causes that generate observable patterns. **Connections to Engineering,**

Obtaining, Evaluating, and Communicating Information • Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world.	these events. **ETS1.A: Defining and Delimiting an Engineering Problem** • Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary)	**Technology, and Applications of Science** **Interdependence of Science, Engineering, and Technology** • People encounter questions about the natural world every day. **Influence of Engineering, Technology, and Science on Society and the Natural World** • People depend on various technologies in their lives; human life would be very different without technology.
Examples and Resources: FOSS Kit: Trees / Winter / Weather		

First Grade

Instructional Focus:

- Insects
- Spiders
- Bears and Habitats
- Sound and Light
- Plants
- Seaweek

Grade 1 Science Content Standards

Domain: Waves: Light and Sound

Standards: 1-PS4-1

Students who demonstrate understanding can: Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork or a person making a hunting call.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations	**PS4.A: Wave Properties** • Sound can make matter vibrate, and vibrating	**Cause and Effect** • Simple tests can be designed to gather

• Plan and conduct investigations collaboratively to produce evidence to answer a question. **Connections to Nature of Science** **Scientific Investigations Use a Variety of Methods** • Science investigations begin with a question. • Scientists use different ways to study the world.	matter can make sound.	evidence to support or refute student ideas about causes.
Examples and Resources: FOSS kit: Light and Sound		
Domain: Waves: Light and Sound		
Standards: 1-PS4-2 **Students who demonstrate understanding can:** Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated. **Clarification Statement:** Examples of observations could include those made in a completely dark room, a pinhole box, and a video of a cave explorer with a flashlight. Illumination could be from an external light source or by an object giving off its own light.		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**

Constructing Explanations and Designing Solutions • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.	**PS4.B: Electromagnetic Radiation** • Objects can be seen if light is available to illuminate them or if they give off their own light.	**Cause and Effect** • Simple tests can be designed to gather evidence to support or refute student ideas about causes.
Examples and Resources: Foss Kit: Sound and Light		
Domain: Waves: Light and Sound		
Standards: 1-PS4-3 **Students who demonstrate understanding can:** Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light. **Clarification Statement:** Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror). **Assessment Boundary:** Assessment does not include the speed of l**ight.**		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Planning and Carrying Out Investigations • Plan and conduct investigations collaboratively to produce evidence to answer a question.	**PS4.B: Electromagnetic Radiation** • Some materials allow light to pass through them, others allow only some light through and others block all the light and create a dark shadow on any surface beyond them, where the	**Cause and Effect** • Simple tests can be designed to gather evidence to support or refute student ideas about causes.

	light cannot reach. Mirrors can be used to redirect a light beam. (Boundary: The idea that light travels from place to place is developed through experiences with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)	

Examples and Resources: Foss Kit: Sound and Light

Domain: Waves: Light and Sound

Standards: 1-PS4-4

Students who demonstrate understanding can: Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.*

Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern of drum beats. Explain how the device works.

Assessment Boundary: Assessment does not include technological details for how communication devices work.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Use tools and materials provided to design a device that solves a specific problem.	**PS4.C: Information Technologies and Instrumentation** • People also use a variety of devices to communicate (send and receive information) over long distances.	**Connections to Engineering, Technology, and Applications of Science** **Influence of Engineering, Technology,**

		and Science, on Society and the Natural World • People depend on various technologies in their lives; human life would be very different without technology.

Examples and Resources: Foss Kit: Sound and Light

Domain: Structure, Function, and information Processing

Standards: 1-LS1-1

Students who demonstrate understanding can: Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.*

Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells (e.g., protective helmets), acorn shells, mollusks, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; detecting intruders by mimicking eyes and ears; use of camouflage, or tools such as snowshoes. Explain how the solution solves the problem described.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Use materials to design a device	**LS1.A: Structure and Function** • All organisms have external parts. Different animals use their body parts in different ways to	**Structure and Function** • The shape and stability of structures of natural and designed objects are related

that solves a specific problem or a solution to a specific problem	see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. **LS1.D: Information Processing** • Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs.	to their function(s). **Connections to Engineering, Technology, and Applications of Science** **Influence of Science, Engineering and Technology on Society and the Natural World** • Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.
Examples and Resources: Foss Kit: Plants and Insects		
Domain: Structure, Function, and information Processing		
Standards: 1-LS1-2 **Students who demonstrate understanding can:** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. **Clarification Statement:** Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**

Obtaining, Evaluating, and Communicating Information • Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** • Scientists look for patterns and order when making observations about the world.	**LS1.B: Growth and Development of Organisms** • Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.	**Patterns** • Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.

Examples and Resources: Units: Insect and Spider life cycle, Foss kit: Plants and Insects

Domain: Structure, Function, and information Processing

Standards: 1-LS3-1

Students who demonstrate understanding can: Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same.

Assessment Boundary: Assessment does not include inheritance or animals that undergo metamorphosis or hybrids.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.	**LS3.A: Inheritance of Traits** • Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents. **LS3.B: Variation of Traits** • Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.	**Patterns** • Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.

Examples and Resources: Foss Kit: Plants and Insects

Domain: Space Systems: Patterns and Cycles

Standards: 1-ESS1-1

Students who demonstrate understanding can: Use observations of the sun, moon, stars, and tides to describe patterns that can be predicted.

Clarification Statement: Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.

Assessment Boundary: Assessment of star patterns is limited to stars being seen at night and not during the day. Students are not required to know the mechanisms that control tides.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data • Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.	**ESS1.A: The Universe and its Stars** • Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.	**Patterns** • Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. **Connections to Nature of Science** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** • Science assumes natural events happen today as they happened in the past. • Many events are repeated.
Examples and Resources: Foss Kit: Sound and Light		
Domain: Space Systems: Patterns and Cycles		
Standards: 1-ESS1-2 **Students who demonstrate understanding can:** Make and graph observations at different times of year to relate the amount of daylight to the time of year, and graph findings. **Clarification Statement:** Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.		

Assessment Boundary: Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Planning and Carrying Out Investigations • Make observations (firsthand or from media) to collect data that can be used to make comparisons.	**ESS1.B: Earth and the Solar System** • Seasonal patterns of sunrise and sunset can be observed, described, and predicted.	**Patterns** • Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.
Examples and Resources: Foss Kit: Sound and Light		

Second Grade

Instructional Focus:

- Solids and Liquids
- Pebbles, Sand, and Silt
- Plants and Animals
- Alaskan Mammals
- Seaweek

Grade 2 Science Content Standards

Domain: Structure and Property of Matter

Standards: 2-PS1-1

Students who demonstrate understanding can: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	**PS1.A: Structure and Properties of Matter** • Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.	**Patterns** • Patterns in the natural and human designed world can be observed.

Examples and Resources: FOSS Kit: Solids and Liquids

Domain: Structure and Property of Matter

Standards: 2-PS1-2

Students who demonstrate understanding can: Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.*

Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.

Assessment Boundary: Assessment of quantitative measurements is limited to length.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data • Analyze data from tests of an object or tool to determine if it works as intended.	**PS1.A: Structure and Properties of Matter** • Different properties are suited to different purposes.	**Cause and Effect** • Simple tests can be designed to gather evidence to support or refute student ideas about causes. **Connections to Engineering, Technology, and Applications of Science** **Influence of Engineering, Technology, and Science, on Society and the Natural World**

		• Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.

Examples and Resources: FOSS Kit: Solids and Liquids

Domain: Structure and Property of Matter

Standards: 2-PS1-3

Students who demonstrate understanding can: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.	**PS1.A: Structure and Properties of Matter** • Different properties are suited to different purposes. • A great variety of objects can be built up from a small set of pieces.	**Energy and Matter** • Objects may break into smaller pieces and be put together into larger pieces, or change shapes. **Connections to Engineering, Technology, and Applications of Science**

		Influence of Engineering, Technology, and Science, on Society and the Natural World • Make observations from several sources to construct an evidence-based account for natural phenomena.

Examples and Resources: FOSS Kit: Solids and Liquids

Domain: Structure and Property of Matter

Standards: 2-PS1-4

Students who demonstrate understanding can: Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and burning wood.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence • Construct an argument with evidence to support a claim. **Connections to Nature of Science**	**PS1.B: Chemical Reactions** • Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not.	**Cause and Effect** • Events have causes that generate observable patterns.

Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena • Science searches for cause and effect relationships to explain natural events.		
Examples and Resources: FOSS Kit: Solids and Liquids		
Domain: Interdependent Relationships in Ecosystems		
Standards: 2-LS2-1 **Students who demonstrate understanding can:** Plan and conduct an investigation to determine if plants need sunlight and water to grow. **Assessment Boundary:** Assessment is limited to testing one variable at a time.		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Planning and Carrying Out Investigations • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.	**LS2.A: Interdependent Relationships in Ecosystems** • Plants depend on water and light to grow.	**Cause and Effect** • Events have causes that generate observable patterns.
Examples and Resources: FOSS Kit: Plants and Animals		
Domain: Interdependent Relationships in Ecosystems		

Standards: 2-LS2-2

Students who demonstrate understanding can: Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*

Clarification Statement: Examples can include those components that mimic the natural structure of an animal that helps it disperse seeds (e.g., hair that snares seeds, squirrel cheek pouches that transport seeds) or that mimic the natural structure of an animal that helps it pollinate plants (e.g., bees have fuzzy bodies to which pollen sticks, hummingbirds have bills that transport pollen). Explain how the model disperses seeds or pollinates plants.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models • Develop a simple model based on evidence to represent a proposed object or tool.	**LS2.A: Interdependent Relationships in Ecosystems** • Plants depend on animals for pollination or to move their seeds around. **ETS1.B: Developing Possible Solutions** • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (secondary)	**Structure and Function** • The shape and stability of structures of natural and designed objects are related to their function(s).

Examples and Resources: FOSS Kit: Plants and Animals; Mammal Unit

Domain: Interdependent Relationships in Ecosystems

Standards: 2-LS4-1

Students who demonstrate understanding can: Make observations of plants and animals to compare the diversity of life in different habitats.

Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.

Assessment Boundary: Assessment does not include specific animal and plant names in specific habitats.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations • Make observations (firsthand or from media) to collect data which can be used to make comparisons. **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** • Scientists look for patterns and order when making observations about the world.	**LS4.D: Biodiversity and Humans** • There are many different kinds of living things in any area, and they exist in different places on land and in water.	

Examples and Resources: FOSS Kit: Plants and Animals

Domain: Earth's Systems: Processes that Shape the Earth

Standards: 2-ESS1-1

Students who demonstrate understanding can: Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Clarification Statement: Examples of events and timescales could include volcanic explosions, earthquakes, tsunamis, avalanches, and landslides, which happen quickly and events such as erosion of rocks and movement of glaciers, which occur slowly.

Assessment Boundary: Assessment does not include quantitative measurements of timescales.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Make observations from several sources to construct an evidence-based account for natural phenomena.	**ESS1.C: The History of Planet Earth** • Some events happen very quickly; others occur very slowly, over a time period much longer than one can observe.	**Stability and Change** • Things may change slowly or rapidly

Examples and Resources: FOSS Kit: Pebbles, Sand, and Silt

Domain: Earth's Systems: Processes that Shape the Earth

Standards: 2-ESS2-1

Students who demonstrate understanding can: Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*

Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land. Discuss the solutions for controlling erosion.]

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Compare multiple solutions to a problem.	**ESS2.A: Earth Materials and Systems** • Wind and water can change the shape of the land. **ETS1.C: Optimizing the Design Solution** • Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (secondary)	**Stability and Change** • Things may change slowly or rapidly. **Connections to Engineering, Technology, and Applications of Science** **Influence of Engineering, Technology, and Science on Society and the Natural World** • Developing and using technology has impacts on the natural world. **Connections to Nature of Science** **Science Addresses Questions About the Natural and Material World** • Scientists study the natural and material world.

Examples and Resources:FOSS Kit: Pebbles, Sand, and Silt

Domain: Earth's Systems: Processes that Shape the Earth

Standards: 2-ESS2-2 (Used in 4th Grade)

Students who demonstrate mastery can: Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Clarification Statement: Discuss the features of the models.

Assessment Boundary: Assessment does not include quantitative scaling in models.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models • Develop a model to represent patterns in the natural world.	**ESS2.B: Plate Tectonics and Large-Scale System Interactions** • Maps show where things are located. One can map the shapes and kinds of land and water in any area.	**Patterns** • Patterns in the natural world can be observed.

Examples and Resources: FOSS Kit: Landforms, Alaska relief maps out of clay, Experiencing Landforms packet

Domain: Earth's Systems: Processes that Shape the Earth

Standards: 2-ESS2-3

Students who demonstrate mastery can: Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Obtaining, Evaluating, and Communicating Information • Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question.	**ESS2.C: The Roles of Water in Earth's Surface Processes** • Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form.	**Patterns** • Patterns in the natural world can be observed.
Examples and Resources: FOSS Kit: Pebbles, Sand, and Silt		
Domain: Engineering Design		
Standards: K-2-ETS1-1 **Students who demonstrate understanding can:** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Asking Questions and Defining Problems • Ask questions based on observations to find more information	**ETS1.A: Defining and Delimiting Engineering Problems** • A situation that people want to change or create can be approached as a problem to be	

about the natural and/or designed world(s). • Define a simple problem that can be solved through the development of a new or improved object or tool.	solved through engineering. • Asking questions, making observations, and gathering information are helpful in thinking about problems. • Before beginning to design a solution, it is important to clearly understand the problem.	
Examples and Resources: FOSS Kit: Solids and Liquids		
Domain: Engineering Design		
Standards: K-2-ETS1-2 **Students who demonstrate understanding can:** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem. **Clarifying Statement:** Explain how the model functions to solve the problem.		
Science and Engineering Practices **Developing and Using Models** • Develop a simple model based on evidence to represent a proposed object or tool.	**Disciplinary Core Ideas** **ETS1.B: Developing Possible Solutions** • Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.	**Crosscutting Concepts** **Structure and Function** • The shape and stability of structures of natural and designed objects are related to their function(s).
Examples and Resources: FOSS Kit: Solids and Liquids		

Domain: Engineering Design		
Standards: K-2-ETS1-3 **Students who demonstrate understanding can:** Analyze and discuss data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Analyzing and Interpreting Data • Analyze data from tests of an object or tool to determine if it works as intended.	**ETS1.C: Optimizing the Design Solution** • Because there is always more than one possible solution to a problem, it is useful to compare and test designs.	
Examples and Resources: FOSS Kit: Solids and Liquids		

Petersburg City School District
Science Curriculum
Adopted: April, 2022

Third Grade

Instructional Focus:

- Structures of Life
- Motions and Matter
- Water and Climate
- Whales
- Human Brains: Anatomy and Growth Mindset
- Seaweek

Grade 3 Science Content Standards

Domain: Forces and Interactions

Standards: 3-PS2-1

Students who demonstrate understanding can: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.

Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts

Planning and Carrying Out Investigations • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. **Connections to the Nature of Science** **Scientific Investigations Use a Variety of Methods** • Scientific investigations use a variety of methods, tools, and techniques.	**PS2.A: Forces and Motion** • Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) **PS2.B: Types of Interactions** • Objects in contact exert forces on each other.	**Cause and Effect** • Cause and effect relationships are routinely identified.

Examples and Resources: FOSS Kit: Motions & Matter

Domain: Forces and Interactions

Standards: 3-PS2-2

Students who demonstrate understanding can: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.

Assessment Boundary: Assessment does not include technical terms such as period and frequency

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. **Connections to the Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** • Science findings are based on recognizing patterns.	**PS2.A: Forces and Motion** • The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)	**Patterns** • Patterns of change can be used to make predictions.

Examples and Resources: FOSS Kit: Motions & Matter

Domain: Forces and Interactions

Standards: 3-PS2-3

Students who demonstrate understanding can: Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

Clarification Statement: Examples of an electric force could include the force on hair from an

electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.

Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems • Ask questions that can be investigated based on patterns such as cause and effect relationships.	**PS2.B: Types of Interactions** • Electric, and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.	**Cause and Effect** • Cause and effect relationships are routinely identified, tested, and used to explain change.

Examples and Resources: Foss Kit: Motions & Matter

Domain: Forces and Interactions

Standards: 3-PS2-4

Students who demonstrate understanding can: Define a simple design problem that can be solved

by applying scientific ideas about magnets.*

Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems • Define a simple problem that can be solved through the development of a new or improved object or tool.	**PS2.B: Types of Interactions** • Electrical and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.	**Connections to Engineering, Technology, and Applications of Science** **Interdependence of Science, Engineering, and Technology** • Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process.

Examples and Resources: Foss Kit: Motions & Matter

Domain: Interdependent Relationships in Ecosystems: Environmental Impacts on Organisms

Standards: 3-LS2-1

Students who demonstrate understanding can: Construct an argument that some animals form groups that help members survive.

Clarification Statement: Alaska examples may include wolves, musk ox, caribou, and schools of fish.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence • Construct an argument with evidence, data, and/or a model.	**LS2.D: Social Interactions and Group Behavior** • Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (Note: Moved from K–2)	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change.
Examples and Resources: Foss Kit: Structures of Life, Whale Unit		
Domain: Interdependent Relationships in Ecosystems: Environmental Impacts on Organisms		
Standards: 3-LS4-1 **Students who demonstrate understanding can:** Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. **Clarification Statement:** Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms. **Assessment Boundary:** Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**

Analyzing and Interpreting Data • Analyze and interpret data to make sense of phenomena using logical reasoning.	**LS4.A: Evidence of Common Ancestry and Diversity** • Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (Note: moved from K-2) • Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments	**Scale, Proportion, and Quantity** • Observable phenomena exist from very short to very long time periods. **Connections to Engineering, Technology, and Application of Science** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** • Science assumes a consistent pattern in natural systems.
Examples and Resources: FOSS Kit: Structures of Life		
Domain: Interdependent Relationships in Ecosystems: Environmental Impacts on Organisms		
Standards: 3-LS4-3 **Students who demonstrate understanding can:** Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. **Clarification Statement:** Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**

Engaging in Argument from Evidence • Construct an argument with evidence.	**LS4.C: Adaptation** • For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change. **Connections to Engineering, Technology, and Application of Science** **Interdependence of Science, Engineering, and Technology** • Knowledge of relevant scientific concepts and research findings is important to engineering. **Connection to Nature of Science** **Science is a Human Endeavor** • Most scientists and engineers work in teams.

Examples and Resources: FOSS Kit: Structures of Life

Domain: Interdependent Relationships in Ecosystems: Environmental Impacts on Organisms

Standards: 3-LS4-4

Students who demonstrate understanding can: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.*

Clarification Statement: Examples of environmental changes could include changes in land

characteristics, water distribution, temperature, food, and other organisms. Solution may be created or provided. Students evaluate the solution to the problem to determine the merit of the solution. Students describe how well the proposed solution meets the given criteria and constraints to reduce the impact of the problem created by the environmental change in the system.

Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence • Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	**LS2.C: Ecosystem Dynamics, Functioning, and Resilience** • When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary) **LS4.D: Biodiversity and Humans** • Populations live in a variety of habitats, and change in those habitats affects the organisms living there.	**Systems and System Models** • A system can be described in terms of its components and their interactions.

Examples and Resources: FOSS Kit: Structures of Life

Domain: Inheritance and Variation of Traits: Life Cycles and Traits

Standards: 3-LS1-1

Students who demonstrate understanding can: Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Clarification Statement: Changes organisms, such as salmon, wooly bear caterpillar, frogs, go through during their life form a pattern.

Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models • Develop models to describe phenomena. **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** • Science findings are based on recognizing patterns	**LS1.B: Growth and Development of Organisms** • Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.	**Patterns** • Patterns of change can be used to make predictions.

Examples and Resources: FOSS Kit: Structures of Life

Domain: Inheritance and Variation of Traits: Life Cycles and Traits

Standards: 3-LS3-1

Students who demonstrate understanding can: Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.

Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to nonhuman examples.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data • Analyze and interpret data to make sense of phenomena using logical reasoning.	**LS3.A: Inheritance of Traits** • Many characteristics of organisms are inherited from their parents. **LS3.B: Variation of Traits** • Different organisms vary in how they look and function because they have different inherited information.	**Patterns** • Similarities and differences in patterns can be used to sort and classify natural phenomena.

Examples and Resources: Foss Kit: Structures of Life

Domain: Inheritance and Variation of Traits: Life Cycles and Traits

Standards: 3-LS3-2

Students who demonstrate understanding can: Use evidence to support the explanation that traits can be influenced by the environment.

Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; a pet dog that is given too much food and little exercise may become overweight; and, comparison of plants and animals in Arctic regions versus non-Arctic regions.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Use evidence (e.g., observations, patterns) to support an explanation.	**LS3.A: Inheritance of Traits** • Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. **LS3.B: Variation of Traits** • The environment also affects the traits that an organism develops	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change.

Examples and Resources: FOSS Kit: Structures of Life, Amaryllis growth experiment

Domain: Inheritance and Variation of Traits: Life Cycles and Traits

Standards: 3-LS4-2

Students who demonstrate understanding can: Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in

surviving, finding mates, and reproducing.

Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Use evidence (e.g., observations, patterns) to construct an explanation.	**LS4.B: Natural Selection** • Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change.

Examples and Resources: FOSS Kit: Structures of Life

Domain: Weather and Climate

Standards: 3-ESS2-1

Students who demonstrate understanding can: Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

Clarification Statement: Examples of data at this grade level could include student-generated graphs of average temperature, precipitation, and wind direction.

Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs.

Assessment does not include climate change.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data • Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.	**ESS2.D: Weather and Climate** • Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.	**Patterns** • Patterns of change can be used to make predictions.

Examples and Resources: FOSS Kit: Water and Climate

Domain: Weather and Climate

Standards: 3-ESS2-2

Students who demonstrate understanding can: Obtain and combine information to describe climates in different regions of the world.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Obtaining, Evaluating, and Communicating Information • Obtain and combine information from books and other reliable media to explain phenomena.	**ESS2.D: Weather and Climate** • Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.	**Patterns** • Patterns of change can be used to make predictions.

Examples and Resources: FOSS Kit: Water and Climate

Domain: Weather and Climate

Standards: 3-ESS3-1

Students who demonstrate understanding can: Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.*

Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent storm erosion or flooding (e.g., from storm surges), or buildup of snow drifts; wind resistant roofs, lightning rods, and other weather hazards such as white-out conditions.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence • Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	**ESS3.B: Natural Hazards** • A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)	**Cause and Effect** • Cause and effect relationships are routinely identified, tested, and used to explain change. **Connections to Engineering, Technology, and Application of Science** **Influence of Engineering, Technology, and Science on Society and the Natural World** • Engineers improve existing technologies or develop new ones to increase their benefits (e.g. better artificial limbs), decrease known risks (e.g. seatbelts in

		cars), and meet societal demands (e.g. cell phones). **Connections to Nature of Science** **Science is a Human Endeavor** • Science affects everyday life.
Examples and Resources: FOSS Kit: Water and Climate		

Fourth Grade

Instructional Focus:

- Living Systems
- Soils, Rocks, and Landforms
- Environments
- Alaska a Land in Motion: Alaska's Wild Salmon

Grade 4 Science Content Standards

This Standard is listed in 2nd Grade, but taught in 4th Grade (See 2nd grade for more info.).

- **2-ESS2-2**

These Standards are listed in 4th Grade, but taught in 5th Grade.

- **4-ESS3-1**
- **4-PS3-1**
- **4-PS3-2**
- **4-PS3-3**
- **4-PS3-4**
- **4-PS4-3**

These Standards are listed in 5th Grade, but taught in 4th Grade (See 5th grade for more info.)!

- **5-LS1-1**
- **5-ESS2-2**
- **5-ESS2-1**
- **5-ESS3-1**

Domain: Energy

Standards: 4-PS3-1 (Used in 5th Grade)

Students who demonstrate understanding can: Use evidence to construct an explanation relating the speed of an object to the energy of that object.

Assessment Boundary: Assessment does not include quantitative measures of changes in the speed of an object or on any precise or quantitative definition of energy

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Use evidence (e.g., measurements, observations, patterns) to construct an explanation	**PS3.A: Definitions of Energy** • The faster a given object is moving, the more energy it possesses.	**Energy and Matter** • Energy can be transferred in various ways and between objects.

Examples and Resources: FOSS Kit Magnetism & Electricity

Domain: Energy

Standards: 4-PS3-2 (Used in 5th Grade)

Students who demonstrate understanding can: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Assessment Boundary: Assessment does not include quantitative measurements of energy.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations • Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.	**PS3.A: Definitions of Energy** • Energy can be moved from place to place by moving objects or through sound, light, or electric currents. **PS3.B: Conservation of Energy and Energy Transfer** • Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. • Light also transfers energy from place to place. • Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.	**Energy and Matter** • Energy can be transferred in various ways and between objects.
Examples and Resources: FOSS Kit Magnetism & Electricity		
Domain: Energy		
Standards: 4-PS3-3 (Used in 5th Grade) **Students who demonstrate understanding can:** Ask questions and predict outcomes about the		

changes in energy that occur when objects collide.

Clarification Statement: Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact. Examples may be at different scales, such as bouncing balls, car crashes, and plate tectonics (e.g., collisions of land to land, ice to ice, and ice to land).

Assessment Boundary: Assessment does not include quantitative measurements of energy.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Asking Questions and Defining Problems • Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.	**PS3.A: Definitions of Energy** • Energy can be moved from place to place by moving objects or through sound, light, or electric currents. **PS3.B: Conservation of Energy and Energy Transfer** • Energy is present whenever there are moving objects, sound, light, or heat. When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced. **PS3.C: Relationship Between Energy and Forces** • When objects collide, the contact forces transfer energy so as to change the objects'	**Energy and Matter** • Energy can be transferred in various ways and between objects.

	motions.	

Examples and Resources: FOSS Kit Magnetism & Electricity

Domain: Energy

Standards: 4-PS3-4 (Used in 5th Grade)

Students who demonstrate understanding can: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*

Clarification Statement: Examples of devices could include electric circuits that convert electrical energy into motion energy of a vehicle, light, or sound; and, a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.

Assessment Boundary: Devices should be limited to those that convert motion energy to electric energy or use stored energy to cause motion or produce light or sound.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Apply scientific ideas to solve design problems.	**PS3.B: Conservation of Energy and Energy Transfer** • Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.	**Energy and Matter** • Energy can be transferred in various ways and between objects. **Connections to Engineering, Technology, and Application of Science** **Influence of Science, Engineering, and**

	PS3.D: Energy in Chemical Processes and Everyday Life • The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use. **ETS1.A: Defining Engineering Problems** • Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (Secondary)	**Technology on Society and the Natural World** • Engineers improve existing technologies or develop new ones **Connections to Nature of Science** **Science is a Human Endeavor** • Most scientists and engineers work in teams. • Science affects everyday life.

Examples and Resources: FOSS Kit Magnetism & Electricity

Domain: Energy

Standards: 4-ESS3-1 (Used in 5th Grade)

Students who demonstrate understanding can: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Clarification Statement: Examples of renewable energy resources could include wind energy, water behind dams, tidal, geothermal, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Obtaining, Evaluating, and Communicating Information • Obtain and combine information from books and other reliable media to explain phenomena.	**ESS3.A: Natural Resources** • Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change. **Connections to Engineering, Technology, and Application of Science** **Interdependence of Science, Engineering, and Technology** • Knowledge of relevant scientific concepts and research findings is important in engineering. **Influence of Science, Engineering, and Technology on Society and the Natural World** • Over time, people's needs and wants change, as do their demands for new and improved technologies.
Examples and Resources: FOSS Kit Magnetism & Electricity		
Domain: Waves		
Standards: 4-PS4-1 **Students who demonstrate understanding can:** Develop and use a model of waves to describe		

patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Clarification Statement: Examples of models could include diagrams, analogies, and physical models using wire to illustrate wavelength and amplitude of waves.

Assessment Boundary: Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of amplitude and wavelength.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models • Develop a model using an analogy, example, or abstract representation to describe a scientific principle. **Connections to Nature of Science** **Scientific Knowledge is Based on Empirical Evidence** • Science findings are based on recognizing patterns.	**PS4.A: Wave Properties** • Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach. (Note: This grade band endpoint was moved from K–2.) • Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).	**Patterns** • Similarities and differences in patterns can be used to sort, classify, and analyze simple rates of change for natural phenomena.

Examples and Resources: Generation Genius, Hungry Point on outgoing tide during storm; Guitar string sound wave video

Domain: Waves

Standards: 4-PS4-3 (Used in Grade 5)

Students who demonstrate understanding can: Generate and compare multiple solutions that use patterns to transfer information.*

Clarification Statement: Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, and using Morse code to send text.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.	**PS4.C: Information Technologies and Instrumentation** • Digitized information can be transmitted over long distances without significant degradation. High-tech devices, such as computers or cell phones, can receive and decode information—convert it from digitized form to voice—and vice versa. **ETS1.C: Optimizing The Design Solution** • Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (Secondary	**Patterns** • Similarities and differences in patterns can be used to sort and classify designed products. **Connections to Engineering, Technology, and Application of Science** **Interdependence of Science, Engineering, and Technology** • Knowledge of relevant scientific concepts and research findings is important in engineering

Examples and Resources: FOSS Kit Magnetism & Electricity

Domain: Structure, Function, and Information Processing

Standards: 4-PS4-2

Students who demonstrate understanding can: Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

Assessment Boundary: Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models • Develop a model to describe phenomena.	**PS4.B: Electromagnetic Radiation** • An object can be seen when light reflected from its surface enters the eyes.	**Cause and Effect** • Cause and effect relationships are routinely identified.

Examples and Resources: Generation Genius, Mystery Science Light, Eyes, & Vision Lesson

Domain: Structure, Function, and Information Processing

Standards: 4-LS1-1

Students who demonstrate understanding can: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, skin, gills, scales, and bones.

Assessment Boundary: Assessment is limited to macroscopic structures within plant and animal systems.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence • Construct an argument with evidence, data, and/or a model.	**LS1.A: Structure and Function** • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.	**Systems and System Models** • A system can be described in terms of its components and their interactions.

Examples and Resources: V.W.'s Cultural salmon unit, Salmon aquarium, Chicken incubator, foss kits, Generation Genius: , Mystery Science Brain, Nerves, & Information Processing Lesson

Domain: Structure, Function, and Information Processing

Standards: 4-LS1-2

Students who demonstrate understanding can: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Clarification Statement: Emphasis is on systems of information transfer. Examples may include salmon homing, responses of marine invertebrates to sound and smell, and sonar communication among whales and other marine mammals.

Assessment Boundary: Assessment does not include the mechanisms by which the brain stores and recalls information or the mechanisms of how sensory receptors function.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models • Use a model to test interactions concerning the functioning of a natural system.	**LS1.D: Information Processing** • Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain. Animals are able to use their perceptions and memories to guide their actions.	**Systems and System Models** • A system can be described in terms of its components and their interactions.

Examples and Resources: Generation Genius: , Google research, field trip to Blind Slough to observe king salmon returning, V.W's cultural salmon unit, Alaska wild salmon

Domain: Earth's Systems: Processes that Shape the Earth

Standards: 4-ESS1-1

Students who demonstrate understanding can: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

Clarification Statement: Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.

Assessment Boundary: Assessment does not include specific knowledge of the mechanism of rock formation or memorization of specific rock formations and layers. Assessment is limited to relative time.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Identify the evidence that supports particular points in an explanation.	**ESS1.C: The History of Planet Earth** • Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed.	**Patterns** • Patterns can be used as evidence to support an explanation. **Connections to Nature of Science** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** • Science assumes consistent patterns in natural systems.

Examples and Resources: Foss Kit: Soil, Rocks and Landforms: Generation Genius

Domain: Earth's Systems: Processes that Shape the Earth

Standards: 4-ESS2-1

Students who demonstrate understanding can: Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Clarification Statement: Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.

Assessment Boundary: Assessment is limited to a single form of weathering or erosion.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations • Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.	**ESS2.A: Earth Materials and Systems** • Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. **ESS2.E: Biogeology** • Living things affect the physical characteristics of their regions.	**Cause and Effect** • Cause and effect relationships are routinely identified, tested, and used to explain change.

Examples and Resources: Generation Genius: Foss Kits-Soil, Rocks, And Landform experiments: Mystery Science

Domain: Earth's Systems: Processes that Shape the Earth

Standards: 4-ESS2-2

Students who demonstrate understanding can: Analyze and interpret data from maps to describe patterns of Earth's features.

Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

Science and Engineering	Disciplinary Core Ideas	Crosscutting Concepts

Practices		
Analyzing and Interpreting Data • Analyze and interpret data to make sense of phenomena using logical reasoning.	**ESS2.B: Plate Tectonics and Large-Scale System Interactions** • The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth.	**Patterns** • Patterns can be used as evidence to support an explanation.
Examples and Resources: Local fishing charts-shows mountain elevations, seafloor depth and seafloor substrate: Foss Kit: Soil, Rocks and Landforms Map of Mt Shasta: Generation Genius: Mystery Science		
Domain: Earth's Systems: Processes that Shape the Earth		
Standards: 4-ESS3-2 **Students who demonstrate understanding can:** Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* **Clarification Statement:** Examples of solutions could include designing an earthquake resistant building and improving monitoring of volcanic activity. **Assessment Boundary:** Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.		

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.	**ESS3.B: Natural Hazards** • A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts. **ETS1.B: Designing Solutions to Engineering Problems** • Testing a solution involves investigating how well it performs under a range of likely conditions. (Secondary)	**Cause and Effect** • Cause and effect relationships are routinely identified, tested, and used to explain change. **Connections to Engineering, Technology, and Application of Science** **Influence of Science, Engineering, and Technology on Society and the Natural World** • Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.
Examples and Resources: STEAM Activity: Generation Genius:		

Fifth Grade

Instructional Focus:

- Earth and Sun
- Mixtures and Solutions
- Engineering
- Magnetism & Electricity
- Sea Week

Fifth Grade Science Content Standards

These Standards are listed in 5th Grade, but taught in 4th Grade

- **5-LS1-1**
- **5-ESS2-2**
- **5-ESS2-1**
- **5-ESS3-1**

These Standards are listed in 4th Grade, but taught in 5th Grade (See 4th grade for more info.).

- **4-ESS3-1**
- **4-PS3-1**
- **4-PS3-2**
- **4-PS3-3**
- **4-PS3-4**
- **4-PS4-3**

Domain: Structure and Properties of Matter

Standards: 5-PS1-1

Students who demonstrate understanding can: Develop and use a model to describe that matter is made of particles too small to be seen.

Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.

Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models • Use models to describe phenomena.	**PS1.A: Structure and Properties of Matter** • Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gasses are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects	**Scale, Proportion, and Quantity** • Natural objects exist from the very small to the immensely large.

Examples and Resources: Foss Kit: Mixtures and Solutions
www.generationgenius.com
www.mysteryscience.com

Domain: Structure and Properties of Matter

Standards: 5-PS1-2

Students who demonstrate understanding can: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.

Assessment Boundary: Assessment does not include distinguishing mass and weight.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Using Mathematics and Computational Thinking • Measure and graph quantities such as weight to address scientific and engineering questions and problems.	**PS1.A: Structure and Properties of Matter** • The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. **PS1.B: Chemical Reactions** • No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.)	**Scale, Proportion, and Quantity** • Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. **Connections to Nature of Science** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** • Science assumes consistent patterns in natural systems.

Examples and Resources: Foss Kit: Mixtures and Solutions www.generationgenius.com

Domain: Structure and Properties of Matter

Standards: 5-PS1-3

Students who demonstrate understanding can: Make observations and measurements to identify materials based on their properties.

Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.

Assessment Boundary: Assessment does not include density or distinguishing mass and weight.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations • Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.	**PS1.A: Structure and Properties of Matter** • Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)	**Scale, Proportion, and Quantity** • Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.

Examples and Resources: Foss Kit: Mixtures and Solutions www.generationgenius.com

Domain: Structure and Properties of Matter

Standards: 5-PS1-4

Students who demonstrate understanding can: Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Clarifying Statement: Share findings from the investigation.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations • Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	**PS1.B: Chemical Reactions** • When two or more different substances are mixed, a new substance with different properties may be formed.	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change.

Examples and Resources: Foss Kit: Mixtures and Solutions www.generationgenius.com

Domain: Matter and Energy in Organisms Ecosystems

Standards: 5-PS3-1

Students who demonstrate understanding can: Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.

Clarification Statement: Examples of models could include diagrams, and flow charts.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models • Use models to describe phenomena.	**PS3.D: Energy in Chemical Processes and Everyday Life** • The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). **LS1.C: Organization for Matter and Energy Flow in Organisms** • Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (Secondary)	**Energy and Matter** • Energy can be transferred in various ways and between objects.

Examples and Resources: Foss Kit: Mixtures and Solutions

Domain: Matter and Energy in Organisms Ecosystems

Standards: 5-LS1-1 (Used in Grade 4)

Students who demonstrate understanding can: Support an argument that plants get the materials they need for growth chiefly from air and water.

Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence • Support an argument with evidence, data, or a model.	**LS1.C: Organization for Matter and Energy Flow in Organisms** • Plants acquire their material for growth chiefly from air and water.	**Energy and Matter** • Matter is transported into, out of, and within systems.
Examples and Resources: Generation Genius, FOSS Kit: Living Systems, Mystery Science		
Domain: Matter and Energy in Organisms Ecosystems		
Standards: 5-LS2-1 **Students who demonstrate understanding can:** Develop and describe a model that describes the movement of matter among plants, animals, decomposers, and the environment. **Clarification Statement:** Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth. **Assessment Boundary:** Assessment does not include molecular explanations.		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Developing and Using Models • Develop a model to describe phenomena.	**LS2.A: Interdependent Relationships in Ecosystems** • The food of almost any kind of animal can be traced back to plants. Organisms are	**Systems and System Models** • A system can be described in terms of its components and their interactions.

Connections to the Nature of Science **Science Models, Laws, Mechanisms, and Theories Explain Natural Phenomena** • Science explanations describe the mechanisms for natural events.	related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as "decomposers." Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. **LS2.B: Cycles of Matter and Energy Transfer in Ecosystems** • Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gasses, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment.	

Examples and Resources: Foss Kit: Mixtures and Solutions

Domain: Earth's Systems

Standards: 5-ESS2-1 (Used in Grade 4)
Students who demonstrate understanding can: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere (water), cryosphere (ice), and/or atmosphere interact.

Clarification Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, cryosphere, atmosphere, and biosphere are each a system.

Assessment Boundary: Assessment is limited to the interactions of two systems at a time

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models • Develop a model using an example to describe a scientific principle.	**ESS2.A: Earth Materials and Systems** • Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.	**Systems and System Models** • A system can be described in terms of its components and their interactions.

Examples and Resources: www.generationgenius.com

Domain: Earth's Systems

Standards: 5-ESS2-2 (Used in Grade 4)

Students who demonstrate understanding can: Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Clarification Statement: Examples could include lakes, rivers, glaciers, sea ice, oceans, groundwater, and polar ice caps. Represent and interpret the data represented by the graphical displays.

Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Using Mathematics and Computational Thinking • Describe and graph quantities such as area and volume to address scientific questions.	**ESS2.C: The Roles of Water in Earth's Surface Processes** • Nearly all of Earth's available water is in the ocean. Most freshwater is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.	**Scale, Proportion, and Quantity** • Standard units are used to measure and describe physical quantities such as weight and volume.

Examples and Resources: www.generationgenius.com, Stikine River volume of flow, Watersheds (Alaska's Wild Salmon) Foss Kit: Soils, Rocks, and Landforms

Domain: Earth's Systems

Standards: 5-ESS3-1 (Used in Grade 4)

Students who demonstrate understanding can: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Obtaining, Evaluating, and Communicating Information • Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.	**ESS3.C: Human Impacts on Earth Systems** • Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.	**Systems and System Models** • A system can be described in terms of its components and their interactions. **Connections to Nature of Science** **Science Addresses Questions About the Natural and Material World.** • Science findings are limited to questions that can be answered with empirical evidence.

Examples and Resources: Internet for current events and Mystery Science

Domain: Space, Systems: Stars and the Solar System

Standards: 5-PS2-1

Students who demonstrate understanding can: Support an argument that the gravitational force exerted by Earth on objects is directed toward the center of the Earth.

Clarification Statement: "Down" is a local description of the direction that points toward the center of the spherical Earth.

Assessment Boundary: Assessment does not include mathematical representation of gravitational force.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence • Support an argument with evidence, data, or a model.	**PS2.B: Types of Interactions** • The gravitational force of Earth acting on an object near Earth's surface pulls that object toward the planet's center.	**Cause and Effect** • Cause and effect relationships are routinely identified and used to explain change.

Examples and Resources: FOSS Kit Earth and Sun

Domain: Space, Systems: Stars and the Solar System

Standards: 5-ESS1-1

Students who demonstrate understanding can: Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.

Assessment Boundary: Assessment is limited to relative distances, not sizes, of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, and stage).

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Engaging in Argument from Evidence • Support an argument with evidence,	**ESS1.A: The Universe and its Stars** • The sun is a star that appears larger and brighter than other stars because it is closer.	**Scale, Proportion, and Quantity** • Natural objects exist from the very small to the immensely large.

data, or a model.	Stars range greatly in their distance from Earth.	

Examples and Resources: FOSS Kit Earth and Sun

Domain: Space, Systems: Stars and the Solar System

Standards: 5-ESS1-2

Students who demonstrate understanding can: Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, daily appearance of the moon, and the seasonal appearance of some stars in the night sky.

Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.

Assessment Boundary: Assessment does not include causes of seasons.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Analyzing and Interpreting Data • Represent data in graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships.	**ESS1.B: Earth and the Solar System** • The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the	**Patterns** • Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena.

	day, month, and year.	
Examples and Resources: FOSS Kit Earth & Sun		
Domain: Engineering Design		
Standards: 3-5-ETS1-1 **Students who demonstrate understanding can:** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.		
Science and Engineering Practices	**Disciplinary Core Ideas**	**Crosscutting Concepts**
Asking Questions and Defining Problems • Define a simple problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.	**ETS1.A: Defining and Delimiting Engineering Problems** • Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account.	**Influence of Engineering, Technology, and Science on Society and the Natural World** • People's needs and wants change over time, as do their demands for new and improved technologies.
Examples and Resources: FOSS Kit Engineering		
Domain: Engineering Design		

Standards: 3-5-ETS1-2

Students who demonstrate understanding can: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Constructing Explanations and Designing Solutions • Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.	**ETS1.B: Developing Possible Solutions** • Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. • At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs.	**Influence of Engineering, Technology, and Science on Society and the Natural World** • Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.

Examples and Resources: FOSS Kit Engineering

Domain: Engineering Design

Standards: 3-5-ETS1-3

Students who demonstrate understanding can: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Planning and Carrying Out Investigations • Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials is considered.	**ETS1.B: Developing Possible Solutions** • Tests are often designed to identify failure points or difficulties which suggest the elements of a design that need to be improved. **ETS1.C: Optimizing the Design Solution** • Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints.	
Examples and Resources: FOSS Kit Engineering		

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Alaska Animals / Salmon Cycle K-ESS3-1 K-LS1-1	**Insects** 1-LS1-2 1-LS1-1 **Investigations:** Caterpillar	**Solids and Liquids** K-2-ETS1-3 K-2-ETS1-2 K-2-ETS1-1 2-PS1-4 2-PS1-3 2-PS1-2 2-PS1-1	**Human Brain: Anatomy & Growth Mindset**	**Living Systems** 5-ESS3-1 5-ESS2-1 5-LS1-1 4-LS1-2 4-LS1-1 4-PS4-2 **Fields Trips:** Stikine River (May) Petersburg Creek (May)	**Earth and Sun** 5-ESS1-2 5-ESS1-1 5-PS2-1
Healthy Choices Food/Nutrition K-LS1-1	**Spiders** 1-LS1-2 1-LS1-1 **Investigations:** Spider	**Pebbles, Sand, and Silt** 2-ESS2-3 2-ESS2-1 2-ESS1-1	**Water and Climate** 3-ESS3-1 3-ESS2-2 3-ESS2-1	**Soils, Rocks, and Landforms** 5-ESS2-2 4-ESS3-2 4-ESS2-2 4-ESS2-1 4-ESS1-1 2-ESS2-2 **Field Trips:** Stikine River (May) Garnet Ledge	**Mixtures and Solutions** 5-LS2-1 5-PS3-1 5-PS1-4 5-PS1-3 5-PS1-2 5-PS1-1
Animals Two by Two K-ESS3-3 K-ESS3-1 K-ESS2-2 K-LS1-1	**Bears: Habitats** 1-LS1-2 1-LS1-1 **Visitors:** Forest Service Bear Talk	**Alaskan Mammals**	**Structures of Life** 3-LS2-1 3-LS4-1 3-LS4-2 3-LS3-2 3-LS3-1 3-LS1-1 3-LS4-4 3-LS4-3	**Environments** **Fields Trips:** Stikine River (May) Petersburg Creek (May) Green's Camp Survival	**Magnetism & Electricity** 4-PS4-3 4-PS4-1 4-ESS3-1 4-PS3-4 4-PS3-3 4-PS3-2 4-PS3-1

				(May)	
Trees/Winter/ Weather K-ESS3-2 K-ESS2-1 K-PS3-2 K-PS3-1 K-ESS3-3 K-ESS3-1 K-ESS2-2 K-LS1-1	**Sound and Light** 1-PS4-4 1-PS4-3 1-PS4-2 1-PS4-1 1-ESS1-2 1-ESS1-1	**Plants and Animals** 2-LS4-1 2-LS2-2 2-LS2-1	**Whales** 3-LS2-1	**AK: Land in Motion, Alaska's Wild Salmon**	**Engineering Designs** 3-5-ETS1-3 3-5-ETS1-2 3-5-ETS1-1
Dinosaurs K-ESS3-1 K-ESS2-2	**Air and Weather**	**Sea Week: Muskeg** **Field Trips:** Muskeg	**Motions and Matter** 3-PS2-4 3-PS2-3 3-PS2-2 3-PS2-1		**Sea Week** **Field Trip:** Fishing Vessels Sandy Beach Petersburg Creek
Spring/Plants K-ESS3-3	**Sea Week: Tide Pools/Plants/Animals/Environment** 1-LS3-1 1-LS1-2 1-LS1-1 **Field Trips:** Sandy Beach		**Sea Week** **Field Trips:** Sandy Beach		
Materials and Motion K-PS2-2 K-PS2-1					
Ocean Life					

Science Units K-5

Kinder

- Alaska Animals & Salmon Cycle
- Healthy Choices - Food and Nutrition
- Animals Two by Two
- Trees, Winter, Weather and Seasons
- Dinosaurs
- Spring / Plants
- Materials & Motion
- Ocean Life

1st

Insects

Caterpillar Investigation

Spiders

Spider Investigation

Bears-habitats

Forest Service Bear Talk

Sound and Light

Air and Weather

Sea Week - Tide Pools Plants/Animals/Environment

Sandy Beach Field Trip

2nd

Solids and Liquids

Pebbles, Sand, and Silt

Alaskan Mammals

Plants and Animals

Sea Week (Muskeg)

Muskeg Field Trip

3rd

Human Brain: Anatomy & Growth Mindset

Water & Climate

Structures of Life

Whales

Motions and Matter

Sea Week

Sandy Beach Field Trip

4th

Living Systems

- Stikine River Field Trip
- Petersburg Creek Field Trip

Soils, Rocks & Landforms

- Garnet Ledge Field Trip

Environments

- Green's Camp Survival Field Trip

AK: A Land in Motion, Alaska's Wild Salmon

5th

Sept/Oct.

Earth & Sun

Nov. & Dec

Mixtures and Solutions

Jan. & Feb.

Magnetism & Electricity

March & April

Engineering Designs

May

Sea Week

Sandy Beach Field Trip

Fishing Vessel Field Trips (Harbor)

Petersburg Creek Field Trip- Nature Stations

Social Studies Electives

World War 2 Class (1 Semester)
Treaty of Versailles and impact on Germany/Europe
Economy of Germany 1920s
Japan's rise to power (early 20th century)
Rise of Totalitarianism/Authoritarianism around the world (Italy, Germany, Japan, Spain)
Japan begins to build an empire (1930s)
Germany's rise to power (1930s)
Hitler advances on Europe (Rhineland, Sudetenland, Austria)
American Neutrality
German Invasion of Poland
German Invasion of Russia
Pearl Harbor
Pacific Theater
European Theater
Peace in Europe
Atomic Bombs in Japan
Peace in Japan
Effects of WW2 and the start of the Cold War

Holocaust Class (1 semester) Textbook: US Holocaust Museum <u>The World Must Know</u> Berenbaum
https://www.amazon.com/World-Must-Know-Holocaust-Memorial/dp/080188358X
Read <u>Night</u> as a class
Historical analysis of pogroms in Western and Eastern Europe
Armenian genocide
Mein Kampf
Rise of Nazism
Hitler and Germany (1933-1935)
Hitler's Inner Circle
Nuremberg Laws
Wannsee Conference (watch Conspiracy)

Final Solution
Warsaw Uprising
Ghettos
The Camps
The world's response to the camps
Liberation of the camps
Displaced Persons Camps
Creation of Israel

https://www.weareteachers.com/teaching-the-holocaust/?utm_source=MDR_WAT&utm_medium=Email&utm_campaign=USHolocaustMuseum_2201_ArticleRefresh-Repromote&mkt_tok=MjkwLVZTRS01NjYAAAGDer_KAfTOYKZUPtqCY7ayQCZ01QVQIP4zRggO0rfu4dJjHb_5gH4jC9JbJCfV08pXEq0PJVcExyE4-PyjnBxWcQRqszh6GQOKH3qCx8wX

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